



TWGHs Kap Yan Directors' College
Annual School Plan
2021-2022

I. School Mission

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. To this end, we are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment.

We devote ourselves to nurturing our students various potentials and abilities, so as to equip them well for a fast-and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country.

We champion the professional enhancement of our teachers, and we cherish team spirit. Ceaselessly we endeavour to raise the standard of our teachers and to improve the school's teaching and learning efficacy. We aspire to establish a fine partnership with the parents and community alike, so that we can all work together towards the students' growth and development.

II. School Goals

1. To enhance learning and ability
2. To edify self and others
3. To proffer whole-heartedly
4. To serve the community

III. Issues to be addressed

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> The majority of the students are of high academic abilities. They are obedient and willing to learn. Students' overall ability is above average, resulting in satisfactory academic performance and public examination results. School has been well developed to provide all-round education which provides opportunities for student developing their generic skills. Most teachers are very experienced and well aware of students' needs. They work effectively and constructively for strategies to improve teaching and learning. They are willing to learn and apply the technology of e-learning into their teaching. 	<ul style="list-style-type: none"> There is great diversity of abilities among students. There is more room for improvement on the homework policy. Many students are examination-oriented. Many students are not motivated and confident enough to excel themselves to the full and they need learning skills, e.g. time management and reading skills. There is a room for improvement on the expectation management skills of higher-form students. There is a discrepancy between the reality and the expectations of theirs and their parents'. The English learning environment in the school campus needs further enhancement. 	<ul style="list-style-type: none"> New principal and teachers are energetic to drive the school forward. External professional support will help to improve overall teaching and learning in school. There is rich support from TWGHs in terms of funds and other support like educational psychologist, speech therapist, numerous whole-person development programmes and some TWGHs elite nurturing programmes. The EDB offers resources and support on e-learning, STEM education, extra manpower, gifted education, etc. Our school, popular among local parents, has good connection with other schools in the district. 	<ul style="list-style-type: none"> Coronavirus Disease 2019 (COVID-19) has caused a lot of challenges to school administration including learning schedule, timetabling, examination arrangements, student' emotion and parenting problem. As Mainland students fail to return to Hong Kong, the support given to the cross-border students is limited. Their interpersonal relationships with the local students are not close. It is a challenge to teachers to build a sense of unity within the class. With the decline of cross-border student population in the North District, it is foreseeable that the competitions among schools in the district for S1 entry may be keen. Due to the pandemic period, students seem to lack resilience, self-management

<ul style="list-style-type: none"> • The average age of the teachers becomes younger and the teaching staff is more energetic. • Good class discipline facilitates efficient and effective teaching and learning. • Teacher-student relationship is generally good. Most colleagues are willing to help students in need. • The school provides numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement. 	<ul style="list-style-type: none"> • Students in North District have less exposure to metropolitan experiences and some have insufficient family support. • More new teachers are employed and assistance and guidance needs to be provided to ensure teaching effectiveness. 		<p>skills and social skills. Stress among students and gives rise to mental health issues.</p> <ul style="list-style-type: none"> • Problematic internet use and internet addiction cause different behavior problem in school. • The high requirements on student abilities in the HKDSE have proved that subjects must review and improve their curricula to nurture students progressively from junior forms. • A number of experienced senior teachers will retire within 5 years, and hence giving rise to the urgency for succession planning.
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1. Area of Concern 1 : To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
a) To enhance the sense of accomplishments among students	<ul style="list-style-type: none"> To enhance the Kap Yan Whole Person Development Scheme and encourage holistic development of our students and the pursuit of excellence. 	<ul style="list-style-type: none"> At least 2 promotion activities Exceeding 80% of students make the reflection in the form teacher period. Over 70% of students are actively engaged in school activities. Form Teachers' observation Student's WPDA record 	<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings. Stakeholders' Surveys (parents) Check on the number of students who join the scheme and awarded. 	9/2021 – 7/2022	Student Support Network (Gifted Education Committee)	
	<ul style="list-style-type: none"> Appreciate and recognise students' effort and achievements through more some incentive programmes, direct praise to reinforce positive behaviours. Teachers workshop on students' appreciation 	<ul style="list-style-type: none"> Organise sharing session in the morning assembly to recognise students' effort. Students demonstrate confidence, positive self-image At least one teachers' training workshop 	<ul style="list-style-type: none"> APASO questionnaire 		Vice Principal (S.G), Head of various Departments and Subject ESDA survey team?	Administrative & IT support

	<ul style="list-style-type: none"> To explore students' potentials via various ECA activities and leadership training programmes. Provide opportunities for students to participate in outside programs, awards, scholarship training courses, serve as leaders and explore their potentials (MCs, ambassadors; school teams) 	<ul style="list-style-type: none"> Observation of students' performance in and out of the school Positive response in APASO 	<ul style="list-style-type: none"> ECA records Gifted Programme records of students 		Gifted Education Group, ECA head	
	<ul style="list-style-type: none"> Join a 3-year Child Development Fund (CDF) project to assist S2-3 disadvantaged students to draw up their personal development plans. 	<ul style="list-style-type: none"> Over 70% of positive response of participants and parents towards the programme 	<ul style="list-style-type: none"> Questionnaires after activities 		Vice Principal (S.G), Head of Careers Department	Administrative & IT support
b) To build positive mind (emotions, attitudes and values) while enhancing personal resilience with a healthy body.	<ul style="list-style-type: none"> Positive values will be reinforced by different subjects in the curriculum 	<ul style="list-style-type: none"> Students show positive values especially empathy and respect towards others 	<ul style="list-style-type: none"> Reports from different subjects 			
	<ul style="list-style-type: none"> To help students build positive values via Form Teacher's Periods, hall assemblies and annual moral themes. The Tung Wah Moral Education Curriculum will continue in junior forms. 	<ul style="list-style-type: none"> Survey with students Feedback from participating students 	<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings. Feedback collected from TW Moral Education Curriculum 	9/2021 – 7/2022		

<ul style="list-style-type: none"> A Values framework will be set for the whole school and be implemented in Form Teacher's Period by Form Teachers and the collaboration of departments 	<ul style="list-style-type: none"> In collaboration with the Pastoral Care Committee, no less than 70% of Form teacher period are provided with an aim to develop students' positive values and attitudes. 	<ul style="list-style-type: none"> FT's feedbacks collected from FT meetings.
<ul style="list-style-type: none"> School campus will be decorated with more display of positive quotes 	<ul style="list-style-type: none"> Students design positive quotes and show them on each floor. Students will finish two wall paintings this year. 	<ul style="list-style-type: none"> APASO Questionnaire Stakeholders' Surveys(parents)
<ul style="list-style-type: none"> Whole-school mass programmes and growth groups will continue to strengthen students' ability to face adversity 	<ul style="list-style-type: none"> Provide training workshops and activities for students to enhance their interpersonal skills and mental health. Over 70% of students agree guidance week successfully promoted positive values to schoolmates. 	<ul style="list-style-type: none"> APASO Questionnaire Stakeholders' Surveys(parents)

Student Support Network (Vice Principal (S.G), Head of Discipline, Guidance and Moral Education)	
Vice Principal (S.G), and Moral Education Board	
Vice Principal (S.G), and Guidance Board	

	<ul style="list-style-type: none"> The emphasis on maintaining good physical fitness with regular practice initiated by PE department will continue. 	<ul style="list-style-type: none"> 70 %Students demonstrate satisfactory physical fitness in assessments 	<ul style="list-style-type: none"> Stakeholders' Surveys(parents) Reports from PE Department 		Head of PE Department	
	<ul style="list-style-type: none"> Healthy School Projects and programmes will continue to promote overall wellness of students. 	<ul style="list-style-type: none"> Over 70% of positive response towards various programmes 	<ul style="list-style-type: none"> Report from TWGHs CROSS Centre and Joyful@HK programme 		Coordinator of Healthy School Project, and Guidance Board	
	<ul style="list-style-type: none"> To strengthen teacher-student relationships and peer mutual support via class building, school activities and competition. A stronger sense of belonging to the school can be developed. Various Form activities focusing on building positive thinking and growth mindset will be tailor-made for Senior Form students. 	<ul style="list-style-type: none"> Organise the Failure Education Day for F.5 and F.6 students. Over 70% of positive response towards various programmes 	<ul style="list-style-type: none"> APASO Questionnaire Questionnaires after activities FT's feedbacks collected from FT meetings. 		Student Support Network (Vice Principal (S.G), Head of Discipline, Guidance and Moral Education)	
	<ul style="list-style-type: none"> Form 1 students are required to join at least one internal team-based activity or uniform group to unleash students' potential and nurture their teamwork spirit. 	<ul style="list-style-type: none"> Over 80% of F1 students join 1 team-basaed activity or uniform group 	<ul style="list-style-type: none"> ECA records 		ECA head	

c) To build positive relationships and a caring and inclusive school environment	<ul style="list-style-type: none"> To strengthen the sense of belongings of different stakeholders through school celebration activities. Collaboration of Student Support Network among departments will be further strengthened to provide pastoral care support. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 	9/2021 – 7/2022	Student Support Network (Vice Principal (S.G), Head of Discipline, Guidance and Moral Education)	
	<ul style="list-style-type: none"> Caring campaigns with gifts and encouraging words to promote positive relationships will be initiated. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 		Vice Principal (S.G), Guidance Board	
	<ul style="list-style-type: none"> To help build positive emotions and enhance personal resilience through various activities with the use of Life-wide Learning Grant and collaboration with different partners and organisations. 	<ul style="list-style-type: none"> Positive response in APASO 	<ul style="list-style-type: none"> APASO Questionnaire 		Different departments	

d) To build capacity in all teachers the ability to implement positive education.	<ul style="list-style-type: none"> Teachers' awareness and professional abilities in implementing positive education will be increased through school-based professional development (e.g. Staff Development Day) and Form Teacher's Meeting 	<ul style="list-style-type: none"> At least 2 SD Day to promote positive education this year. Teachers demonstrate ability to implement class building strategies and students demonstrate positive emotions in their daily lives. 	<ul style="list-style-type: none"> Observation of FT's performance APASO Questionnaire 		Vice Principal (S.G) , Head of Guidance, Discipline and Moral Education, Moral Education Board	
e) To provide parent education on nurturing students' growth positively.	<ul style="list-style-type: none"> Organise talks and provide platforms for parents to learn the ways to nurture students' growth 	<ul style="list-style-type: none"> At least 2 workshops or sharing for parents. Parents have positive feedback towards positive education 	<ul style="list-style-type: none"> Stakeholders' Surveys(parents) Collection from views from parent groups 		Vice Principal (S.G), PTA	

2. Area of Concern 2 : To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enable students to solve problems independently	<ul style="list-style-type: none"> Strengthen students' interpersonal communication, critical thinking and problem-solving skills via various life-wide learning programmes. To cultivate students' innovation and skills in technology via STEAM education and programmes. 	<ul style="list-style-type: none"> Students exhibit positive reflections towards their own learning in WPDA. Each subjects and boards held at least one LWL activities for students. Over 70% of students have positive impact on students after their participation of life-wide learning programmes. The number of students who join the STEAM education competition and programme. 	<ul style="list-style-type: none"> Students' performance in examination and tests Stakeholders' Surveys (teachers and students) Reflections of students from the life-wide learning programmes 	9/2020 – 7/2021	Gifted Education Group Board and subject heads	LWL Grant & Student Activities Fund
2. To nurture students to be proactive learners and develop confidence	<ul style="list-style-type: none"> To cultivate students' motivation for active learning and self-directed learning. Refine the pedagogy approach with the introduction of e-Learning and setting up e-Learning Team from different core subjects: (E.g. Use of E-learning platforms and apps) to encourage students' learning incentives and teacher-student interaction, enhance students' ability of self-learning, etc.) Ideas on green education will be incorporated into subject curriculum and OLE (e.g. community work) to enrich 	<ul style="list-style-type: none"> Every teacher will try to use e-Learning strategies in their lessons. Students and teachers are familiar with the TEAMS platform. Students in general exhibit improvement in learning outcomes and performance in class. 	<ul style="list-style-type: none"> Lesson observation Students' performance in examination and tests Feedback from teachers and students APASO Questionnaire Stakeholders' Surveys Assignment inspection ECA records 	9/2020 – 7/2021	Vice Principal (T&L), IT Coordinator and Subject Panel Heads OLE (ECA Department)	ECIT Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	students' learning experience					
	<ul style="list-style-type: none"> To encourage self-learning, some measures will be adopted in some subjects including: Some extended modules and self-learning modules will be included. Tailor-made pre-lesson and after-lesson assignments will be added. Student-centre teaching with the use of projects, self and peer assessments are included to encourage students' independent learning and creating a collaborative learning atmosphere Encourage more able students to attempt extra challenging materials, join various competitions and programmes Opportunities for students via talent programmes to develop their potentials and boost confidence will continue. To create a richer English atmosphere through a variety of English activities and collaboration across subjects. 	<ul style="list-style-type: none"> Over 70% of students show interest in learning and try their best to participate in class. Students demonstrate confidence towards their learning The Form-based Project continues. At least two forms are having one project each in the year so as to prepare students for different learning skills. Each board and subjects will join at least one external activities/competition in this year. 	<ul style="list-style-type: none"> Students' performance in examination and tests Feedback from teachers and students APASO Questionnaire Assignment inspection ECA records Gifted Education Records 	9/2020 – 7/2021	<p>Vice Principal (T&L), IT Coordinator and Academic Board</p> <p>OLE (ECA Board) Gifted Education Group</p>	CEG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3) To nurture students to be purposeful learners by catering their diversity and different abilities.	<p>The existing strategies on catering for learner diversity will continue. These include enhancement and remedial classes</p> <p>Appropriate teaching strategies will be adopted to facilitate students' learning. These may include:</p> <ul style="list-style-type: none"> a) scaffolding of concept building and tasks, cultivation of learning skills (e.g. use of concept maps and graphic organisers) and more effective use of questioning and classroom activities, etc. b) designing diversified assignments to improve student learning outcomes. c) adjusting teaching progress and level of difficulties of quizzes and test papers. d) giving feedback to let students understand their learning and set learning goals. e) Wise use of Life-wide Learning Grant to nurture students in different talents 	<ul style="list-style-type: none"> • Each subject arranges remedial class for students after school. Students in general exhibit improvement in learning outcomes. • Students demonstrate confidence towards their learning 	Teachers' observation	9/2021 – 7/2022	Vice Principal (T&L), IT Coordinator and Subject Panel Heads	
4) To enhance students' learning ability	<p>To enhance teachers' professional development to elevate teaching efficacy and effectiveness</p> <ul style="list-style-type: none"> a) Joining QSIP of CUHK for S1 to promote SDL among students and improve teaching and learning pedagogies. 	<ul style="list-style-type: none"> • Students demonstrate ability in mastering various learning skills in their daily learning. • Joint lesson preparation period is arranged in junior Chinese, English and Mathematics to promote a culture of 	<p>Students' work</p> <ul style="list-style-type: none"> • Feedback from teachers and students • QSIP evaluation and class observation record • Joint lesson 	9/2021 – 7/2022	Vice Principal (T&L), IT Coordinator and Subject Panel Heads	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	b) Promoting a culture of professional sharing and collaboration within core subjects by encouraging to conduct common lesson preparation so that teachers can learn from one another.	professional sharing.	preparation record			
5) To develop students' passion for and incentives in learning	<ul style="list-style-type: none"> To engage students in the learning process, cross-curriculum collaboration will be encouraged to increase students' incentives and interests in learning To build students' self-confidence and widen their horizons by encouraging students to join more internal and external competitions. 	<ul style="list-style-type: none"> Students in general exhibit improvement in learning outcomes. The numbers of students who join different external programme /activities and competitions. 	<ul style="list-style-type: none"> APASO Questionnaire Activities/ competition records 	9/2021 – 7/2022	Vice Principal (T&L) and Academic Board	
6) To nurture students to be purposeful learners by guiding them to make life planning under different learning stages	<ul style="list-style-type: none"> School-based life-planning programmes and strategies will continue to arouse their awareness of education opportunity. 	<ul style="list-style-type: none"> Students demonstrate clearer goals and a better understanding towards their learning and future paths Positive response in APASO 	<ul style="list-style-type: none"> Students made positive feedback at the students' questionnaires of various career and life planning activities and Form Teacher Periods. APASO Questionnaire 		Career Guidance Board	
7) To nurture reading atmosphere via collaboration across subjects, book sharing	<ul style="list-style-type: none"> Collaborate with different subjects and hold some theme-based activities like students' book sharing sessions. Continue to hold activities like book fair, writers' talks 	<ul style="list-style-type: none"> No. of books borrowed from the school library. The usage of eRead Scheme At least 2 reading activities in each 	<ul style="list-style-type: none"> Stakeholders' Surveys Form Teachers' observation Reading competition record 	9/2021 – 7/2022	Library Head and teacher	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
and promotions.	and teachers' book recommendations.	semester to promote reading atmosphere. • Reading competition will be organised for individual and different forms students.				
8) To raise the awareness of environmental protection of students by promoting Green Education	• Curriculum covers topics on environment education in local, national and global levels. • Encourage students to bring their own bottles to school by habit. • Subject-related activities will be organised to promote Green Education. • Internal and external will be organised for students.	• Students are taught different skills and perspectives in analysing environmental issues in class. Students can present their learning in class activities. • Over 70% of students bring their own bottle to school. • Over half of students forms joins the environmental activities.	• Evaluation meeting record • The statistics of related activities. .	9/2021 – 7/2022	Geography teachers	

TWGHs Kap Yan Directors' College
Plan On Use of Capacity Enhancement Grant
(2021/2022)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
1. Curriculum development	To produce teaching materials for teachers	To employ 1 school development assistant to take up part of the administrative works of the teachers and to prepare teaching materials for the teachers	Teachers' workload in the preparation of teaching aids will be relieved	Sept 2021 – Aug 2022	Salary for 1 school development assistant: \$172,998.00 [about \$14,015 per month x 12 months x 1.05 (MPF)] x 1	On average, reducing 40 hours of non-teaching workload from each teacher throughout the year	Performance appraisal on the assistant	SUM

Accumulated Surplus B/F from 2020/21	=	\$	0	(a)	
For 2021/22 : Revenue	=	\$	642,934.00	(b)	
Estimated Expenditure	=	\$	176,589.00	(c)	
Estimated Surplus	=	\$	466,345.00	(d) = (b) – (c)	
Accumulated Surplus for 2021/22	=	\$	466,345.00	(e) = (a) + (d)	(Carried forward for use in EOEBG)

TWGHs Kap Yan Directors' College
Plan On Use of Fractional Post Cash Grant
(2021/2022)

The EDB has approved the school to opt for a cash grant for the 0.6 teaching staff entitlement under the approved staff establishment of 2021/22, and to make use of the grant according to the needs of the school. The EDB allows schools to retain 3 times the annual provision of the school year in which the grant is provided, and any excess will be clawed back by the EDB.

Strategy / Task	Resources Required
To employ 1 Supper Teacher	Salary of 1 Supply Teacher for 1 year = \$384,160.00 [(1,678 x 22)+1,500)] x 10

Accumulated Surplus B/F from 2020/21	=	\$	212,368.96	(a)	
For 2021/22 : Revenue	=	\$	385,200.00	(b)	
Estimated Expenditure	=	\$	384,160.00	(c)	
Estimated Surplus	=	\$	1,040.00	(d) = (b) – (c)	
Accumulated Surplus for 2021/22	=	\$	213,408.96	(e) = (a) + (d)	(Carried forward for use in 2022/23)

TWGHs Kap Yan Directors' College
Learning Support Grant for Secondary Schools
(2021/2022)

In the 2008/09 school year, the Education Bureau started to provide 'Learning Support Grant for Secondary Schools' for schools to cater for the needs of students with special educational needs.

Strategy / Task	Resources Required		
1. To employ 0.6 TA to assist to support students with SEN	Salary of 0.6 TA for 1 year	=	\$120,052.80 [(15,880 x 1.05 x 12) x 0.6
2. To organize guidance groups with service provider for students with special educational needs to enhance their study skills, social skills and skills in managing emotions.	COP services for students requiring emotional support	\$	50,000.00
	Chinese Language Study Skills Training	\$	12,000.00
	Attention Improvement Training	\$	16,000.00
	Social Skills Training	\$	20,000.00
	Mood enhancement program	\$	3,000.00
	Arts Therapy	\$	6,000.00
	Music Therapy	\$	16,000.00
	Other Training Programme & Resources	\$	31,000.00

Accumulated Surplus B/F from 2020/21	=	\$	77,542.20	(a)	
For 2021/22 : Revenue	=	\$	243,375.00	(b)	
Estimated Expenditure	=	\$	274,052.80	(c)	
Estimated Deficit	=	- \$	30,677.80	(d) = (b) – (c)	(Covered by Surplus from 2020/21)
Accumulated Surplus for 2021/22	=	\$	46,864.40	(e) = (a) + (d)	(Carried forward for use in 2022/23)

TWGHs Kap Yan Directors' College
Plan on Use of Diversity Learning Grant
(2021/2022)

The Diversity Learning Grant is provided by the EDB to schools annually upon application, starting from 2009/10 school year, to support the diversification of New Senior Secondary School Curriculum.

Strategy / Task	Resources Required	
Other Programmes:		
(a) Network Programme for S.4 and S.6 Students	S.6 Music	\$ 44,000.00
	Subsidy for attending concerts for DSE course students	\$ 2,000.00
(b) Gifted Education Programmes	English Course x 1	\$ 48,000.00
	Chinese Course x 1	\$ 18,000.00
	Mathematics Course x 1	\$ 15,000.00
	Liberal Studies Course x 1	\$ 22,000.00
	Subsidy for Talents Programme	\$ 8,000.00

Accumulated Surplus B/F from 2020/21	=	\$	73,094.03	(a)	
For 2021/22 : Revenue	=	\$	91,000.00	(b)	
Estimated Expenditure	=	\$	157,000.00	(c)	
Estimated Deficit	=	- \$	66,000.00	(d) = (b) – (c)	(Covered by Surplus from 2020/21)
Accumulated Surplus for 2021/22	=	\$	7,094.03	(e) = (a) + (d)	(Carried forward for use in 2022/23)

TWGHs Kap Yan Directors' College
Plan on Use of Diversity Learning Grant
(2021/2022)

The Diversity Learning Grant is provided by the EDB to schools annually upon application, starting from 2009/10 school year, to support the diversification of New Senior Secondary School Curriculum.

Strategy / Task	Resources Required
Other Language:	
(a) Japanese Language	<div>S.4 Japanese Language (HKDSEE) \$ 66,300.00</div> <div>S.5 Japanese Language (HKDSEE) \$ 42,900.00</div> <div>S.6 Japanese Language (HKDSEE) \$ 27,300.00</div>

Accumulated Surplus B/F from 2020/21	=	\$	0	(a)
For 2021/22 : Revenue	=	\$	136,500.00	(b)
Estimated Expenditure	=	\$	136,500.00	(c)
Estimated Surplus	=	\$	0	(d) = (b) – (c)
Accumulated Surplus for 2021/22	=	\$	0	(e) = (a) + (d)

TWGHs Kap Yan Directors' College
Plan on School-based After-school Learning and Support Programme
(2021/2022)

Name of Activity	Objectives of the Activity	Period/Date Activity to be held	Target Group and Estimated no. of grant beneficiaries #	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
(1) Study Skills Enhancement classes	To help students with difficulties in learning the subjects to catch up with the main stream	Classes on 10 Saturdays	60 students of S.1 – S.3 with unsatisfactory results in tests and examinations	\$450 x 60 = \$27,000	
(2) Kap Yan Whole Person Development Programme for S.1 – S.3	To provide students with more opportunities to widen their exposure	Oct 2021 – May 2022	Subsidy for 60 students at Junior Secondary Level	\$450 x 60 = \$27,000	
(3) Kap Yan Leisure and Cultural Appreciation Programme for S.4 – S.6	To provide students with more opportunities to widen their exposure	Oct 2021 – May 2022	Subsidy for 55 students at senior secondary level	\$400 x 55 = \$22,000	
(4) Capacity Enhancement Programmes for students	To enhance the self-esteem of students and to build up leadership skills at an early stage	Oct 2021 – May 2022 Programmes for S.1-5 including seminars and workshops	Subsidy for 100 students with about 20 students from each of S.1 – S.5	\$416 x 100 = \$41,600	

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

Accumulated Surplus B/F from 2020/21	=	\$	262,277.00	(a)	
For 2021/22 : Revenue	=	\$	117,600.00	(b)	
Estimated Expenditure	=	\$	117,600.00	(c)	
Estimated Surplus	=	\$	0.00	(d) = (b) – (c)	
Accumulated Surplus for 2021/22	=	\$	262,277.00	(e) = (a) + (d)	(Carried forward for use in 2022/23)

TWGHs Kap Yan Directors' College
Plan on Use of Sister School Scheme Grant
(2021/2022)

The Grant for the Sister School Scheme is provided by the EDB to school that has formed sister schools with its counterparts in the Mainland at 2018/19 school year after the Pilot Scheme from 2015/16-2017/18. Schools are encouraged to plan long-term sister school exchange activities to enrich students' learning experiences and foster teachers' professional development. It is a recurrent grant at the amount of \$150,000 per school (adjustment according to Composite Consumer Price Index).

Strategy / Task	Resources Required
1. To employ 0.15 TA	Salary of 0.15 TA for 1 year = \$30,013.20 [(15,880 x 1.05 x 12) x 0.15]
2. Exchange and Discussion through video Conference	Purchase of interactive TV for video Conferencing = \$50,000.00
3. Preparation for Sister School Study Tour	Purchase of Tour Guide System for future Sister School Study Tour = \$50,000.00

Accumulated Surplus B/F from 2020/21	=	\$	255,480.40	(a)	
For 2021/22 : Revenue	=	\$	157,126.00	(b)	
Estimated Expenditure	=	\$	130,013.20	(c)	
Estimated Surplus	=	\$	27,112.80	(d) = (b) – (c)	
Accumulated Surplus for 2021/22	=	\$	282,593.20	(e) = (a) + (d)	(Carried forward for use in 2022/23)

TWGHs Kap Yan Directors' College
Plan on the Use of the Promotion of Reading Grant
(2021/2022)

The Promotion of Reading Grant is provided by the EDB to school starting from 2018/19 school year. Schools are encouraged to extend “Reading to Learn” to “Reading across the Curriculum” and “Language across the Curriculum” with a view to broadening students’ knowledge base and connecting their learning experiences in different subjects.

Strategy / Task	Resources Required
1. Enrich library resources in response to the latest development in reading and the curricula of different KLAS	Purchase of Printed Books = \$57,000.00
2. Integrate reading with project learning to enhance students’ problem solving, comprehension skills and multidimensional thinking skills	Web-based Reading Scheme = \$12,000.00 - Newspaper Reading Materials for Liberal Studies
3. Work collaboratively with subject teachers in curriculum planning and teaching to support RaC	Hiring writers, professional storytellers, etc. = \$5,000.00 - to conduct talks to students

Accumulated Surplus B/F from 2020/21	=	\$	30,069.48	(a)	
For 2021/22 : Revenue	=	\$	73,326.00	(b)	
Estimated Expenditure	=	\$	74,000.00	(c)	
Estimated Deficit	= -	\$	674.00	(d) = (b) – (c)	(Covered by Surplus from 2020/21)
Accumulated Surplus for 2021/22	=	\$	29,395.48	(e) = (a) + (d)	(Carried forward for use in 2022/23)

**Life-wide Learning Grant
Plan on the Use of the Grant
(2021/2022)**

Annex VIII

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	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)										
English	Intensive DSE Writing Courses for S.4, S.5 and S.6 (3 levels)	To enhance students' writing skills necessary for English DSE exam papers.	Sep 2021 - May 2022	S.4 S.5 S.6	Student's feedback, lesson observation and teacher evaluation.	\$75,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
English	Intensive Summer DSE Courses for S.3, S.4 and S.5 (3 levels)	To enhance students' skills necessary for English DSE exam papers.	Jun 2022 - Aug 2022	S.3 S.4 S.5	Student's feedback, lesson observation and teacher evaluation.	\$45,000	✓				
English	Speech Festival	To nurture students' interest in poem appreciation and speaking confidence.	Oct 2021 - Dec 2021	S.1-S.6	Results of students performance.	\$150 X 25 Students = \$3,750	✓				
English	Inter-school Debating Competition	To horn students' debating skills and enhance their speaking confidence.	Oct 2021 - May 2022	S.1-S.5	Results of students performance.	\$500 X 5 levels = \$2,500	✓				
English	Chamber Debate Course	To horn elite students' debating skills and enhance their speaking confidence.	Oct 2021 - May 2022	S.4	Students' feedback and teacher's evaluation.	\$3200 X 3 Students = \$9,600	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
English	S1 & S2 Culture Fun Day	To increase students' exposure on German culture through fun activities.	7th July 2022	S.1, S.2	Students' feedback and teacher's evaluation.	\$82,500	✓				
English	S3 Museum Visit	To enhance students' knowledge in heritage preservation through visiting a local museum.	April 2022	S.3	Students' feedback and teacher's evaluation.	\$250 X 100 Students = \$25,000	✓				
English	S4 Drama Show	To nurture students' interest in drama appreciation through watching a show.	March 2022	S.4	Students' feedback and teacher's evaluation.	\$100 X 150 Students = \$15,000	✓				
English	S5 Visiting a green facility	To enhance students' understanding about environment problems and solutions through visiting a local green facility.	Dec 2021	S.5	Students' feedback and teacher's evaluation.	\$400 X 20 Students = \$8,000	✓			✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Chinese	KYD Literature Award (2021-2022)	<ol style="list-style-type: none"> Promote literary activities and competitions, and build students' independent learning and self-confidence. Through different methods and types of literary activities, students are trained to observe, analyze, appreciate, and create abilities. Through literary reading and writing activities and competitions, students can improve their language proficiency and broaden their literary horizons. 	2021-2022	All Students	<ol style="list-style-type: none"> Literary Walking Group Works. Literary Creation Competition Works. Biennial Award Collection. 	\$58,000	✓				
Chinese	73 Hong Kong Schools Speech Festival (2021)	<ol style="list-style-type: none"> To increase students' competency and aesthetic ability. To enhance students' language skills and speaking confidence. 	Nov 2021	All Students	Awards, results and comments in the competition.	\$3,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Chinese	Chinese Culture Week (Traditional folk games and snack carnival) 中華文化週(校園集古村)	1. Enhance students' sense of belonging to our country. 2. Cultivate students' artistic interest in Chinese culture. 3. Enhance students' knowledge in Chinese culture and Chinese Language.	Feb 2022	All Students	1. Survey. 2. Evaluation by the teacher responsible.	\$49,980	✓	✓			
Chinese	Talk(面試技巧分享講座)	Enhance students' interview Skill.	Sep 2021	S.6 Students	1. Survey. 2. Evaluation by the teacher responsible.	\$2,000	✓				✓
Geography	S.3& S.5-6 Geography Field trip	Allows students to understand the threat of climate change on marine ecosystem, and arose their interest in conducting fieldwork studies.	Dec 2021/ Mar 2022	S.3 & S.5-6 Students	Student need to do a reflection on their study.	\$4,800 X 2 = \$10,000	✓	✓			
Geography	Coach fee for visits and external activities	To encourage students participate in external activities.	Whole year	All students	Student participation.	\$10,000	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Geography	S.5 Fieldwork study workshop	Allows students acquire basic fieldwork skills through fieldwork studies for better preparation of DSE fieldwork-based question.	2nd term	S.5 Students	Group field report.	\$250 X 24 = \$7,000	✓	✓			
Careers	Coach fee for visit to enterprises	To enrich students' experiences and foster positive values that contribute to their life planning.	2 nd Term (Post-exam)	S.4 Students	Student Participation.	\$1,800 × 3 = \$5,400					✓
STEM	STEM and Science Week Hiring services from external organizations to help schools organize extra-curricular or after-school activities	To arouse students' interest in STEM and Science.	Second term	All students	Students' comments.	\$10,000	✓				
STEM	Drones and Aerial photography Education Hiring services from external organization to train students as extra-curricular or after-school activities	To train students' skills in controlling drone and editing in aerial photography.	Second term	Students interested (S.3 to S.5)	Evaluation form.	\$30,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
STEM	STEM Activity Including competition, after-school activity of STEM Education	To arouse students' interest in STEM and enrich students learning experience in STEM	Whole year	Students interested (S.1 to S.5)	Students' comments	20,000	✓				
Tourism and Hospitality Studies	Field trips and visit to enterprises.	1. To explore and understand the relationship between individuals and society through the study of local and international tourism and hospitality trends and issues, and their social, economic and environmental impact. 2. To appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry.	Sep 2021 - Jul 2022	S.4 and S.5 students	Reflection and sharing after the trips.	\$9,000	✓				✓
Tourism and Hospitality Studies	Trip to Ocean Park	To enhance their awareness of the importance of the tourism and hospitality industry to our society,	Dec 2021/ Jun 2022	S.4- S.5 Students	Reflection and sharing after the trip.	\$3,200	✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		the nation and the world.									
1.2	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)										
Maths	Instructors Fee for Mathematics training team	1. Provide training for Maths training team members to enhance their problem solving skill and high order thinking. 2. Cultivate students' Maths interest, stretch their potentials and boost confidence. 3. For better results in the competitions and win honor for	Oct 2021 - Apr 2022	S.2 to S.5 Students	1. Competition Results. 2. Evaluation of the performance of the classes.	\$21,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		the school.									
Chinese History	Talk	To nurture students' positive attitude towards life through history figures.	Jun 2022	S.1 to S.4 Students	1. Questionnaire. 2. Teachers' observation.	\$1,000	✓	✓			
DT	Robotics training course for DTU team	1. Train students with problem-solving skills and engineering skills through the structure and intelligence while constructing robots and programming. 2. Prepare students to take part in the HK Tech game and the international VEX competition 3. Enhance students' collaborative skills through working in a team.	Sep 2021 - May 2022	S.1 to S.3 Students	Evaluation form Photo-taking.	\$20,000	✓	✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
DT	Flight simulation training course for Kap Yan Aviation Team	1. Promote students with cross-curriculum knowledge and 21 st century skills (multitasking, problem-solving and decision-making skills) using aviation (Physics, Mathematics, D&T, etc.), prepare for their career in the future. 2. Train students to train the others for sustainable development.	Oct 2021– Mar 2022	S.3 to S.5 Students	Evaluation form Photo-taking.	\$40,000	✓	✓			✓
Student Guidance	S.1 'FRIENDS' Program (including Screening Survey and report) (「逆風行」計劃)	1. To recognize S1 students with weaker resilience or poor mental health, in order to provide them with diverse educational activities. 2. To provide students with mental health education.	Sep 2021 - Jul 2022	S.1 Students	1. Pre-survey and post-survey. 2. Teacher's observation.	\$17,000		✓			
Student Guidance	S.1 Life Skills Camp - Services	1. To provide adventure learning experience for S1 students and to build up their team spirit. 2. To enhance students' resilience and to build up positive values	Oct 2021	S.1 Students	1. Reflective report by student participants. 2. Teacher's observation.	\$25,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		and attitude.									
Student Guidance	S.4-S.5 Certificate Course of Outward Bound Trainer	To train students be proactive, independent and doughty when facing difficulties.	Jan 2022 - Jul 2022	S.4 to S.5 Students	1. Reflective report by student participants. 2. Teacher's observation.	\$8,000			✓		✓
Student Guidance	S.5 Oneness Program	To provide students with learning experience in order to enhance students resilience, team spirit, positive values and attitude.	Feb 2021	S.5 Students	1. Pre-survey and post-survey. 2. Teacher's observation.	\$20,000		✓			
Student Guidance	S.5 Life Education Program (Transportation fee)	To provide students with learning experience in order to enhance students resilience, self-reflection, positive values and attitude.	Jul 2021	S.5 students	1. Interviewing the student participants. 2. Teacher's observation and evaluation.	\$2,000		✓			
Student Guidance	Application fee for leadership training program YMCA Youth Leadership Development Scheme (YLD)	1. To provide advanced leadership training for the senior students. 2. To broaden participants' horizons	Oct 2020 - Aug 2021	8 Student Leaders (S.4 to S.5)	1. Interviewing the student participants.	\$2,800	✓			✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		by offering them an opportunity to serve the society.			2. Teacher's observation and evaluation.						
Student Guidance	Positive Education Program	To provide students with learning experience in order to enhance students resilience, self-reflection, positive values and attitude.	Dec 2020 - Aug 2021	All students	1. Interviewing the student participants. 2. Teacher's observation and evaluation.	\$30,000	✓	✓			
Student Support	S.4 進念思維領袖培訓計劃	To equip students with growth mindset and reflect on their own progress in achieving the goals they set.	Whole year	S.4 Students	Students' reflections after the program.	\$135,000		✓			
Student Support	S5 Life Education Program	1. To nurture students' positive values and attitudes through life education. 2. To equip students with ability to cope with adversity and enhance their resilience.	Feb 2021	S.5 Students	Students' reflections after the program.	\$18,000		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Support	S6 Life Education Program	1. To nurture students' positive values and attitudes through life education. 2. To equip students with ability to cope with adversity and enhance their resilience.	Nov 2020	S.6 Students	Students' reflections after the program.	\$18,000		✓			
Student Support	S6 Power-up Day (Rock Painting Workshop)	To help to relieve students' study pressure and equip students with ways to express emotions and relieve stress through artworks.	Jan 2021	S.6 Students	Students' reflections after the program.	\$10,000		✓	✓		
Gifted Education	Programmes for leadership training and widening of horizons	To develop students' potentials in leadership and nurture their positive values through activities that widen their perspectives.	Sept 2021 – Aug 2022	S.1 to S.6 Students	Interviewing the participants.	\$12,000	✓	✓			
ECA	Kap Yanner Talent Programme	1. To develop the multiple intelligence of the students. 2. To help students develop healthy hobbies.	Oct 2021 – May 2022	S.1 Students	1. Take attendance and the attendance rate of not less than 80%. 2. Evaluation by	\$56,400			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					the students. 3. Evaluation by the teacher responsible.						
Music	Application Fee for Music Competitions: HK Schools Music Festival, JSMA competition	Let the students with musical talents display their talents, train their patience and self-confidence, and win honor for the school.	Feb 2020 - May 2020	S.1 to S.6 Students	Competition Results.	\$9,000			✓		
Music	Fee for piano accompanist for competitions	For better results in the competitions	Feb 2021 - May 2022	S.1 to S.6 Students	Competition Results.	\$4,000			✓		
Music	Conductor and tutor fee for the music teams and classes: Choir (vocal training class), Handbell Team, Zheng Team, guitar , cello, violin, zheng, yanqin harp and ukulele class	Cultivate students' artistic interest, train discipline, patience and self-confidence.	Sep 2021 - Aug 2022	S.1 to S.5 Students	Evaluation of the performance of the teams and classes.	\$250,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
PE	Instructor fees for School Teams (Basketball, Football, Volleyball, Handball, Badminton, Table Tennis, Athletics, Swimming, Indoor Rowing and indoor cycling)	1. To develop and refine students' sports skills. 2. To develop students' leadership and encourage them to take care of the junior members. 3. To build up team spirit.	Sep 2021 – Aug 2022	Sports Team (S.1 to S.6 Students)	1. Training records. 2. Teacher's Evaluation. 3. Students' Evaluation.	\$296,100	✓	✓	✓		
PE	Entry fees for Sports Competitions	1. To enhance students' sports skills. 2. To build up the responsibility and team spirit. 3. To exchange sports skills and compete with sister schools.	Sep 2021 – Aug 2022	Sports Team (S.1 to S.6 Students)	1. Total the number of school teams. 2. Review the results of competitions.	\$25,000	✓	✓	✓		
PE	Indoor cycling team training (including equipment)	1. To improve students' physical fitness through indoor cycling. 2. To promote indoor cycling in PE lessons. 3. To refine the cycling skills and let students enjoy the outdoor cycling safely in leisure.	Sep 2021 – Aug 2022	S.1 to S.6 Students	1. Training record. 2. Review the performance of the students.	\$20,000	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
External Liaison	Kap Yan Ambassador Training Course	1. Provide training for Kap Yan Ambassador members. 2. Enhance their communication and problem solving skills. 3. Provide students more opportunities to contact the outside world.	2021-2022	S.2 to S.5 Students	1. Survey. 2. Evaluation by he teacher responsible.	\$21,000	✓			✓	
External Liaison	Kap Yan Reporter Training Programme	1. Provide training for School Publication members. 2. Enhance their writing , and interview skill. 3. Provide students opportunities to publish students newsletter(格仁).	2021-2022	S.2 to S.5 Students	1. Survey. 2. Evaluation by he teacher responsible. 3. Product of the newsletter.	Training: \$9,000 Publication: \$39,000	✓				
	Pro-create drawing app workshop	Students can use the app as tool to create sketch and art work.	2nd term	S.2 to S.4 Students	The performance of the students and the final work. Evaluation from the mentor.	\$40,000	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Campus Beautification –3D Wall Painting workshop and creation	1. From establishing the ideas and concept to drawing the sketch and work with the artist, students may enrich their knowledge develop creative ideas of visual arts. 2. Moreover, students may raise their sense of belonging to the school by participating in painting the campus.	2nd term	S.1to S.4 Students	The performance of the students and the entire painting process. Evaluation from the artist/mentor.	\$49,000	✓		✓		
	Art gallery/ museum visit	Let students who are interested in Art could broaden their horizon of Visual Arts.	2 nd Term	S.1 to S.3 Students	Worksheet or sharing.	\$9,000	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Dramatic skills workshops	Enrich students' knowledge about dramatic performances, and strengthen their confidence in delivering performances in various forms.	First term and possibly early second term	S.1to S.5 Students	1. Students' performance during the workshops. 2. Students' evaluation and reflections after the program.	\$16,000			✓		
	Sand art workshop	Students can learn an art media- Sand to create work and how the process match with music.	2 nd term	S.2 to S.4 Students	1. The performance of the students and the sand art. 2. Evaluation from the mentor.	\$45,000	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	“Heart Gardening” Programme (educational program) 心靈園圃計劃 (課程部分)	Integration of environmental education and life education to enhance students’ knowledge in organic farming, as well as to nurture their responsibility and attitude towards nature.	Whole year	S.1 to S.5 Students	1. Performance of students in taking care of the garden. 2. Students reflections after the program. 3. Output of the garden.	\$25,000		✓			
1.3	To organise or participate in non-local exchange activities or competitions to broaden students’ horizons										
	S2 and S3 Activity Day (Outdoor Training)	To enhance students’ problem solving and cooperation skills through outdoor training activities.	Nov 2020	S.2 and S.3 students	1. Observation. 2. questionnaire survey.	S.2 \$36,500 + S.3 \$53,300 = \$42,360	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	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
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	S4 to S6 Picnic	To enhance students' sense of belonging through outdoor activities.	Oct 2021	S.4, S.5 and S.6 students	Observation, classroom notice board	@\$30 x400 = \$12,000	✓				
	Leadership Training	To develop leadership among student leaders.	Nov 2021	S.3 to S.5 students	1. Observation. 2. questionnaire survey.	\$35,000		✓		✓	
1.4	Others										
Estimated Expenses for Category 1						\$1,866,590					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	STEM equipment, consumables and learning resources	1. Conducting Cross-KLA STEM courses. 2. Supporting STEM after-school learning activities. 3. Enhancing subject-based STEM courses. 4. Developing new STEM projects.	\$10,000
STEM	Coral Academy Project	To arouse students' interest in STEM and enrich students learning experience in STEM.	\$10,000
PE	PE Equipment	Training and competition equipment for Sports Teams and PE classes.	\$187,000
Others	Gifts cards for S5 and S6 Life Education Program	Support 'S5 and S6 Life Education Program'	\$1,000
Others	Farewell gifts for S6 students	Support 'S6 Power Up Day'	\$1,700
Others	"Heart Gardening" Programme (Miscellaneous) 心靈園圃計劃 (工具及雜項)	Support "Heart Gardening" Programme	\$3,000
Estimated Expenses for Category 2			\$212,700
Estimated Expenses for Categories 1 & 2			\$2,079,290

Estimated Number of Student Beneficiaries

Total number of students in the school:	887
Estimated number of student beneficiaries:	887
Percentage of students benefitting from the Grant (%):	100%

**Student Activities Support Grant
Plan on the Use of the Grant
(2021/2022)**

Annex IX

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Music Classes - nurture students’ interests in music, train their confidence and patience.	Arts (Music)	50 student	\$30,000.00	✓		✓		
2	Kap Yanner Talent Program - develop students multiple intelligence and interests.	Arts (Music and Visual Arts)	50 student	\$30,000.00			✓		
3	Activity day - Strengthen teacher-student relationships and peer mutual support -Build a stronger sense of belonging to the class	Cross-Disciplinary (ECA and Moral, Civic and National Education	145 student	\$67,200.00		✓		✓	
4	Leadership Training Courses -Explore students potentials and develop students’ leadership and organizational skills	Leadership Training	30 student	\$12,000.00	✓			✓	

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
5	S1 Summer English Camp -strengthen students English speaking skills and confidence via speaking activities (like drama) and visits.	English Language	40 student	\$20,000.00		✓			
6	English Bridging Course -Help students to adapt to the EMI teaching environment in Secondary School	English Language	45 student	\$24,750.00	✓				
Total				\$183,950.00					

Accumulated Surplus B/F from 2020/21	=	\$	0	(a)
For 2021/22 : Revenue	=	\$	183,950.00	(b)
Estimated Expenditure	=	\$	183,950.00	(c)
Estimated Surplus	=	\$	0	(d) = (b) – (c)
Accumulated Surplus for 2021/22	=	\$	0	(e) = (a) + (d)

TWGHs Kap Yan Directors' College
Plan On Use of Provision of One-off Grant for Supporting the
Implementation of the Senior Secondary Subject Citizenship and Social Development
(2021/2022)

Annex X

The Provision of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development is provided by the EDB to school at 2021/22 school year, to support the implementation of the curriculum of CSD as well as to support teachers in teaching CSD and conducting relevant learning and teaching activities. It is a one-off cash grant at the amount of \$300,000 per school until the end of 2023/24 school year.

Strategy / Task	Resources Required
1. To develop or procure relevant learning and teaching resources (including multi-media and e-learning resources), mobile applications and software, as well as reference materials for CSD.	Teaching Materials and reference materials for CSD = \$15,000.00
2. To organize school-based learning activities for enhancing the learning and teaching effectiveness of CSD.	Expenses for organizing school based learning activities for CSD = \$5,000.00
3. To subsidize students to participate in Extended Activities relating to the curriculum of CSD.	Subsidies for students to participate in Extended Activities relating to CSD = \$10,000.00

For 2021/22 :	Revenue	=	\$	300,000.00	(a)	
	Estimated Expenditure	=	\$	30,000.00	(b)	
	Estimated Surplus	=	\$	270,000.00	(c) = (a) – (b)	
	Accumulated Surplus for 2021/22	=	\$	270,000.00	(d) = (c)	(Carried forward in use in 2022/23)