



保良局

李城璧中學

Po Leung Kuk Lee Shing Pik College

2019-2020

學校周年計劃
SCHOOL ANNUAL PLAN



保良精神、願景、使命、價值觀



造福社群的奉獻精神

願景

幼有所育，少有所學，壯有所為，老有所依，貧寡孤困殘病者皆有所望

使命

成為最傑出、最具承擔的慈善公益機構，發揮保良精神，以善心建善業，致力保赤守良，護老扶弱，助寡健診，培德育才，揚康樂眾，實踐環保，承傳文化，造福社群

價值觀

- | | |
|--------|------|
| · 秉承傳統 | 與時並進 |
| · 以人為本 | 關愛感恩 |
| · 優良管治 | 務實創新 |
| · 廉潔奉公 | 守不忘危 |
| · 善用資源 | 注重本益 |
| · 專業團隊 | 愛心服務 |





Po Leung Kuk Lee Shing Pik College 保良局李城璧中學

School Mission 學校使命

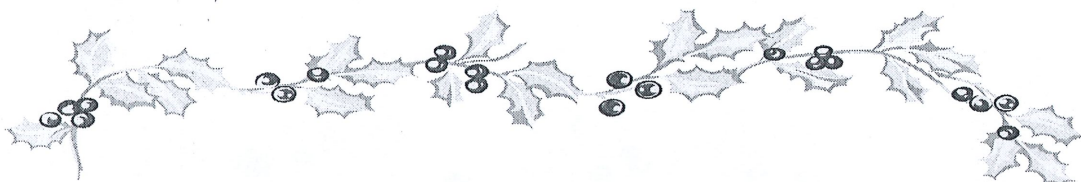
By fully utilizing the resources available in society, by helping in the development of our students' potential, and by promoting a high professionalism in our teaching staff, our school endeavours to provide high quality education.

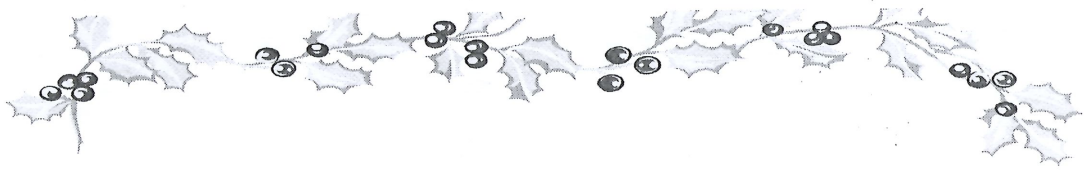
善用社會資源，發掘學生潛能，提升教師專業，實施優質教育。

School Visions 學校願景

1. To enable students to have a whole-person development through a broad and balanced curriculum.
2. To foster students' capability to pursue lifelong learning by improving their language proficiency, enhancing their study skills and promoting their motivation to learn.
3. To provide students with meaningful learning experiences and ensure effective learning outcome by encouraging collaborative learning and professional development among teachers.
4. To establish an effective supporting system through which the teaching staff, non-teaching staff, parents, alumni, etc. all contribute to students' learning.
5. To build up an atmosphere of "love and respect" so that students can learn to be persevering, responsible, committed and morally good as well as to develop their national identity.

1. 學校制訂廣闊而均衡的課程，為學生提供全人教育。
2. 為使學生能終生學習，學校除提升其語文水平、加強其學習技能外，並培育同學具備追求知識的心志。
3. 學校鼓勵教師發展專業知識及共同協作，以使學生具有良好的學習經歷，並取得優秀的學習成果。
4. 學校成為支援學生學習的綜合團隊，教師、家長、校友，以至學校所有職員等，各司其職，致力為同學的學習提供有效支援。
5. 校園充滿「關愛與尊重」的氣氛，使學生養成堅毅、盡責的品德，能委身事業，具良好道德觀念，並以中國人的身份為榮。





School Goals 本校教學目的

To promote a favourable learning environment for students, we wish our students to

1. Take the initiative to learn;
2. Acquire the skills they need for continuous self-learning;
3. Have all-round and unique development;
4. Develop a sense of responsibility to their families and society;
5. Have a healthy life.

使本校成為學生學習及成長的理想校園：

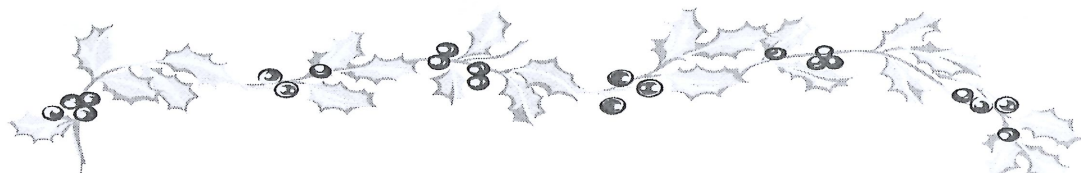
1. 培養學生的學習興趣；
2. 讓學生掌握學習技能，使其具備自學的能力；
3. 引導學生作全面而具個性的發展；
4. 培養學生對家庭和社群的責任感；
5. 使學生擁有健康身心。

Qualities of 'Lee Shing Pikers' 李城璧人的素質

1. Think in multiple perspectives
 2. Respect others' views though not agree with them
 3. Be strict with themselves to strive for progress
 4. Be physically and mentally strong
1. 「多角度思考」的審事思維
 2. 「和而不同，互相尊重」的待人態度
 3. 「自律」「求進」的做人心態
 4. 「健康身心」的個人體質

School Major Concerns (2019-2022) 學校關注事項

1. To enhance the effectiveness of learning & teaching through the "student-centered" learning approach and to promote students' self-directed learning;
 2. To facilitate students' development of positive values and attitudes and cultivate students' positive outlook on life.
1. 提升學與教效能，加強「以學生為中心」的教學，促進學生自主學習；
 2. 建立全面的價值教育，培養學生正向人生觀。



本年度關注事項

一. 提升教與學效能，加強「以學生為中心」的教學，促進學生自主學習

目標	策略	成功準則	評估方法	時間表	所需資源
增強學生學習各科的動機，樂於成為自主學習者。具體地培養學生從多角度思考問題，提升寫作、表達及解難等能力，	<ol style="list-style-type: none"> 1. 優化校本電子平台的運用，讓學生有系統地進行預習、溫習、自評及互評，提升學生自主學習的能力。 2. 各科優化課業設計，配合單元主題或內容，將高階思維的元素加入多元化的課業中，推動學生自主學習，增強他們應用知識的能力，促進他們同儕之間的交流。 	<ol style="list-style-type: none"> 1. 學生能夠透過電子學習平台所發表的同學佳作，改善自己的學習。 2. 學生更投入各科的學習活動，學習興趣提高。 3. 因應各科的教學重點，學生的思維及探究能力得以提升，並更積極地投入課堂學習。 	<ul style="list-style-type: none"> ● 觀察學生的課堂學習表現。 ● 檢視學生的學科學習表現。 ● 了解學生參與課堂學習的觀感檢視校內電子系統和電子學習平台的運用情況。 	全學年	資訊科技(電子學習平台)、科目共同備課空間。
善用學生學習及評估數據作出分析，檢視老師教學及學生學習成效。	<ol style="list-style-type: none"> 1. 老師以多元化的模式檢視課堂教學成效，包括利用電子平台檢測學生所學、透過學生自評呈現學生的學習現況及進展。 2. 老師因應學生的學習需要，及時調整教學設計。 	<ol style="list-style-type: none"> 1. 在科目會議及考評檢討中，運用學生學習表現資料或數據。 2. 老師有就教學及考評檢討的結果，作出具體的教學策略或課程的修改。 	<ul style="list-style-type: none"> ● 檢視科目會議紀錄及考評檢討的內容。 ● 檢視科目課程的更新修改，觀課了解學生的學習反應。 	全學年	統計數據、電子學習平台、老師之間的教學經驗分享。
完善圖書館館藏，發揮圖書館作為自主學習資源中心的角色。	<ol style="list-style-type: none"> 1. 評估圖書館之館藏現況，引入更多電子資源，設立電子圖書平台。 2. 配合校本需要，於圖書館網頁上載與主題相關之資源，並於早會或圖書課作介紹。 	<ol style="list-style-type: none"> 1. 增加了圖書館電子閱讀資源。 2. 80%學生曾利用圖書館推介之資源作延展學習的用途。 	<ul style="list-style-type: none"> ● 盤點圖書館的電子閱讀資源。 ● 觀察學生運用圖書館資源的情況。 	全學年	圖書館、資訊科技硬件(平板電腦、WIFI等)、各科目在課程上的配合。

二. 建立全面的價值教育，培養學生正向人生觀

目標	策略	成功準則	評估方法	時間表	所需資源
幫助學生訂立積極的人生觀，培養學生具正向思維，增加他們的快樂感，營造校園的正向氛圍。	<ol style="list-style-type: none"> 1. 推薦老師參與更多正向教育的課程或專業交流活動，鼓勵老師學以致用，推己及人。 2. 每位學生在校六年，最少有一次與同班同學老師，一起到海外考察交流學習的機會。 	<ol style="list-style-type: none"> 1. 老師增加參與有關專業發展培訓活動，並將所學生學校實踐。 2. 每年均能成功舉辦全級海外考察交流學習活動。 	<ul style="list-style-type: none"> ● 盤點教師專業進修活動時間。 ● 透過問卷、檢討會議等方式，檢討全級海外考察交流學習活動的參與程度及成效。 	全學年	人力及物資資源、考察交流資助撥款。
學生懂得如何與人相處、組織及領導活動。	<ol style="list-style-type: none"> 1. 優化各類學習活動，加強培訓及教導學生領袖團體，讓學生發展良好的領導能力，溝通能力和人際關係。 2. 進一步增加聯課活動、興趣小組、學會等的數目，從而增加師生透過聯課活動，在課堂之外接觸及互動的機會。 	<ol style="list-style-type: none"> 1. 更多學生有機會成為學生團體領袖。 2. 更多學生參加聯課活動。 3. 增設讓更多學生參與學生活動的安排。 	<ul style="list-style-type: none"> ● 計算學會數目及學生幹事人數，並作數據分析。 ● 透過問卷、質性觀察等，檢討聯課活動的學生及老師參與情況。 	全學年	學生領袖訓練資源、籌辦聯課活動的課時、統計分析。
提升學生「行善助人」及「感恩知德」的保良精神，在不同的崗位讓為同學服務，加強歸屬感，培養懂得謙卑、關愛和造福社群的精神。	<ol style="list-style-type: none"> 1. 優化初中生的「義工服務」計劃、聯課活動及境外考察交流活動的組織架構，務求令學生在六年的中學生活中，至少有一個服務崗位為同學服務。 	<ol style="list-style-type: none"> 1. 成立教師義工服務委員會及學生義工隊，並安排能讓更多學生參與的義工/社區服務活動。 2. 能建立恆常性的服務活動。 	<ul style="list-style-type: none"> ● 檢視各義工服務組織的運作。 ● 檢視服務活動的次數，並欲問卷、質性觀察或訪談等方式收集參與學生及老師的意見。 	全學年	人力及物資資源、校外團體合作的網絡、義工紀錄系統。

附錄

- 一. 多元學習津貼計劃(Three-year plan) – (Diversity Learning Grant - Measures to broaden students' choices of elective subjects and Provision of gifted education programmes)
 - a. For the senior secondary students (other programme)
 - b. For the senior secondary students (ApL)

- 二. 校本課後學習及支援計劃 (School-based After-school Learning and Support Programmes) 2019/20 s.y. School-based Grant

- 三. 推廣閱讀津貼計劃 (Plan of Use of the Promotion of Reading)

- 四. 姊妹學校交流計劃 (Plan of Sister School Scheme)

- 五. 全方位學習津貼計劃 (Life-wide Learning Grant)

Po Leung Kuk Lee Shing Pik College

Three-year Plan - Measures to Broaden Students' Choices of Elective Subjects and

Provision of Gifted Education Programmes for the 2019-20 to 2021-22 Cohort of Senior Secondary Students

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG).

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 19/20 s.y.	the 20/21 s.y.	the 21/22 s.y.		
Other Programmes (Gifted Education in Languages and Liberal Studies (LS))	Provide extra learning and experiencing opportunities for students with good potential in Languages and LS to participate in external competitions, advanced programmes or courses, etc. It is expected that students would be enlightened and their exposure to Languages & LS can be widened.	Tertiary courses, workshops, seminars, activities or competitions for gifted students in Languages & LS	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the courses, seminars or programmes with valuable products and reflection on knowledge, attitude and skills.	Heads of Languages & LS (Ms Koo S.P, Ms Yu W.M. & Mr. Fong K.L.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 19/20 s.y.	the 20/21 s.y.	the 21/22 s.y.		
Other Programmes (Gifted Education in STEM)	Provide extra learning and experiencing opportunities for students with good potential in STEM to participate in external sciences competitions, advanced programmes or courses, etc. It is expected that students would be enlightened and their exposure to STEM fields can be widened.	Tertiary courses, workshops, seminars or competitions for gifted students in STEM (Service providers of gifted education programmes and institutions or organizations of STEM)	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the courses, seminars or programmes with valuable products and reflection on knowledge, attitude and skills.	Heads of Mathematics and Sciences and TIC of STEM development (Mr. Poon K.B., Mr. Cheng W.M., Mr. Chan T.T., Mr. Tang Y.M., Mr. Lui W.H. and Mr. Chin C.W.)
Other Programmes (Gifted Education in Humanities & Technology subjects)	Provide extra learning and experiencing opportunities for students with good potential in video production and Technology subjects to participate in external competitions, advanced programmes or courses, etc. It is expected that students would be enlightened and their exposure to video production and Technology subjects can be widened.	Tertiary courses, workshops, seminars, activities or competitions for gifted students in Humanities and Technology subjects	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the courses, seminars or programmes with valuable products and reflection on knowledge, attitude and skills.	TIC of Humanities subjects and Technology subjects (Mr. Yuen K.S., Mr. Choi H.F., Ms Lam Y.T., Ms Lo P.S. & Ms Ho K.Y.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 19/20 s.y.	the 20/21 s.y.	the 21/22 s.y.		
Other Programmes (Gifted Education in Music)	Provide extra learning and experiencing opportunities for students with good potential in music to participate in external competitions, advanced programs or courses, etc. It is expected that students would be enlightened and their exposure to music can be widened.	Courses, workshops, seminars, activities or competitions for gifted students in music	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the courses, seminars or programmes with valuable products and reflection on knowledge, attitude and skills.	Head of Music (Ms. Lo T.K.)
Other Programmes (Gifted Education in Senior Leadership Training Programmes)	Senior form students with good potential in leadership qualities would be recommended to attend relevant leadership programmes for gifted students. It is expected that the leadership potentials of students can be explored and uncovered.	Enrichment on students' leadership capability (Service providers or organizations providing gifted education program on leadership)	3 years (a year-by-year approach to the selected students)	NSS students	40-50	40-50	40-50	Students successfully complete the courses or programmes with at least 90% of attendance rate shown in the record of student learning. Over 85% of the students indicate that the activities enhance their leadership knowledge and skills.	Head of CCA Coordination Committee (Ms. Mok M.Y.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 19/20 s.y.	the 20/21 s.y.	the 21/22 s.y.		
Other Programmes (Gifted Education in developing students' academic and multiple intelligences)	NSS teachers will observe the academic and multiple intelligences of their students and make recommendations for gifted education programmes / courses / competitions, etc. which match with their specific intelligences. It is expected that the potentials of students with different intelligences can be explored and further enriched.	Exploration and enrichment on students' academic and multiple intelligences (Service providers or organizations providing gifted education program on different multiple intelligences)	3 years (a year-by-year approach to the selected students)	NSS students	20-40	20-40	20-40	Students successfully complete the courses or programmes with at least 85% of attendance rate shown in the record of student learning. Over 85% of the students indicate that the activities enhance their knowledge and skills in their specific areas of intelligences.	Heads of School Development Committee (Mr. Cheung Y.F. & Ms Yu W.M.)
Other Programmes (Gifted Education in Careers Guidance leadership training)	Senior form students with good potential in careers guidance leadership qualities would be recommended to attend relevant leadership programmes for gifted students. It is expected that the careers guidance leadership potentials of students can be explored and uncovered.	Enrichment on students' careers guidance leadership capability (Service providers or organizations providing gifted education program on leadership)	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses or programmes with at least 90% of attendance rate shown in the record of student learning. Over 85% of the students indicate that the activities enhance their leadership knowledge and skills.	Head of Careers Guidance Committee (Ms. So K.Y.)

Name of Principal: FUNG Nga Sze, Agnes

Signature: 

Date: 6th September, 2019

**School-based After-school Learning and Support Programmes 2019/20 s.y.
School-based Grant - Programme Plan**

Name of School: Po Leung Kuk Lee Shing Pik College

Staff-in-charge: Ms Yeung Lai Lee

Contact Telephone No.: 24983393

A. The estimated number of students (count by heads) benefitted under this Programme is 250 (including A. 50 CSSA recipients, B. 100 SFAS full-grant recipients and C. 100 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/ service provider (if applicable)
					A	B	C		
Volunteer service	Care for the needy	Learning effectiveness	Collection of feedback from students	Sep - Jun	10	20	30	1,400	
Art/culture activities	Broaden experience in performing arts	Learning effectiveness	Collection of feedback from students	Sep - Jun	10	10	20	47,600	
Languages training	Language study	Learning effectiveness	Collection of feedback from students	Sep - Jun	50	100	100	24,290	
Visits	Broaden the horizon	Learning effectiveness	Collection of feedback from students	Sep - Jun	30	50	50	19,520	
Total no. of activities: 13				@No. of man-times	100	180	200		
				**Total no. of man-times	480				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

保良局李城璧中學
運用推廣閱讀津貼計劃書
2019-2020 學年

推廣閱讀的主要目標：促進閱讀形式的多元化，從而提高學生閱讀興趣，營造校園閱讀氣氛。

	項目名稱	負責科/組	預算開支
1.	購置圖書或報章雜誌		
	a) 購買存放於圖書館的書籍	各科組	\$47,465
	b) 班本報章	升輔組	\$3,000
2.	網上閱讀計劃		
	a) 考評局樣本試題	學務組	\$8,085
3.	閱讀活動		
	3.1 專題閱讀活動	中文科及英文科	\$950
	3.2 支付獲推薦學生參與閱讀活動或比賽的報名費	推廣閱讀組	\$500
		預算支出總額	\$60,000
		預算收入總額	\$60,000
		結餘	\$0

校長： 馮雅詩

簽署： 

日期： 2019年9月6日

保良局李城璧中學
姊妹學校交流計劃 (2019-2020)

姊妹學校名稱：

1. 北京市三里屯一中 2. 杭州市建蘭中學 3. 上海師範大學第三附屬實驗中學 4. 佛山市第一中學

項目編號	項目名稱及內容	預期目標	監察/評估	預算開支
1.	姊妹學校師生訪港交流活動 - 預計 2 次	促進兩地文化交流及情誼建立	- 參與者的意見回饋 - 活動報告及照片上載學校媒體(如網頁或面書等) - 學生或老師早會或周會分享	每次活動：\$5,000 共費：\$10,000
2.	香港學生到訪姊妹學校進行交流活動 - 預計 2-3 次	實地體驗內地學習生活	- 參與者的意見回饋 - 活動報告及照片上載學校媒體(如網頁或面書等) - 學生或老師早會或周會分享	學生團費資助： \$100,000 交流活動行政開支 \$10,000 共費：\$110,000
3.	編印姊妹學校活動刊物	讓學生整理及表達交流後的反思，並與姊妹學校作為文化交流之用	- 參與編輯撰文同學的回饋	\$35,000
4.	購買視像通訊、錄影及剪接器材及軟件	- 與內地學校進行視像交流 - 記錄及整理交流活動內容，向其他學生展示	- 使用量 - 使用者的回饋	\$92,000
2019-2020 預算總開支				\$247,000.00
2018-2019 學年結餘				\$97,425.40
2019-2020 學年收入				\$150,000.00
2019-2020 預算結餘				\$425.40

校長： _____ 馮雅詩

簽署： _____ 

日期： _____ 2019 年 9 月 6 日

Po Leung Kuk Lee Shing Pik College
Life-wide Learning Grant
Plan on the Use of the Grant 2019-2020 School Year

附錄五

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
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)										
Language	English Learning Day	<ul style="list-style-type: none"> - Arouse students' interest in learning English - Introduce students to the use of English in cooking 	6-7/2020	F.1 (selected)	<ul style="list-style-type: none"> - Students will fill in a google form and share their experience in the morning assembly 	\$8,500	✓				
Mathematics	Magic Show with Mathematics Theme	<ul style="list-style-type: none"> - Arouse students' interest in Maths by explaining the magic tricks related to mathematical theories. 	3-7/2020	All	<ul style="list-style-type: none"> - Students' response and feedback 	\$2,500	✓				
	Registration fees for junior forms students joining competitions & courses	<ul style="list-style-type: none"> - Broaden students' horizons by competing with other students and taking advanced courses. 	Whole year	F.1-F.3 (selected)	<ul style="list-style-type: none"> - student participation rate and feedback after participation. 	\$7,000	✓				
Liberal Studies	F.2 Rule of Law lessons – Visit the Magistrates' Court	<ul style="list-style-type: none"> - Students have the experience of observing court cases. - Help students understand the practice of rule of law in the judiciary. 	4-5/2020	F.2 (all)	<ul style="list-style-type: none"> - Pre-visit worksheet, post-visit homework and sharing 	\$5,600	✓	✓			

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				
Liberal Studies	F.4 Visit to the Legislative Council	- Help students understand the political participation in HK and the process of legislation.	4-5/2020	F.4 (all)	- Pre-visit worksheet, post-visit homework and sharing	\$5,600	✓	✓			
LS & English	F.3 Globalization Activities	- Help students learn more about globalization issues in HK and have direct contact with the related people.	Whole year	F.3 (all)	- Pre-visit worksheet, post-visit homework and sharing. - The projects will be part of the formal assessments of the subject.	\$10,000	✓	✓			
LS & Geography	F.4 Environment Education activities	- Help students experience the importance of environmental protection and get to know the people or organization that actively participated in environmental protection.	10-12/2020	F.4 (all)	- Pre-visit worksheet, post-visit homework and sharing	\$5,600	✓	✓		✓	
Geography	Geography Field Trips	- Help students learn geographical knowledge by experiential learning activities.	4/2020	F.5 Geography group	- Pre-visit worksheet, post-visit homework and sharing	\$7,000	✓	✓			
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)										
	Western Dance Courses	- Promote students' interest in Western Dance and also enhance their skills. - Improve students' confidence and self-esteem. Also enhance students' interpersonal skills.	Whole year	F.1-F.6 (selected)	- Participation rates - Evaluation questionnaires.	\$263,000	✓		✓		✓

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 19 th International Handbell Symposium	<ul style="list-style-type: none"> - Provide chances for the Handbell team to have interflow with handbell teams all over the world. - Handbell team members can attend workshops , seminars, concerts and practices with teams from other countries. That equips our students with valuable international music experiences. - Develop international communication network that will facilitate further exchange chances. 	4-8/8/2020	Handbell team	<ul style="list-style-type: none"> - Every participant has to submit a reflection after the Symposium. Good reflections will be published in school publications. - Handbell concert will be held at school to share their experience in the Symposium. 	\$32,500	✓		✓			
	The Young Friends of the Hong Kong Arts Festival	<ul style="list-style-type: none"> - Participants can have the chance to experience the work of arts news reporter, arts programme executives, docent, etc. - Students can make use of their arts knowledge to serve the society. - Students can also broaden their horizon by working with students from other schools. 	11/2019-2/2020	F.1-F.5 (30)	<ul style="list-style-type: none"> - Every participant has to submit a commentary reflecting their art learning experience for application. - Good commentary will be published in the HK Arts Festival publication. 	\$2,400	✓	✓	✓	✓	✓	
	The Female Volleyball Team oversea training	<ul style="list-style-type: none"> - Broaden students' horizons - Provide chances to have high quality training 	6/2020	Volleyball team	<ul style="list-style-type: none"> - Questionnaires and matches after training 	\$50,000	✓		✓			
	Human Library	<ul style="list-style-type: none"> - Invite the Human Library Hong Kong (By HK PolyU) to school to share special personal experience and reflection. 	3/2020	Junior forms (all)	<ul style="list-style-type: none"> - Questionnaires after the activities 	\$17,000		✓				✓

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				
		- Facilitate our students to develop clear targets and careers planning.									
	The School Picnic Day	- Class team building - Enjoy the beautiful scenery of Hong Kong - For students to release pressure to have a healthy life	10/2019	All	- Questionnaire - Participation rate	\$30,000		✓	✓		
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
	Seoul, Korea Study Tour	- Cross-curricular learning, including Languages, Mathematics, STEM, Liberal Studies, History, etc. - Life skills training - Class team building - Enhance students' knowledge in career and life planning as they get to know more about the ways of further studies in Korea.	10/2019	F.4 (all)	- Cross-curricular teaching and learning materials produced. - Students' work before and after the trip. - Evaluation forms for students, teachers and parents to complete in order to get a whole-picture evaluation of the trip.	\$574,950	✓	✓	✓	✓	✓
	English study tour to London for language enrichment and cultural exposure	- Enhance students' English proficiency through taking language classes run and taking part in various language enrichment activities. - Provide students with genuine opportunities to communicate in English through dormitory accommodation and participation of interactive activities with other foreign students.	8-19/7/2020	F.3-F.5 (20)	- During the trip: Students' performance will be recorded and reflected through learners' progress report issued by course providers and teacher leaders.	\$50,000	✓		✓		

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				
		<ul style="list-style-type: none"> - Offer students a chance to experience overseas studies in a well-established university. - Allow students to compare and contrast British and Hong Kong cultures supported by real-life experience and examples. 			<ul style="list-style-type: none"> - Post-trip sharing or presentations will be done through publishing reflective articles, making speeches during morning assemblies and annual Activity Day displays. 						
	Russia Arts & Music Exchange Tour	<ul style="list-style-type: none"> - Nurture students with high potential in art and music by an in-depth visit to Moscow and St. Petersburg, Russia. - Exchange programmes with local orchestra, visits to artists, art school or university, etc. will be organised to achieve the aims. 	4-11/4/2020	F.3-F.5 (22)	<ul style="list-style-type: none"> - Every student has to submit a reflection article after the trip. Good articles will be published in the school publication. - An concert or exhibition will be held to present students' reflection in an artistic way. 	\$55,000	✓		✓		
	Berlin (Germany) and Krakow (Poland) History Study Tour	<ul style="list-style-type: none"> - To let students experience and reflect on what they have learnt about WW2 Germany and the nasty holocaust killing factory, the infamous Auschwitz-Birkenau - To promote empathy for the Jews and to critically look at the immorality of genocide so that equality of humanity can be inculcated. - To promote rapport among students and teacher through close contact and interaction in these trip 	4/2020	F.5 (History group)	<ul style="list-style-type: none"> - Pre-trip: Students will attend special workshops revising the relevant history of Berlin and holocaust, ppts and mini project research - During trip: Students are required to keep detail visit record. - Post trip: Students are required to consolidate and reflect on the trip. They need to provide their thoughts with 5 	\$32,500	✓	✓	✓		✓

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				
					mins individual sharing in front of class and also hand in a written report.						
1.4	Others										
	Tour fee for teachers leading student study tours	Support teachers' expenditure in guiding all student study tours of the school	Whole year	Related students	- Evaluation questionnaires by the teachers	\$200,000	✓	✓	✓	✓	
Estimated Expenses for Category 1						\$1,359,150					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Preparation for the junior forms STEM curriculum	- Apparatus and tools - Buying Apps or softwares	\$30,000
PE	Expenditure of the Dance Teams, including Western Dance, Jazz and the other new teams	- Consumables (e.g. stage decorations, cosmetics, etc.) - Transportation fee - Washing and making new costumes - Registration fees	\$ 98,000
Arts	/	/	/
Others	/	/	/
Estimated Expenses for Category 2			\$128,000
Estimated Expenses for Categories 1 & 2			\$1,487,150

Estimated Number of Student Beneficiaries

Total number of students in the school:	720
Estimated number of student beneficiaries:	720
Percentage of students benefitting from the Grant (%):	100%

Name of Principal: FUNG Nga Sze, Agnes

Signature: 

Date: 6th September, 2019



地 址：新界荃灣西柴灣角荃景圍安賢街12-20號

電話號碼：2498-3393

傳真號碼：2414-2077

電 郵：inquiry@plklsp.edu.hk

網 址：www.plklsp.edu.hk