



# **TWGHs Kap Yan Directors' College**

## **Annual School Plan**

**2019-2020**

## **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"> <li>● The majority of the students are of high academic abilities. They are obedient and willing to learn.</li> <li>● School has been well developed to provide all-round education which provides opportunities for student developing their generic skills.</li> <li>● Teachers are experienced and dedicated. 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.</li> <li>● The average age of the teachers becomes younger and the teaching staff is more energetic.</li> <li>● Good class discipline facilitates efficient and effective teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● There is great diversity of abilities among students. There is more room for improvement on the homework policy.</li> <li>● Many students are examination-oriented.</li> <li>● 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.</li> <li>● 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’.</li> <li>● The English learning environment in the school campus needs further enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>● External professional support will help to improve overall teaching and learning in school.</li> <li>● There is rich support from TWGHs in terms of funds and other support like educational psychologist, numerous whole-person development programmes and some TWGHs elite nurturing programmes.</li> <li>● The EDB offers resources and support on e-learning, STEM education, extra manpower, gifted education, etc.</li> <li>● Our school, popular among local parents, has good connection with other schools in the district.</li> </ul>	<ul style="list-style-type: none"> <li>● School-based assessment in various subjects has created great workload on both teachers and students of senior forms.</li> <li>● 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</li> <li>● Local student rally and the disturbance of the public cause impacts on the learning environment in school.</li> </ul>

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>● Teacher-student relationship is generally good. Most colleagues are willing to help students in need.</li> </ul>	<ul style="list-style-type: none"> <li>● Students in North District have less exposure to metropolitan experiences and some have insufficient family support.</li> </ul>		

#### **IV. Areas of Major Concern**

1. Offer Gifted Children Education to all our students in various areas.
2. Refine the Pastoral Care system to meet the needs of our students.

## Area of Concern 1 : To offer Gifted Children Education to all our students in various areas

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p><i>a) Provide all the students with balanced varieties of gifted education programs at the school and inter-school levels</i></p>	<ul style="list-style-type: none"> <li>■ Equal opportunities to all our students at the subject/ activity levels will be ensured. Talent Pool has been developed for talent nurturing and will be refined. As all our students are elites, their potentials in different subject disciplines are offered an opportunity to show off. Teachers will monitor the provision of equal opportunities to the students:</li> <li>■ School-based talent pool will be further developed to keep various records of all the students. Teachers can refer to them for inviting students to the school and inter-school activities/ competitions.</li> <li>■ Provide opportunities to a broader population of students to participate in various competitions, activities &amp; study tours by making use of the Government subsidies.</li> <li>■ The information of various subject-related internal and external activities to students will be delivered through the Smart TVs and morning</li> </ul>	<ul style="list-style-type: none"> <li>■ Students in general display a strong desire to attain excellent results in tests and examinations.</li> <li>■ Students in general make an effort to pursue excellence in academic performance.</li> <li>■ A group of talents at various levels have been identified and further nurtured for outstanding attainments.</li> <li>■ Various subjects devised follow-up measures to cater</li> </ul>	<ul style="list-style-type: none"> <li>■ Students' academic performance in assignments, tests and examinations</li> <li>■ Lesson observation</li> <li>■ Scrutiny of student assignments</li> <li>■ Students' academic performance in assignments, tests and examinations</li> <li>■ Record of students' achievements in academic and ECA public competitions</li> <li>■ KPM</li> </ul>	<p>Whole year</p>	<p>Vice Principal, Extra-Curricular Activities Master and Gifted Education Coordinator</p> <p>Teachers in charge of subject panels and clubs</p>	<p>School subsidies to students and public resources</p> <p>2 Smart TVs</p>



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>design cross-curricular STEM classes for the general students and establish STEMaker team and trial projects in competitions and extra-curricular activities after school for elite students.</p> <ul style="list-style-type: none"> <li>• Students will read non-fiction reading materials beyond fictions in Morning Reading Session and the self-access learning corner of the library to widen their exposure and vocabulary.</li> <li>■ Initiate Kap Yan Student Whole Person Development Award Scheme and based on the records, introduce the scholarship (donated by an alumni)</li> <li>■ Reform the Gifted Education Task Group and reform the STEM Education Task Group</li> </ul>	situation.			<p>Vice Principals and the subject Panel Heads concerned</p> <p>STEM education Coordinator and English Panel Head</p> <p>Moral Education Board, Extra-curricular Board and Gifted Education Group</p>	TRG & CEG
<p><i>b) Help students set clear and achievable goals</i></p>	<ul style="list-style-type: none"> <li>■ Students' abilities to set priorities and cope with failure will be nurtured. Students' appropriate expectation management skills will be developed.</li> </ul>				<p>Career Guidance Team</p>	<p>Extra financial and manpower resources</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> <li>• Whole-school approach to career and life planning education has been adopted. Steps will be kept on to integrate life planning education elements in the school curriculum. Various subjects and departments will implement life planning education sustainably in school.</li> <li>• Careers information and skills will be disseminated through the talks, workshops, mentorship programs, internship programs and various means to students</li> </ul>					
<i>c) Refine our pedagogy and curriculum to meet various learning needs of our students</i>	<ul style="list-style-type: none"> <li>• The student-teacher interaction will be enhanced in the class through e-learning. Each teacher runs at least one interactive lesson per year with the iPad-pro. A representative from each panel attempts the Google Classroom, Power Lesson or any other interactive software in the classroom teaching at least once a year. This helps develop the active learning habits of the students.</li> <li>• Subject teachers continue to use/</li> </ul>				<p>Vice Principal (T &amp; L) and I.T. Coordinator</p> <p>Panel heads of various subjects</p>	<p>An I-pad Pro per teacher, a smart TV per classroom and purchase of teaching and learning softwares</p> <p>Courses of EDB's Gifted Education</p>



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>explore suitable teaching strategies to cater for the affective needs of gifted students. Problem-solving skill (facing adversity) and self-management will be the focuses of the gifted education program of the junior forms while social and communication skills and leadership training will be those of the senior forms</p> <ul style="list-style-type: none"> <li>• At classroom level, lessons will be designed to engage students in learning with appropriate strategies that are designed with due consideration to students' abilities and potential.</li> <li>• Appropriate teaching strategies will be adopted for facilitating students of different needs to learn effectively. These may include formation of student learning community, graded assignments, note-taking skills and public examination skills (e.g. use of frameworks and graphic organisers)</li> </ul>				<p>Gifted Education Coordinator</p> <p>Vice Principal and Subject Panel Heads</p>	<p>Section</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>and more effective use of questioning and classroom activities, etc. Online learning platform will be tried in some academic subjects.</p> <ul style="list-style-type: none"> <li>• Professional Development Day “Assessment of and for Learning” (by HKEAA) is planned to equip the teachers to analyze the examination data and set good question papers for more reliable and valid assessment.</li> <li>• With Tung Wah CEES system, students’ performance in tests and examinations will be analyzed in depth to provide information for Academic Board and various subjects to devise strategies that help students to improve based on their learning needs.</li> <li>• English morning reading sessions will be extended from F.1-3 to F.4. Students are expected to consolidate their English reading habit in junior forms.</li> </ul>				<p>English Panel Head and Teacher Librarian</p>	<p>Tung Wah funds for CEES</p>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
	<ul style="list-style-type: none"> <li>• The homework policy will be refined to cater the learning diversity.</li> <li>• Make full use of extra Government human resources to cater learning diversity (e.g. extra post to serve students' special education needs, speech therapist and extra social worker)</li> </ul>				<p>Vice Principal and Subject Panel Heads</p>	



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> <li>■ Students' positive thinking will be developed through values education at both school level and subject level.</li> <li>• The Tung Wah Moral Education Curriculum is kept as a regular practice in F.1-3.</li> <li>• The importance of the development of the habit of inquiry and learning in students will be emphasized in Form Teacher Periods, Moral Education activities and lessons of various subjects. Students will get exposed to different values and attitudes, especially commitment, national identity, respect, perseverance and responsibility.</li> <li>• Regular Form Teacher Meetings will be held as a platform of exchanging student information for teachers from various departments and to facilitate form-teachers to instill favourable values to students and equip students the abilities to set priorities and cope with failure. To increase the efficiency, e-class app is adopted for taking attendance.</li> </ul>	<p>orientations and levels of study, exhibit greater abilities to understand their own career and academic aspirations.</p> <ul style="list-style-type: none"> <li>■ They can develop positive attitudes towards life, work and learning.</li> </ul>		Whole year	<p>Moral Education Board</p> <p>Guidance Board and Moral Education Board</p>	<p>Moral and National Education Support Grant</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>b) <i>Strengthen the home-school collaboration</i></p>	<ul style="list-style-type: none"> <li>• With an extra school social worker, students are educated on mental health issues related to adolescents through talks, game stalls and other activities (Primary Intervention).</li> <li>■ Parents are encouraged to be actively involved more in the home school collaboration.</li> <li>• One more Parent Night will be added in the first semester to build up closer home school communication.</li> <li>• Eclass apps are adopted as a means of home-school communication. More information, e.g. attendance of their children, special announcement, parent letters, etc. will be delivered to the parents.</li> <li>• Class teachers will be provided regularly with comprehensive information of the students in their class from various departments before their contact with the parents.</li> </ul>				<p>Vice Principals and IT Coordinator</p>	<p>Government fund for human resources</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> <li>• Parent education related to life planning of students will be enhanced. More Talks and seminars will be jointly organized with the PTA. Timely career information and / or sharing from schoolmates will be delivered through regular PTA talks to students and their parents to encourage joint student-parent decision making.</li> </ul>				Career Guidance Board and Parent Teacher Association	

**TWGHs Kap Yan Directors' College**  
**Plan On Use of Capacity Enhancement Grant**  
**(2019/2020)**

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 2019 – Aug 2020	Salary for 1 school development assistant:  \$172,998.00 [about \$13,730 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	LNH
2. Enhancing Students' Language Proficiency	To offer gifted education	To conduct Choral Speaking Training Classes for S.1 and S.2	The 40 S.1 & S.2 students interested in Choral speaking will receive training and become more confident in spoken English.	To conduct the class during Sep 2019 – Dec 2019	Course fee of \$12,000	Achievement of students in Hong Kong Speech Festival.	The results of competitions and comments from teachers	YWY
		To conduct an English Public Speaking Training for S.3	The 20 students with potentials in public speaking will receive training.	To conduct the class during Feb 2020 – May 2020	Course fee of \$12,000	Achievement of students in Hong Kong Speech Festival and other competitions	The results of competitions and comments from teachers.	YWY
		To conduct an English Remedial Class for Junior Form Student  S. 2 1st Term x 1 class S. 3 1st Term x 1 class S. 2 2nd Term x 1 class S. 3 2nd Term x 1 class	20 students in each class who need solid foundation will attend the course and gain better results in school.	To conduct the class during Oct 2019 – June 2020	Course fee of \$48,000	Improved performance in English subject in the internal examination.	The results of internal examination. Comments from teacher and students.	YWY



Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
		To conduct an English Enhancement Programme for students admitted to S.1	40 Pre-S1 students who need solid foundation will attend the course and gain better results in school.	To conduct the class during July 2020 – Aug 2020	Course fee of \$12,000	Improved performance in English subject in the internal examination.	The results of internal examination. Comments from teacher and students	YWY
		To conduct a S.2 and S.3 Chinese Writing Enhancement Course	The 20 students with highest scores in the 2019-20 school year 1st term examination.	To conduct the class during Feb 2020 – May 2020	Course fee of \$9,000	Achievement of students in Chinese Writing competitions.	The results of competitions	YYL
		To conduct a S.3 Chinese Enhancement Course	The 15 students with lowest scores in the 2018-19 School year 2nd term examination.	To conduct the class during Oct 2019 – Nov 2019	Course fee of \$4,500	Improved Performance in the examination.	The results of Examination	YYL
		To conduct a S.4 Chinese Enhancement Course	The 15 students with lowest scores in the 2018-19 School year 2nd term examination.	To conduct the class during Oct 2019 – Nov 2019	Course fee of \$6,000	Improved Performance in the examination.	The results of Examination	YYL
		To conduct a S.6 Chinese Oral Remedial Course	The 20 students with lowest scores in the 2018-19 School year 2nd term examination.	To conduct the class during Sep 2019 - Oct 2019	Course fee of \$5,200	Improved Performance in Chinese Oral paper in the internal examination.	The results of Examination	YYL
		To conduct a S.1 to S.5 Chinese Debating Training Course	The 20 S.1 to S.5 students with higher standard in Chinese Speaking.	To conduct the class during Oct 2019 – May 2020	Course fee of \$15,000	Achievement of students in debating competitions.	The results of competitions	YYL

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
3. To build up students' abilities to pursue excellence	To offer gifted education	To conduct a Mathematics Olympiad Training Course for S.2 and S.3 students	The 25 students with potentials in Mathematics competition.	To conduct the class during Oct 2019 – Mar 2020	Course fee of \$12,000	Achievement of students in external competitions.	Results of external competition.	CMY
		To conduct a Mathematics Olympiad Training Course for S.4 and S.5 students	The 22 students with potentials in Mathematics competition.	To conduct the class during Oct 2019 – Mar 2020	Course fee of \$12,000	Achievement of students in external competitions.	Results of external competition.	CMY
4. Strengthening students' abilities to take subjects under PSHE and Science in S.3	To assist teachers to improve students' academic performance in subjects concerned	To employ part-time tutors to conduct enrichment classes after school in the second term	S.3 students in need	To conduct classes in the second term	Course fee of \$15,000	Students have better performance in subjects concerned	Performance in tests and exams	CHS
5. Strengthening students' abilities in thinking and answering skills	To improve and enhance students' critical thinking and questions answering skills	To employ part-time tutors to conduct enrichment classes after school in the first term	S.5 students in need	To conduct classes in the second term	Course fee of \$18,000	Students have better performance in subjects concerned	Performance in tests and exams	CKSum
	To improve and enhance students' examination skills.	To employ part-time tutors to conduct enrichment classes after school in the first term and second term	S.4-S.6 students in need	To conduct classes in the first term and second term.	Course fee of \$7,500	Students have better performance in tests and examinations.	Performance in tests and exams	CKSum

Accumulated Surplus B/F from 2018/19	=	\$	0	(a)	
For 2019/20 :					
Revenue	=	\$	634,017.00	(b)	
Estimated Expenditure	=	\$	361,198.00	(c)	
Estimated Surplus	=	\$	272,819.00	(d) = (b) – (c)	
Accumulated Surplus for 2019/20	=	\$	272,819.00	(e) = (a) + (d)	(Carried forward for use in EOEBG)

**TWGHs Kap Yan Directors' College**  
**Plan On Use of Fractional Post Cash Grant**  
**(2019/2020)**

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 2019/20, 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 Teacher	Salary of 1 Graduate Mistress for 1 year = \$417,480.00 [(\$33,290 + \$1,500) x 12]

Accumulated Surplus B/F from 2018/19	=	\$	197,068.96	(a)	
For 2019/20 :					
Revenue	=	\$	365,940.00	(b)	
Estimated Expenditure	=	\$	417,480.00	(c)	
Estimated Deficit	=	\$	51,540.00	(d) = (b) – (c)	(Covered by Surplus from 2018/19)
Accumulated Surplus for 2019/20	=	\$	145,528.96	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Learning Support Grant for Secondary Schools**  
**(2019/2020)**

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 0.5 TA to assist to support students with SEN	Salary of 0.5 TA for 1 year = \$96,799.50 [(\$15,365 x 1.05 x 12) x 0.5]
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.	Mood enhancement program \$ 12,000.00
	Executive Functioning Skills Training \$ 12,000.00
	Chinese Language Study Skills Training \$ 16,000.00
	Social Skills Training \$ 20,000.00
	Arts Therapy \$ 6,000.00
	Music Therapy \$ 16,000.00
	Other Training Programme & Resources \$ 24,100.00

Accumulated Surplus B/F from 2018/19	=	\$	37,546.50	(a)	
For 2019/20 : Revenue	=	\$	195,000.00	(b)	
Estimated Expenditure	=	\$	202,899.50	(c)	
Estimated Deficit	=	- \$	7,899.50	(d) = (b) – (c)	(Covered by Surplus from 2018/19)
Accumulated Surplus for 2019/20	=	\$	29,647.00	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Plan on Use of Diversity Learning Grant**  
**(2019/2020)**

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	
<b>Other Programmes:</b>		
(a) Network Programme for S.4 and S.6 Students	S.4 Music	\$ 10,000.00
	S.5 Music	\$ 10,000.00
	S.6 Music	\$ 10,000.00
	Subsidy for attending concerts for DSE course students	\$ 2,000.00
(b) Gifted Education Programmes	English Course x 1	\$ 12,000.00
	Chinese Course x 1	\$ 6,000.00
	Mathematics Course x 1	\$ 16,000.00
	Subsidy for Talents Programme	\$ 20,000.00

Accumulated Surplus B/F from 2018/19	=	\$	49,044.03	(a)	
For 2019/20 :					
Revenue	=	\$	84,000.00	(b)	
Estimated Expenditure	=	\$	86,000.00	(c)	
Estimated Deficit	=	- \$	2,000.00	(d) = (b) – (c)	(Covered by Surplus from 2018/19)
Accumulated Surplus for 2019/20	=	\$	47,044.03	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Plan on Use of Diversity Learning Grant**  
**(2019/2020)**

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	S.4 Japanese Language (HKDSEE)	\$ 35,100.00
	S.5 Japanese Language (HKDSEE)	\$ 15,600.00
	S.6 Japanese Language (HKDSEE)	\$ 11,700.00

Accumulated Surplus B/F from 2018/19	=	\$	0	(a)
For 2019/20 :				
Revenue	=	\$	62,400.00	(b)
Estimated Expenditure	=	\$	62,400.00	(c)
Estimated Surplus	=	\$	0	(d) = (b) – (c)
Accumulated Surplus for 2019/20	=	\$	0	(e) = (a) + (d)

**TWGHs Kap Yan Directors' College**  
**Plan on School-based After-school Learning and Support Programme**  
**(2019/2020)**

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	40 students of S.1 – S.3 with unsatisfactory results in tests and examinations	\$400 x 40 = \$16,000	
(2) Kap Yan Whole Person Development Programme for S.1 – S.3	To provide students with more opportunities to widen their exposure	Oct 2019 – May 2020	Subsidy for 50 students at Junior Secondary Level	\$400 x 55 = \$22,000	
(3) Kap Yan Leisure and Cultural Appreciation Programme for S.4 – S.6	To provide students with more opportunities to widen their exposure	Oct 2019 – May 2020	Subsidy for 50 students at senior secondary level	\$400 x 50 = \$20,000	
(4) Capacity Enhancement Programmes for students	To enhance the self-esteem of students and to build up leadership skills at an early stage	Oct 2019 – May 2020 Programmes for S.1-5 including seminars and workshops	Subsidy for 100 students with about 20 students from each of S.1 – S.5	\$400 x 100 = \$40,000	

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 2018/19	=	\$	302,183.00	(a)	
For 2019/20 :					
Revenue	=	\$	98,000.00	(b)	
Estimated Expenditure	=	\$	98,000.00	(c)	
Estimated Surplus	=	\$	0.00	(d) = (b) – (c)	
Accumulated Surplus for 2019/20	=	\$	302,183.00	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Plan On Use of Provision of the One-off Grant for the Promotion of Chinese History and Culture**  
**(2019/2020)**

The Provision of the One-off Grant for the Promotion of Chinese History and Culture Grant is provided by the EDB to school at 2017/18 school year, to promote Chinese history and Chinese culture with a view to reinforcing primary and secondary students' interest in and understanding of Chinese history and Chinese culture, and enabling them to admire and inherit the spirit of excellence and the civilisation of the Chinese people. It is a one-off cash grant at the amount of \$150,000 per school until the end of 2019/20 school year.

Strategy / Task	Resources Required
1. To cultivate a sense of belonging to the nation among students.	Study Tours = \$21,550.00
2. To promote Chinese culture through talks and reading programs	Course Materials related to Chinese Culture & Guest speakers = \$24,880.00
3. Chinese History AR Teaching Materials	Course Materials related to Chinese History and Culture = \$40,000.00

Accumulated Surplus B/F from 2018/19	=	\$	119,384.90	(a)	
For 2019/20 :					
Revenue	=	\$	0	(b)	
Estimated Expenditure	=	\$	86,430.00	(c)	
Estimated Deficit	=	- \$	86,430.00	(d) = (b) – (c)	(Covered by Surplus from 2018/19)
Estimated claw back after 2019/20	=	\$	32,954.90	(e) = (a) + (d)	



**TWGHs Kap Yan Directors' College**  
**Plan on Use of Sister School Scheme Grant**  
**(2019/2020)**

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. Visit to Beijing Sister Schools	Travelling Expenses = \$60,000.00
2. Reception to a Beijing Sister School	Meal expenses school principal and teachers in relation to their discharge of duties in sister school activities = \$7,000.00
	Refreshment for students = \$3,000.00

Accumulated Surplus B/F from 2018/19	=	\$	79,066.40	(a)	
For 2019/20 :					
Revenue	=	\$	154,950.00	(b)	
Estimated Expenditure	=	\$	70,000.00	(c)	
Estimated Surplus	=	\$	84,950.00	(d) = (b) – (c)	
Accumulated Surplus for 2019/20	=	\$	164,016.40	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Plan on the Use of the Promotion of Reading Grant**  
**2019-2020**

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 = \$50,000.00
2. Integrate reading with project learning to enhance students’ problem solving, comprehension skills and multidimensional thinking skills	Web-based Reading Scheme - Newspaper Reading Materials for Liberal Studies = \$15,000.00
3. Work collaboratively with subject teachers in curriculum planning and teaching to support RaC	Hiring writers, professional storytellers, etc. - to conduct talks to students = \$10,000.00

Accumulated Surplus B/F from 2018/19	=	\$	13,371.58	(a)	
For 2019/20 :					
Revenue	=	\$	72,310.00	(b)	
Estimated Expenditure	=	\$	75,000.00	(c)	
Estimated Deficit	=	- \$	2,690.00	(d) = (b) – (c)	(Covered by Surplus from 2018/19)
Accumulated Surplus for 2019/20	=	\$	10,681.58	(e) = (a) + (d)	(Carried forward for use in 2020/21)

**TWGHs Kap Yan Directors' College**  
**Plan on the Use of the Life-wide Learning Grant**  
**2019-2020**

**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
<b>Category 1 To organise / participate in life-wide learning activities</b>											
<b>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)</b>											
English Language	Pre-S1 Summer Bridging Course	To help students adapt to the English-medium learning environment by enhancing their English proficiency.	3 - 11 Aug. 2020	Pre - S1 Students	Through students' performance on homework, tutor questionnaires and lesson observation	@\$200 x 100 student = \$20,000	✓				
English Language	Summer Immersion Programme	The Australia study tour aims to broaden students' horizons and deepen their understanding of local cultures through attending courses	Jul - Aug 2020 (About 16 days)	S1- S4 Students	Students have to complete individual travel journal and use	@\$4,000 x 10 student = \$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				
		and visiting a number of places of interest. Students are also arranged to stay with host families to strengthen their confidence in using English.			PPT for group presentation about their learning outcomes to schoolmates.						
Chinese Literature	TW Joint-school Literature Camp for S3 students	<ol style="list-style-type: none"> <li>To promote literature sharing and improve students' writing skills</li> <li>Authors sharing their writing experience</li> </ol>	Mar. 2020 (Tentative)	S3 Students	Each student has to submit a piece of writing for evaluation	\$1,500	✓				
Chinese Literature	5 - Day Taipei Literary Walking Study Tour	<ol style="list-style-type: none"> <li>Broadening students' horizons through experiential learning</li> <li>Reading the designated book by using the "Literary Walk" way in order to cultivate students' interests in reading and writing</li> <li>Sharing writing experience by the famous Taiwanese writer</li> </ol>	Apr. 2020	S3 - S5 Students	Each student has to submit their own writing for evaluation	@\$3,000 x 20 student = \$60,000	✓				
Geography	4-Day Study Tour to Jeju Island in South Korea	Jeju Island was inscribed on the World Heritage List by the UNESCO. It is also one of the Global Geoparks. Through this exchange programme, students could	15 – 18 Apr. 2020	S3 – S5 Students  (Priority would be	Submit a group report + share their learning outcomes with schoolmates by display boards	@\$3,000 x 30 student = \$90,000	✓				

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				
		study the unique geology and volcanic landform. Moreover, they could learn more about the local culture and ecological environment.		given to students who study Geography)							
PE	Taiwan Athletics Exchange and Training Tour	1. Sharing and learning skills by attending training courses led by foreign coach 2. Enhancing team spirit 3. Visiting the sports facilities	Jul. 2020	Athletics Team (S1 - S5)	1. Teacher's evaluation 2. Survey 3. Students' reflection	@\$3,000 x 30 student = \$90,000	✓		✓		
<b>1.2</b>	<b>To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>										
	Leadership Training for KYD student leaders	To provide leadership training for student leaders (Prefects, Peer Counsellors, Student Association)	3 Sept. 2019	Prefects, Peer Counsellors, Student Association	Students' feedback and evaluation for the training program	\$20,000				✓	
—	S.4 Careers Guidance Scheme	To provide guidance on students' careers development through periodic small group meetings	Nov. 2019 - June 2020	S.4 Students	1. Group Meetings with students 2. Students' feedback for group meeting	\$48,000				✓	

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				
	Entry fees for HK Schools Speech Festival	To enhance students' public speaking skills including clarity of speech, interpretation and audience awareness	Nov. - Dec 2019	S1 - S5 Students	Certificates of proficiency and merit will be given to participants attaining required standards	\$4,000			✓		
	Entry fees for HK Schools Music Festival	1. Offering students with music talents an opportunity to excel; 2. Improving their patience and confidence; 3. Cultivating a sense of oneness by winning glory for school	Feb. - Mar. 2020	S1 - S6 Students	Training records and competition results	\$4,000			✓		
	Conductor fees for Choir, Handbell Team and Chinese Orchestra; Tutor fees for Guitar, Violin, Cello, Guzheng, Yangqin, Erhu and Flute	1. To cultivate students' interest in arts 2. To improve their discipline, patience and confidence	Sept. 2019 - Aug. 2020	S1 - S5 Students	Class attendance records and evaluations of musical performance	\$77,508			✓		
	Coaching fees for School Team (Table Tennis, Football, Swimming, Rowing, Athletics, Basketball and Handball)	1. To develop and improve students' sports skills 2. To develop students' leadership and to encourage them to take care of the junior students 3. To build up team spirit	Sept. 2019 - Aug. 2020	Sports Team	1. Training records of school teams 2. Reviewing the results of inter-school competitions 3. Evaluating the	\$165,140	✓		✓		

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				
					performance of the coaches						
	Entry Fees for Sports Competitions	1. Enhancing students' sports skills 2. Building up team spirit 3. Exchanging sports skills and competing with sister schools	Sept. 2019 - Aug. 2020	Sports Team	1. Totalling the number of school teams and team members up 2. Reviewing the results of inter-school competitions	\$25,000	✓		✓		
	S1 Life Skills Training Camp	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 and attitude	14 - 15 Nov. 2019	S1 Students	1. Reflective report by student participants 2. Teacher's observation	@\$300 x 170 student = \$51,000	✓				
	S2-S3 Training Camp	To enhance students' problem-solving skills and team spirit through outdoor activities	14 - 15 Nov. 2019	S2 - S3 Students	Teacher's observation; Survey	F.2 \$19,680 + F.3 \$22,680 = \$42,360	✓				
	S4-S6 School Picnic	To enhance students' sense of belonging via outdoor class activities	14 Nov. 2019	S4 - S6 Students	Teacher's observation; Classroom display board	@\$20 x 382 student = \$7,640	✓				

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				
	Drama Club	Drama training class: To improve students' acting skills, English communication skills, collaboration skills and confidence	Dec. 2019 - Feb.2020	S1 - S5 Students	Record of participation in the drama class and performance in the inter-school drama competition	\$11,000			✓		
	Dance Club	Jazz class: To improve students' dancing skills, collaboration skills and confidence	Nov. 2019 - Feb. 2020	S1 - S4 Students	Record of participation in the dance class and performance in the inter-school dance competition	\$2,300			✓		
	Entry Fees for YMCA Youth Leadership Development Scheme (YLD)	1. To provide advanced leadership training for the senior students 2. To broaden participants' horizons by offering them an opportunity to serve the society	Oct. 2019 - Aug. 2020	8 Student Leaders (S4 - S5)	1. Interviewing the student participants 2. Teacher's observation and evaluation	\$3,300	✓			✓	
	Emotional Health Education Activities for Senior Students	To provide senior students with art-therapy-related learning experience in order to enhance their resilience, team spirit, positive values and attitude	Sept. 2019 - Jul. 2020	S4 - S6 Students	1. Interviewing the student participants 2. Teacher's observation	\$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				
	Resilience Enhancement Programme (「逆風行」計劃)	<ol style="list-style-type: none"> <li>To recognize S1 students with weaker resilience or poor mental health, in order to provide them with diverse educational activities</li> <li>To provide students with mental health education.</li> </ol>	Oct. 2019 - Jul. 2020	Training: S1 Students  Education Week: All Students	<ol style="list-style-type: none"> <li>Pre-survey and post-survey</li> <li>Teacher's observation</li> </ol>	\$27,000		✓			
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>										
	Service Learning in Singapore	<ol style="list-style-type: none"> <li>Widening the horizon of students through visiting sister school in Singapore;</li> <li>Guiding and serving Lee Chi Tat Memorial School students to learn in Singapore.</li> </ol>	6 - 10 Feb. 2020	S.3 - S.5 Students	Comments from Teachers and students	@\$3,500 x 20 Student = \$70,000				✓	
	Service Learning in China	<ol style="list-style-type: none"> <li>Through visiting the rural primary schools and providing services as Junior Teacher (小老師), students could acknowledge the economic differences among different regions. Hence, they will care more about the underprivileged in society</li> </ol>	19 - 23 Apr. 2020	S4 - S5 Students	Debriefing session; Reflective writing; Hall presentation	@\$1,000 x 40 student = \$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				
		2. To cultivate students' national identity and to awaken their responsibility towards the poor 3. To learn more about the preservation of Chinese cultural and natural heritages									
<b>1.4</b>	<b>Others</b>										
<b>Estimated Expenses for Category 1</b>						<b>\$929,748.00</b>					

Domain	Item	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
STEM	STEM Practical Equipment	1. Conducting Cross-KLA STEM course. 2. Supporting STEM after-school learning activities 3. Enhancing subject-based practical STEM elements	\$10,000
PE	PE Equipment	1. Class equipment 2. Training and competitions equipment for Sports Teams	\$42,000
			<b>Estimated Expenses for Category 2</b>
			<b>52,000.00</b>
			<b>Estimated Expenses for Categories 1 &amp; 2</b>
			<b>981,748.00</b>

#### Estimated Number of Student Beneficiaries

Total number of students in the school:	838
Estimated number of student beneficiaries:	838
Percentage of students benefitting from the Grant (%):	100%

For 2019/20 :	Revenue	=	\$	1,242,000.00	(a)
	Estimated Expenditure	=	\$	981,748.00	(b)
	Estimated Surplus	=	\$	260,252.00	(c) = (a) – (b)
Accumulated Surplus for 2019/20		=	\$	260,252.00	(d) = (c) (Carried forward for use in 2020/21)