



Sha Tin Government Secondary School

Annual School Plan

2018-2019

Designed by 5D Cheung Hei Noi

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Major Concern 1: To develop effective teaching and learning strategies for enhancing the learning capacity of students

Our Mission

To develop effective teaching and learning strategies for enhancing the learning capacity of students.

Rationale

Through identifying students' academic strengths and weaknesses, we are dedicated to creating a proactive and supportive learning atmosphere at school to nurture students to be motivated, persistent, self-disciplined, self-confident and goal-oriented individuals so that they can develop their abilities to the fullest and maximize their learning capacity.

Long-term Plan

1. To help students acquire effective learning strategies and self-directed learning skills.
2. To encourage students to take the initiative in diagnosing their learning needs, formulating specific learning goals and adopting various learning strategies to facilitate their learning.
3. To provide assistance to students with different learning needs so that they can pursue self-improvement and expand their academic capacity.

Main emphases in 2018/2019

1. To raise both learning and teaching capacity through reading, eLearning and self-directed learning.
2. To promote STEM education across the curricula and to develop students to become lifelong learners of science and technology.
3. To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom.

Formulation and Implementation of School Plan 2018-2019

Action Plan

Major Concern 1: To develop effective teaching and learning strategies for enhancing the learning capacity of students

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|------------------|--|--|--|---|
| 1 To raise both learning and teaching capacity through reading, eLearning and self-directed learning | | | | | |
| 1.1 To consolidate the reading habits nurtured and enrich their interest in reading in various key learning areas 1.1.1 A list of recommended books will be prepared by various departments to enhance the depth and width of reading. 1.1.2 Reading excerpts from various departments for morning reading periods will be prepared to enrich the scope of reading. | 9/2018 to 7/2019 | 1. 80% of the S1-5 students read at least 20 books or reading excerpts of different genres and languages, and complete the log book for the reading award scheme. 2. 80% of the S1-5 students read at least 2 STEM-related books or excerpts. 3. Students and teachers share their reading experiences with classmates during morning reading sessions twice a term. 4. A good reading atmosphere is created. | 1. Observation of the morning reading sessions and sharing sessions 2. Teachers' feedback 3. The performance of students in the reading award scheme 4. Inspection of student log books | 1. Academic Board 2. Heads of Subject Departments 3. Reading to Learn Committee 4. English Club and Chinese Club 5. Class teachers 6. Teacher advisors 7. School Librarian | 1. Teaching Assistants 2. \$2,000 (SCBG) for Reading Period Awards |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|------------------|--|--|--|------------------------|
| <p>1.2 eLearning will be promoted within and across the subjects</p> <p>1.2.1 Peer lesson observation will be implemented within and across subjects.</p> | 9/2018 to 7/2019 | <p>1. At least 80% of the teachers will take part in one peer observation on eLearning.</p> <p>2. Peer observation across the subjects will be done by at least 6 key learning areas.</p> | <p>1. Peer lesson observation</p> <p>2. Teachers' feedback</p> <p>3. Students' survey</p> | <p>1. Academic Board</p> <p>2. Heads of Subject Departments</p> <p>3. Subject Teachers</p> | 1. Teaching Assistants |
| <p>1.3 Self-directed learning will be incorporated in various subjects to raise students' interest and capacity in learning</p> <p>1.3.1 The elements of self-directed learning will be incorporated in assignments and projects.</p> <p>1.3.2 Reading Circles of major key learning areas will be formed to cater to the varied interests of students.</p> | 9/2018 to 7/2019 | <p>1. Elements of self-directed learning are incorporated in assignments in at least five subjects and students will be more motivated to learn.</p> <p>2. Reading circles will be formed after school in at least six key learning areas and a strong reading atmosphere will be created.</p> | <p>1. Observation of assignments</p> <p>2. Teachers' feedback</p> <p>3. Students' survey</p> | <p>1. Academic Board</p> <p>2. Reading to Learn Committee</p> <p>3. Subject departments involved</p> | 1. Teaching Assistants |

| Tasks / Strategies | | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|---|------------------|--|--|---|---|
| 2 To promote STEM education across the curricula and to develop students to become lifelong learners of science and technology. | | | | | | |
| 2.1 | Subject departments of the three KLAs of Science, Technology and Mathematics Education collaborate to organize a wide range of activities to enrich STEM education. | 9/2018 to 7/2019 | 1. At least 5 subject departments or committees organize various STEM-related activities in the STEM Week. 2. Over 70% of S.1 to S.3 students are arranged to participate in the activities organized in STEM Week. | 1. Inspection of schemes of work or minutes of subject departments 2. Teachers' feedback 3. Students' survey | 1. Academic Board 2. Head of departments of relevant KLAs 3. Relevant subject teachers 4. Committees concerned | 1. Teaching Assistants 2. TSSO and IT Assistant 3. \$200,000 One-off grant for promoting STEM education (for 2017-2019) |
| 2.2 | Subject departments of relevant KLAs provide learning opportunities for students to participate in local, national or international competitions, events or study tours relating to STEM education. | 9/2018 to 7/2019 | 1. At least five STEM education activities are co-organized with community STEM partners including one cross-boundary study tour. | 1. Inspection of schemes of work and minutes of subject departments 2. Checklists of activity records 3. Teachers' feedback 4. Students' survey | 1. Academic Board 2. Head of departments of relevant KLAs 3. Relevant subject teachers 4. Committees concerned | 4. \$2,000 (Library) for buying STEM-related books. |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|--|------------------|---|--|---|------------------------|
| 3 To enrich students' learning experiences and consolidate students' learning through subject-related activities outside the classroom. | 9/2018 to 7/2019 | 1. 80% of the subject departments organize at least two outside-classroom subject-related activities. 2. Students find the subject-related activities useful 3. Students' understanding of various subject matters is deepened. 4. A culture and atmosphere of public speaking can be started on campus. | 1. Inspection of minutes of subject departments 2. Activity photos 3. Checklists of activity records 4. Teachers' feedback 5. Students' survey | 1. Academic Board 2. Heads of Subject Departments 3. Subject Teachers | 1. Teaching Assistants |
| 3.1 Subject departments organize a great variety of subject-related activities outside the classroom. | | | | | |
| 3.2 To organise activities that deepen students' understanding of various subject matters | | | | | |
| 3.3 To boost students' confidence, presentation skills and creativity in language subjects through the Inter-house Public Speaking Contest | | | | | |

Major Concern 2: To foster students' positive values and capability to pursue their life goals

Our Mission

To enhance students' whole person development and help them meet the challenges of an ever-changing world.

Rationale

We commit to fostering positive values and holistic development of students through participating in various kinds of activities. Students should also be given the environment and exposure to develop their potentials to pursue life goals.

Long-term Plan

1. To foster whole person development through enhancing students' awareness of life planning
2. To nurture students' personal growth and foster their positive values
3. To enhance students' potentials to equip themselves to achieve their life goals

Main Emphases in 2018/19

1. To broaden students' horizon and arouse their social awareness
2. To foster students' positive values
3. To refine and implement school-based life planning education curriculum to cater for students' holistic development

Formulation and Implementation of School Plan 2018-2019

Action Plan

Major Concern 2: To foster students' positive values and capability to pursue their life goals

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|--|--------------------------|---|--|---|--------------------|
| 1 To broaden students' horizon and arouse their social awareness | | | | | |
| <p>1.1 Life-wide Learning programmes will be organized to equip students with the necessary aptitudes to attain whole person development and to develop lifelong learning skills.</p> <p>1.1.1 Programmes will be organized to enrich students' learning experiences with the following main theme at each level:</p> <p>S.1 – Self discipline and Self understanding S.2 – Team building and STEM education S.3 – National identity and Life planning S.4 – Community service and Applied learning skills S.5&6 – Careers and Life planning</p> <p>1.1.2 Other Life-wide Learning programmes and OLE activities including visits to local sports events, performing arts programmes and exhibitions will be organized to enrich students' learning experiences.</p> <p>1.1.3 Visits and exchange programmes will be organized to broaden students' horizon.</p> | 09/2018 to 07/2019 | <p>1. The life-wide learning programmes have been conducted with positive response from participants;</p> <p>2. Relevant OLE activities are arranged for students with positive rating from participants;</p> <p>3. Life-wide learning programmes, OLE activities and exchange programmes have been conducted with positive response from participants.</p> | <p>1. Teachers feedback</p> <p>2. Students' survey</p> <p>3. Feedback from co-organizing parties</p> | <p>1. Life-wide Learning Co-ordination Committee</p> <p>2. Alumni Association</p> <p>3. OLE & SLP Committee</p> <p>4. Committees concerned</p> <p>5. Other Partner Schools and NGOs</p> | |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|--|--------------------|--|--|--|--------------------|
| <p>1.2 Community services and training workshops will be organized to enhance students' social awareness.</p> <p>1.2.1 Community services programmes and related workshops will be organized for all S.4 students in order to increase their social awareness.</p> <p>1.2.2 Joint activity with special schools or other parties will be organized for students to promote respect and thanksgiving among students.</p> <p>1.2.3 Programmes on serving the local community will be organized for students so as to arouse students' concern and responsibility of their community.</p> | 09/2018 to 07/2019 | <p>1. Community service programme and workshops have been conducted in all classes in S.4;</p> <p>2. Over 70% of the participants show positive response to the programmes;</p> <p>3. Programmes on promoting respect, responsibility and thanksgiving have been organized for students.</p> | <p>1. Feedback from Committees involved</p> <p>2. Students' survey</p> <p>3. Feedback from co-organizing parties</p> | <p>1. Life-wide Learning Co-ordination Committee</p> <p>2. Committees concerned</p> <p>3. Co-organizing NGOs</p> | |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|------------|---|--|--|--------------------|
| 2 To foster students' positive values | | | | | |
| <p>2.1 Full implementation of a school-based Value Education Curriculum. Special emphasis would be placed on developing students' sense of Responsibility and showing Respect.</p> <p>2.1.1 Positive values will be infused in all subject areas to cultivate students' positive values and attitudes throughout the year.</p> <p>2.1.2 Life Education curriculum with special emphasis on Respect and Responsibility will be implemented to instill students' positive values and attitudes at all levels throughout the year.</p> <p>2.1.2.1 Thematic programmes on promoting "Perseverance" and "Care for Others" will be organized at a joint committees and subject departments basis.</p> | | <p>1. Students become more aware of positive values in lessons;</p> <p>2. At least 1 thematic programme involving committees and subject departments is organized in each term.</p> | <p>1. Feedback from committees involved and Class Teachers</p> <p>2. Students' survey</p> <p>3. Action plan and evaluation document of subject departments and committees.</p> | <p>1. Student Affairs Board</p> <p>2. HODs and department members</p> <p>3. Discipline Committee</p> <p>4. Guidance Committee</p> <p>5. Other Committee concerned</p> <p>6. Class Teachers</p> | |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|--------------------|---|---|--|--------------------|
| <p>2.1.2.2 Life Education lessons with special emphasis on promoting Respect and Responsibility will be implemented at all levels.</p> <p>2.1.2.3 Talks will be organized for students at all levels by committees and outside parties to instill positive values and attitudes.</p> <p>2.1.2.4 Peer support programmes designed by senior levels students on promoting Respect and Responsibility would be conducted in Life Education lessons at lower forms.</p> <p>2.1.3 Reflections and experience sharing on aspects related to positive values by different stakeholders will be conducted throughout the year.</p> <p>2.1.4 Peer modelling programme will be organized to recognize model student leaders excelled at demonstrating respect and responsibility.</p> | 09/2018 to 07/2019 | <p>3. Life education lessons designed by different committees fully implemented at all levels;</p> <p>4. At least two Peer support programmes were held for S.1 and S.2 per level school term;</p> <p>5. Sharing on positive values by different stake holders were held at least 3 times per term;</p> <p>6. Students were recognized for their respectful attitudes and excellence in responsibility.</p> | | | |
| <p>2.2 To reinforce class management and nurture a harmonious learning environment among students through inter-class competitions</p> <p>2.2.1 A variety of interclass competitions will be conducted throughout the year for S.1 to S.5 to promote class spirit and positive values among students.</p> | 09/2018 to 07/2019 | <p>1. Students show collaborative effort during the competitions;</p> <p>2. At least 3 competitions have been conducted in each term at each level.</p> | <p>1. Feedback from class teachers and committees involved</p> <p>2. Students' survey</p> | <p>1. Student Affairs Board</p> <p>2. Committees concerned</p> <p>3. Student Council</p> <p>4. Class Teachers and Advisors</p> | \$3,500 |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|---|--------------------|---|--|---|--------------------|
| 3 To enhance life planning education for students | | | | | |
| <p>3.1 School-based career and life planning curriculum will be refined and implemented to enhance life planning of all students</p> <p>3.1.1 Incorporate career planning education through introducing careers related information and opportunities in subject lessons.</p> <p>3.1.2 School based programs with community resources will be held to develop students' career path from S1 to S6 through self-understanding, collection and analysis of information, and self-evaluation.</p> <p>3.1.3 Career activities, talks and seminars on introducing career multiple pathways will be organized.</p> <p>3.1.4 Careers related workshops will be offered to mainly senior level students to better equip them with the necessary skills to achieve their dream career.</p> | 09/2018 to 07/2019 | <p>1. Over 80% of S.1 to S.5 students have completed the tasks set in the school-based career and life planning education program;</p> <p>2. Over 50% of subject departments participate in the career and life planning education program;</p> <p>3. At least one Life Education Periods in each level is related to career and life planning education;</p> <p>4. At least 10 careers related events have been conducted throughout the year.</p> | <p>1. Teachers' feedback</p> <p>2. Students' surveys</p> <p>3. Minutes of Subject Department</p> | <p>1. Careers Committee</p> <p>2. Class Teachers, Careers and Life Planning Advisors</p> <p>3. Subject Departments</p> <p>4. Alumni Association</p> <p>5. Co-organizing parties</p> | |

| Tasks / Strategies | Time Scale | Success Criteria | Method of Evaluation | People Responsible | Resources Required |
|--|--------------------|---|--|--|---------------------------|
| 3.2 “Arts programme for S.1” and “Programme of One skill for every student in S.2” will be arranged for all S.1 and S.2 students to unleash their potentials and help students explore their talents. | 09/2018 to 07/2019 | 1. At least 5 Arts programmes have been offered for S.1; 2. At least 5 programmes have been offered for S.2. | 1. Feedback from teachers and instructors 2. Students’ survey | 1. ECA Committee 2. Music Department 3. School Teams involved | |
| 3.3 Training camps and pull out programmes will be organized by different committees to strengthen students’ capability on achieving their life goals. 3.3.1 Leadership training programmes will be organized for students in S.3 to S.5 to enhance students’ leadership skills and to further stretch their capabilities for being future leaders. | 09/2018 to 07/2019 | 1. At least 3 leadership training programmes have been held throughout the year. | 1. Feedback from teachers and instructors 2. Students’ survey | 1. Life-wide Learning Co-ordination Committee 2. Other Committees involved 3. Class Teachers 4. Co-organizing parties | |

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

科目：中國語文科

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|----------------|--------------------------|--|--|-------------------------|--|--|---|------------------|
| 提升學生的口語溝通技巧及能力 | 應試口語溝通技巧訓練班(中三級) | 1. 邀請校外導師在課餘開辦口語溝通技巧訓練課程，與導師商議課程內容 2. 中三級開設一班 3. 中三級共舉辦 12 節，每節約 10 至 13 人。 4. 發家長信知會有關詳情，跟進課程進度及處理有關行政工作 | 1. 增加學生進行口語溝通的練習機會，提升說話技巧 2. 讓學生相互交流，促進學習 3. 照顧學生的學習差異 4. 提升學生在口語溝通評核的自信心 | 9-2018 至 12-2018 | 1. 一名導師執教中三級課程 2. 中三課程全期共設 12 教節，每節 1 小時， <u>合共 4,000 元</u> | 1. 學生平均出席率達 80% 2. 學生表現投入 3. 學生能掌握口語溝通的技巧 4. 學生對應付口語溝通評核的信心有所提升 | 1. 統計學生的出席率 2. 觀察學生的反應 3. 導師評鑑 4. 學生評估 | 歐陽翠嫻 (中三課程) |

合共：4,000 元

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

Subject: English

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|--|---|--|---|--|--|--|--|---|
| Coping with the learning needs of newly admitted S1 students | Newly admitted S1 students may have difficulties in studying subjects taught in English. This gap between the use of Chinese in primary schools and the use of English in secondary schools as the MOI has to be bridged. | <ol style="list-style-type: none"> One NET will be employed to conduct a cross-curricular summer bridging course for the 2018-2019 S1 students. It will be an intensive programme focusing on preparing the new S1 students entering an EMI learning environment. All the new S.1 students will be divided into 6 groups and they will attend ten lessons, five on English and one each on Maths, Geography, History, Integrated Science and Life and Society on 10 consecutive weekdays | <ol style="list-style-type: none"> The new S1 students are more prepared for the new secondary school life and learning environment in a stress-free atmosphere. Students may find it easier to study the subjects using English as the MOI when the new term starts. The teaching effectiveness of the EMI subjects will be enhanced. | From mid-July to mid-August 2018, on weekdays. | A total of \$20,000 is needed for subsidizing each student part of the course fee. | <ol style="list-style-type: none"> Students' attendance is at least 80%. 70% of the students taking the course find the course useful. | <ol style="list-style-type: none"> Students' attendance Questionnaires Teachers' evaluation | Department Head, Deputy Department Head and Teaching Assistant |

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|-----------------------|--|--|---|--|---|---|--|---|
| S2 Drama in Education | <ol style="list-style-type: none"> To incorporate drama into the S2 English curriculum to boost students' confidence and speaking skills as well as their interest in the language. To promote English drama in school to build an English rich campus for all students. To build good peer and teacher-student relationships through production of drama performances. | <ol style="list-style-type: none"> A drama NET specialized in designing and running a drama course for secondary school students through a service provider will be hired to conduct the courses in school. 10 in-class double lessons will be conducted collaboratively by the drama NET and the subject teacher. A S2 Inter-class Drama Competition will be conducted after the completion of the course. | <ol style="list-style-type: none"> Students' self-confidence, generic skills and English proficiency will be boosted. Subject teachers will acquire more teaching pedagogies through the learning of the drama skills taught in the course. A better sense of belonging to the class and a closer relationship between students and teachers can be established. | From Sep 2018 to May 2019, on school days. | Funds for running the courses: \$70,000 | <ol style="list-style-type: none"> Students' attendance is at least 70%. 70% of the participants find the courses useful. | <ol style="list-style-type: none"> Students' attendance is taken. The drama performance of each class Students are to complete an evaluation form. Teachers will also complete an evaluation form. | Deputy Department Head, Department Head and S.2 Teachers |
| | | | | | Sub Total: \$90,000 | | | |

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

Subject: Music (School Choir)

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementat ion Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|------------------------|--|--|---|--|--|--|---|-------------------------|
| Curriculum Development | A course is to be run in school to help a selected group (around 40-50 students) to enhance their singing ability so that they can be well prepared for the music performance of various school functions. | <ol style="list-style-type: none"> 1. A professional instructor specialized in vocal training will be appointed to conduct the vocal training course at school. 2. Around 50 lessons @ 45 minutes per lesson will be held. Regular lessons will be held during lunch time. | <ol style="list-style-type: none"> 1. Students' music ability will be enhanced after taking the choral training course. 2. Students will gain confidence in singing as well as learning to communicate and cooperate with a group of team members in harmony. | From Sept 2018 to Sept 2019, on school days and/or during school holidays. | Funds for running the course: HK\$26,250 | Around 40-50 students would participate in the music performance of various school functions such as Annual Speech Day, Christmas Assembly, Open Day, and S1 Arts Program. | Assessing students' performance at various school functions such as Annual Speech Day, Christmas Assembly, Open Day, and S1 Arts Program. Feedback from music teacher, instructor and students. | CNY |
| | | | | | Sub Total: \$26,250 | | | |

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

Activities: Physical Education

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|------------------------|---|---|--|--------------------------------|--|---|--|-------------------------|
| Curriculum Development | 1. To promote students' interest in Chinese dancing 2. To teach students the advanced Chinese dancing skills | Dance Training Course: to employ one dancing teacher to provide training in Chinese dancing skills and group dance for students who have learnt some basic skills in Chinese dance | Provide opportunities for students to learn various dancing skills in addition to those in P.E. lessons. | From Sept 2018 to Aug 2019 | Salary of the dancing teacher for the training course: \$24,800 (see Appendix I for breakdown) | 1. 70% of the participants acquire the advanced skills of Chinese Dance 2. Students participate in the Schools Dance Festival 3. Students participate in the Shatin District Dance Competition 4. Students perform on school's Speech Day, Open day and Dance Show | 1. Feedback and comments from the teacher i/c of the Dance Club, dancing teacher, students and parents 2. Assess students' performance in the competitions 3. Assess the results of competitions | WMW |

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in- charge |
|---------------------------|---|--|---|------------------------------------|---|--|--|------------------------------|
| Curriculum Development | To teach students the advanced modern dancing skills | Dance Training Course: to employ one dancing teacher to provide advanced training in modern dancing skills and group dance for students who have learnt some basic skills in modern dance | Enhance students' exposure and facilitate their learning of different types of dances beyond the core curriculum. | From Sept 2018 to Aug 2019 | Salary of the dancing teacher for the training course: \$15,000 (See Appendix I) | 1. More than 70% participants acquire the advanced skills of Modern Dance 2. Students participate in the Schools Dance Festival 3. Students participate in at least one open dance competition. 4. Students perform in at least two school functions and the annual Dance Show | 1. Assess students' practical skills in modern dance by the dancing teacher. 2. Feedback and comments from the teacher i/c of the Dance Club, dancing teacher and students 3. Assess the results of competitions | WMW |

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|------------------------|---|--|--|--------------------------------|------------------------------|--|---|-------------------------|
| Curriculum development | To introduce the advanced skills of Sports (ball games and fencing) to students | Coaches will be employed to conduct an advanced training course. | Provide opportunities for students to learn various skills in addition to those in P.E. lessons. | From Sept 2018 to Aug 2019 | \$64,660 (see Appendix I) | 1. 70% students acquire the advanced skills through training. 2. Students participate in the Inter Schools Competitions | 1. Feedback and comments from P.E. teachers, Coaches and students. 2. Assess students' performance in the competition. 3. Assess the records of competitions. | CCH LNT |

Appendix I: Resources Required (2018-2019)

| Events | (A) Hours for each lesson | (B) Lessons per course | (C) Course fee | (D) No. of courses per year | Total: (C) x (D) |
|--------------------|---------------------------|------------------------|----------------|-----------------------------|------------------|
| Chinese Dance | 2 | 24 | \$24,800 | 1 | \$24,800 |
| Modern Dance | 2 | 15 | \$15,000 | 1 | \$15,000 |
| Volleyball (Boys) | 2 | 6 | \$3,660 | 4 | \$14,640 |
| Volleyball (Girls) | 2 | 6 | \$3,660 | 4 | \$14,640 |
| Basketball (Girls) | 2 | 9 | \$2,590 | 2 | \$5,180 |
| Basketball (Boys) | 2 | 9 | \$2,590 | 2 | \$5,180 |
| Handball (Girls) | 2 | 8 | \$2,280 | 5 | \$11,400 |
| Fencing | 2 | 8 | \$2,280 | 4 | \$9,120 |
| Badminton | 2 | 5 | \$1,500 | 3 | \$4,500 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | Total: \$104,460 |

CEG Sub-total: \$104,460

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

Activities: Drama

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|------------------------|--|---|--|--|---|--|---|-------------------------|
| Curriculum development | A course was run in school to help a selected group of S1 to S5 students (around 20 students) to enhance their performance ability so that they can be well prepared for the Hong Kong Schools Drama Festival. | To employ one to two tutors to teach students various kinds of acting skills and other drama techniques through workshops | Providing opportunities for students: – to learn various types of acting skills and other drama techniques – to apply the drama skills and techniques in the performances in school – to gain experience in external competitions | Drama course for Hong Kong School Drama Festival (around 30 hours) from September 2018 to March 2019 for Drama Festival in March 2019. | 1. Salary of the tutor for around 30 hours: HK \$ 18,000 2. Service charge for script editing: HK \$ 2,000 | 1. Around 20 students participate in HK Schools Drama Festival 2019. 2. To win at least three awards from the Festival. | Feedback and comments from the tutor, teachers, students, adjudicators and audience; results of HK Schools Drama Festival 2019. | CKT |
| | | | | | Sub-Total: \$20,000 | | | |

Sha Tin Government Secondary School
Use of Capacity Enhancement Grant 2018-2019

Area: Contract Staff

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|---|--|--------------------------------|---|---------------------------------|
| Employ 4 Teaching Assistants to prepare / revise teaching materials and facilitate teachers in teaching English, Liberal Studies, Mathematics and Science | Teachers are relieved of some of their workload in preparing /revising teaching materials. | 9-2018 to 8-2019 | Annual Salary + MPF: \$204,750 x4 =819,000 | LMS LMT TWM CSA CAL |

CEG Total: \$ 819,000

Sha Tin Government Secondary School
Use of Extra Senior Secondary Curriculum Support Grant (ESSCSG 【502】) 2018-2019

Area: Liberal Studies

| No. | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|------------|--|--|--------------------------------|--|-----------------------------|
| 1 | A Generic Skill Programme is to be run in school by a registered company specialized in designing and conducting project planning workshops in order to help all the S4 students to be well equipped for the NSS Liberal Studies curriculum. | 1. Students' generic skills may be enhanced after taking the program. 2. Students may grasp the techniques to define a good project title with a balanced approach of both structural and creative thinking for their independent-enquiry-studies. | 9-2018 to 7-2019 | S4 : 5 classes (@28-30 heads) 2 lessons per class 1.33hrs per lessons <u>TOTAL: HK \$ 17,300 for 5 classes</u> | TWM / Teaching Assistant |
| 2 | A Generic Skill Programme (Critical writing skills-LEVEL I+II) is to be run in school by a registered company specialized in designing and conducting problem-solving learning workshops in order to help all the students in S5 to be well equipped for the NSS Liberal Studies curriculum. | 1. Students' generic skills may be enhanced after taking the program. 2. Students' abilities in understanding how to write an issue essay related to Liberal Studies in a structural manner with an easily understand and well-designed framework will be strengthened. | 9-2018 to 4-2019 | S5 : 5 classes (@25-28 heads) 2 lessons per class 1.33hrs per lessons <u>TOTAL: HK \$ 17,000 for 5 classes</u> | TWM / Teaching Assistant |

| No. | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|-----|--|--|-------------------------|--|-----------------------------|
| 3 | A Generic Skill Programme is to be run in school by a registered company specialized in designing and conducting problem-solving learning workshops in order to help the selected students in S6 to be well equipped for the NSS Liberal Studies curriculum. | <ol style="list-style-type: none"> Students' generic skills may be enhanced after taking the programme. Students' abilities in understanding how to write an issue essay related to Liberal Studies in a structural manner with an easily understand and well-designed framework will be strengthened. | 9-2018 to 2-2019 | S6 : 1 class (@30 heads) 2 lessons per class 1.5 hrs per lesson <u>TOTAL : HK\$4,600 for 1 class</u> | TWM / Teaching Assistant |

ESSCSG Total: \$ 38,900 (Liberal Studies)

Sha Tin Government Secondary School
Use of Teacher Relief Grant 2018-2019

Area: Contract Staff

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|--|--|--------------------------------|--------------------------------------|-------------------------|
| Employ 1 part-time Clerk to assist in managing library activities | 1. Better management of the School Library. 2. Timely help obtained in conducting library activities. | 9-2018 to 8-2019 | Salary: \$61,425 (\$75/ hour) | LMS WNL |
| Employ 1 Teaching Assistant to prepare / revise teaching materials and facilitate teachers in teaching Chinese | Teachers are relieved of some of their workload in preparing /revising teaching materials. | 9-2018 to 8-2019 | Annual Salary + MPF: \$204,750 | LMS KCL |

TRG Total: \$ 266,175

Sha Tin Government Secondary School
Use of Moral and National Education Support Grant 2018-2019

Area: National Education

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|--|--|--------------------------------|---------------------------|-------------------------|
| Grants are used for enhancing the activities of national education | Students are enriched with nationalistic feeling and are furnished with more information about national issue. | 9-2018 to 8-2019 | \$5,500 | WWM |

MNESG Total : \$ 5,500

Sha Tin Government Secondary School
Use of Composite Information Technology Grant 2018-2019

Area: Contract Staff

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|-------------------------------|--|--------------------------------|-------------------------------------|-------------------------|
| Employ 1 IT Support Assistant | Teachers' workload in preparing IT materials will be relieved. | 3-2019 to 8-2019 | Annual Salary + MPF: \$81,900 | LMS WCW |

CITG Total: \$ 81,900

Sha Tin Government Secondary School
Use of Information Technology Staffing Support Grant 2018-2019

Area: Contract Staff

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|--|--|--------------------------------|--------------------------------------|-------------------------|
| Employ 1 Technical Service Support Officer | Teachers' workload in preparing IT materials will be relieved. | 9-2018 to 8-2019 | Annual Salary + MPF: \$218,100 | LMS WCW |
| Employ 1 IT Support Assistant | Teachers' workload in preparing IT materials will be relieved. | 9-2018 to 2-2019 | Annual Salary + MPF: \$81,900 | LMS WCW |

ITSSG Total: \$ 300,000

Sha Tin Government Secondary School
Use of Diversity Learning Grant 2018-2019
Gifted Education Committee

Objectives

1. To devise systematic and strategic planning to identify gifted and talented students who possess outstanding performance or potential in some aspects and to foster their holistic development as well as their commitment to serving the community
2. To provide challenging learning opportunities for gifted and talented students so as to fully develop and stretch their potential in a wide range of specialist areas, including leadership, creativity, personal-social competence.
3. To develop school-based training programs and to support students to participate in external competitions and gifted education programs
Note: The Renzulli's Three-Ring Conception of Giftedness and Howard Gardner's Theory of Multiple Intelligences are adopted for screening and selection of gifted and talented students through multiple channels and pathways.

SWOT Analysis

Strengths: The school shows full support to the development of gifted education and there exist not few high achieving students in various disciplines in our school.

Weaknesses: Some high achieving students are heavily occupied by a lot of extra-curricular activities and posts of responsibilities, and are unable to participate in gifted education activities.

Opportunities: Gifted education is developing at accelerating speed in recent years and the number and variety of gifted education activities have been significantly increased.

Threats: The change of composition of gifted education committee due to staff posting does not benefit to sustainable development.

Year Plan under Diversity Learning Grant (DLG)

The activities to be carried out in the academic year 2018/2019 are as follows:

1. mbot STEM Robot Course and Competition
2. Strategic planning & interviewing skills in focused professions (For S6 students)
3. Preparative course for Scientific Competitions
4. Basic Japanese Course for understanding other cultures
5. Training programme and materials for GreenMech Competition
6. Junior Achievement Company Program
7. Creative Writing and Language Appreciation Course
8. School Team Sports and Leadership Training Camp
9. Preparative course and materials for Budding Scientist Award
10. Subsidy for External Gifted Programs
11. Training course for Debate Team



Renzulli (1978)

Sha Tin Government Secondary School
Gifted Education Committee Action Plan 2018-2019

Item 1: mbot STEM Robot Course and Competition

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|--|--|---|--------------------------------|--------------------------------------|---|--|--|
| Gifted Education for S4-S5 STEM (Science, Technology, Engineering, Mathematics) Creativity High order thinking Communication and leadership | To educate students about the knowledge in scratch language as basic and/or advanced level To foster application of STEM for problem solving and development of communication skills and leadership | 1. A company / tutor specialized in mbot training is hired to provide training to students. 2. Equipment for the training procured 3. Participation in inter-school mbot competition | The application of STEM in design and making of mbot for Inter-schools mbot competition. Enhance the development of creativity, high order thinking communication skills and leadership of students. | From Sep 2018 to Jul 2019 | Training course (12 hrs): HK\$12,000 | 1. Students' attendance is at least 80%. 2. 80% of the participants find the courses useful. 3. The knowledge in STEM, creativity, high order thinking, communication skills and leadership of students have been enhanced. | 1. Students' attendance 2. Evaluation form 3. Performance in inter-school mbot competition | Gifted Education Committee (*WAN *TSN) |
| | | | | | Total: \$12,000 | | | |

Item 2: Strategic planning & interviewing skills in focused professions (For S6 students)

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|--|--|--|--------------------------------|--|--|--|--|
| Gifted Education for S6 Planning and management Social competence and communication | To train up students' strategic planning skills & self-management skills To promote their awareness on JUPAS choices of selection To train up students' interviewing skills in focused professions | A company / tutor specialized in problem based learning and skill training, and interviewing skills will be hired to provide training and mock interviews to students. | 1. To train up students with skills in planning and self-management, communicative and interviewing skills. 2. To reduce students' uncertainty about JUPAS. | From Sep 2018 to Jul 2019 | Training course: (12 hours) classes HK\$8,000 | 1. Students' attendance is at least 75%. 2. 75% of the participants find the course useful. 3. Students have carried out focus studying at one JUPAS choice. 4. Students have prepared for self introduction. | 1. Students' attendance 2. Evaluation form 3. Students' performance in class activities, self introduction and mock interviews | Gifted Education Committee (*KCH, MHM) Careers Committee (CNY, NLW) |
| | | | | | Total: \$8,000 | | | |

Item 3: Preparative course for Scientific Competitions

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in- charge |
|----------------------------------|--|--|--|------------------------------------|--|---|--|---|
| Gifted Education for S4-S6 | To prepare students for science competitions To train up students' problem solving skills, critical thinking skills and research skills | A tutor will be hired to provide training to students. Visits to exhibition, seminars and workshops are organized. | 1. To prepare students well for science competitions. 2. Scientific knowledge and problem solving skills of students have been enhanced. | From Jul 2018 to Aug 2019 | Training course: (10 hours) HK\$8,000 | 1. Students' attendance is at least 80%. 2. 100% of the students pass the mock test. 3. Students are confident about screening test. 4. Scientific knowledge and problem solving skills of students have been enhanced. | 1. Students' attendance 2. Students' performance in Scientific competitions | Gifted Education Committee (*MHM, *WAN) |
| | | | | | Total: \$8,000 | | | |

Item 4: Basic Japanese course for understanding other cultures

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|--|--|--|--------------------------------|--------------------------------------|---|---|---|
| Gifted Education for S4 & S5 Communication | To equip students with Japanese at basic level To enhance students' Japanese competency | A tutor will be hired to provide training to students. | 1. Students are able to speak and write simple Japanese. 2. Students can accumulate learning hours in Japanese and consider to further study Japanese DSE course. | From Oct 2018 to Dec 2018 | Training course (20 hrs): HK\$12,000 | 1. Students' attendance is at least 80%. 2. 80% of the participants find the courses useful. | 1. Students' attendance 2. Evaluation form | Gifted Education Committee (*MHM, WAN) Japanese Culture & Studies Club (WWY) |
| | | | | | Total: \$12,000 | | | |

Item 5: Training programme and materials for GreenMech Competition

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|--|--|---|--------------------------------|---|--|--|--|
| Gifted Education for S3 to S5 Creativity Problem Solving Skills Leadership & High order thinking | To prepare students for Inter-school GreenMech Competition To foster application of STEM for problem solving and development of creativity, leadership and high order thinking To inspire students about their career as an engineer | 1. A tutor specialized in the GreenMech to provide training to students before competition. 2. Equipment for the training procured. | 1. The knowledge in using building blocks to design check point with the use of science theory and concept of green power. 2. Problem solving, leadership and high order thinking skills have been enhanced. 3. Students are able to complete the task required by the GreenMech Competition. | From Nov 2018 to May 2019 | Training course (10 hours) & materials HK\$6,000 | 1. Students' attendance is at least 80%. 2. 80% of the participants find the courses useful. 3. The number of check points designed increased when compared with previous years. | 1. Students' attendance 2. Evaluation form 3. Performance in student project and competition | Gifted Education Committee (*MHM, KPY) |
| | | | | | Total: \$6,000 | | | |

Item 6. Junior Achievement Company Programme

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|---|---|---|--------------------------------|-----------------------------|--|---|---|
| <p>Gifted Education for S4 & S5</p> <p>Creativity & High order thinking</p> <p>Problem solving skills</p> | To train up S4 & S5 students to participate in Junior Achievement Company programme | <p>1. The students would receive a structured training of 53 hours from Junior Achievement Hong Kong.</p> <p>2. Students would design and implement their own business.</p> <p>3. Students would present their design and the results in the competition.</p> | <p>1. To train up students with management, leadership, communication and problem solving skills.</p> <p>2. To extend the horizon and develop confidence of students.</p> | From Jul 2018 to Jul 2019 | Buying materials: HK\$2,000 | <p>1. Students' attendance is at least 80%.</p> <p>2. The students successfully designed and implemented their own business.</p> <p>3. The management, leadership, problem solving skills and confidence of students have been enhanced.</p> | <p>1. Students' attendance</p> <p>2. Evaluation form</p> <p>3. Performance in competition</p> | <p>Gifted Education Committee (*KCH, MHM)</p> <p>Economics Department (WWY)</p> |
| | | | | | Total: \$2,000 | | | |

Item 7: English Writing and Language Appreciation Course

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|--|---|---|--|--------------------------------|--|---|---|-----------------------------------|
| Gifted Education for S4 & S5 Creativity and Communication | To train up students' creativity and communication through creative writing | To work in collaboration with Hong Kong University or other language institute to develop a short-term program to train up the creative writing skills of students. | 1. Creativity, Communication and English writing ability of students have been enhanced. 2. Sharing of learning outcomes through publication or open sharing. | From Oct 2018 to Aug 2019 | Training course: (18 hours) HK\$10,000 | 1. Students' attendance is at least 80%. 2. Students show ability to appreciate English Literature and write poems or other creative writing products. | 1. Students' attendance 2. Students' performance in creative writing | Gifted Education Committee (*KYF) |
| | | | | | Total: \$10,000 | | | |

Item 8: School Team Sports and Leadership Training Camp

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|--|---|---|---|--|--|--|---|---|
| Gifted Education for School Team Members Generic Skills (Focus on collaboration skills/ Communication skills/ Problem solving skills/ Creativity & High order thinking) | To build up teamwork among the teammates and strengthen their discipline Train students the skills of problem solving in a team Strengthen individual skills in a sport | 1. School Team will be invited to participate in the training camp. 2. The camp will be focusing on enhancing the participants' skills in organization, leadership, team work and decision making. 3. 40 students will be selected. | 1. To train up students with collaboration skills and communication skills through training. 2. To enhance their personal and social competence as well as confidence through team work and activities. 3. Self-challenging. 4. Strengthen the skills of the sports. | In Early Jul 2019, post -exam activity | Camp Fees: HK \$ 8,000 (Including accommodation and facilities for 3 days and 2 nights) Travelling Fees: HK\$2,000 Total: \$10,000 | 1. At least 80% students can finish the training successfully. 2. 80% of the participants find the camp useful and meaningful. 3. The collaboration skills, communication skills and the problem solving skills have been enhanced. 4. Improvement of teamwork. | 1. Evaluation form 2. Performance in the Training Camp 3. Sharing session | PE Department (CCH & LNT) Gifted Education Committee (MHM) |
| | | | | | Total: \$10,000 | | | |

Item 9: Preparative course and materials for Budding Scientist Award

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|---|--|---|--|--------------------------------|---|---|---|---|
| Gifted Education for S3-S4 Scientific knowledge and problem solving skills | To prepare students for Budding Scientist Award To train up students' problem solving skills and critical thinking skills | The science teachers, TA (Sci) or a hired tutor will be responsible for providing training to students. | 1. The participants are well prepared for the Budding Scientist Award. 2. Scientific knowledge and problem solving skills of students have been enhanced. | From Feb 2018 to Jul 2019 | Stationery, materials for scientific investigation and course fee HK\$1,000 | 1. Students' attendance is at least 80%. 2. Quality of the scientific report. 3. Performance in the Budding Scientist Award semi-final and final. 4. Scientific knowledge and problem solving skills of students have been enhanced. | 1. Students' attendance 2. Students' performance in semi-final and final | Gifted Education Committee (*MHM, WAN, KPY) |
| | | | | | Total: \$1,000 | | | |

Item 10: Subsidy for External Gifted Programs

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|----------------------------|--|---|---|--------------------------------|---------------------------|--|---|-----------------------------------|
| Gifted Education for S4-S6 | To subsidize students enrolled in gifted education programs offered by local tertiary institutes or external organizations | 1. Inform S4-S6 students about the details of application. 2. Collect applications on a monthly basis. 3. Refund payments after students' completion of the courses 4. Collect students' feedback from the courses | 1. Students are more committed in the gifted education programs. 2. Students have reflected on what they have learnt from the courses. | From Sep 2018 to Aug 2019 | HK\$8,000 | 1. The students have completed the subsidized courses. 2. Students are able to reflect on their learning and aware of the benefits from the courses. 3. Students share their learning experience with schoolmates. | 1. Students' attendance 2. Students' performance in competitions | Gifted Education Committee (*MHM) |
| | | | | | Total: \$8,000 | | | |

Item 11: Training course for Debate Team

| Task Area | Major Area(s) of Concern | Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in- charge |
|--|---|---|---|------------------------------------|-------------------------------|---|---|---|
| Gifted Education for S3-S5 (focus on communication, problem solving, critical thinking and leadership skills training) | To prepare students for Debate competitions To enhance Communication, problem solving, critical thinking and leadership skills | A tutor will be hired to conduct a comprehensive debate training for students selected for debate competitions. | 1. To prepare students well for interschool debate competitions. 2. Skills concerning with communication, problem solving, critical thinking and leadership have been enhanced. | From Feb 2018 to April 2019 | Course fee HK\$7,000 | 1. Students’ attendance is at least 80%. 2. Performance in the debate competitions. 3. Communication, problem solving and critical thinking and leadership skills of students have been enhanced. | 1. Students’ attendance 2. Students’ performance in competitions | Gifted Education Committee (*MHM, WAN) Joint with ECA committee and Debate Club (WWM, CFL) |
| | | | | | Total: \$7,000 | | | |

Use of Diversity Learning Grant 2018-2019

| | | |
|----------|---|------------------------|
| Summary: | Item 1: mbot STEM Robot Course and Competition | \$ 12,000.00 |
| | Item 2: Strategic planning & interviewing skills in focused professions (For S6 students) | \$8,000.00 |
| | Item 3: Preparative course for Scientific Competitions | \$8,000.00 |
| | Item 4: Basic Japanese course for understanding other cultures | \$12,000.00 |
| | Item 5: Training programme and materials for GreenMech Competition | \$6,000.00 |
| | Item 6: Junior Achievement Company Programme | \$2,000.00 |
| | Item 7: Creative Writing and Language Appreciation Course | \$10,000.00 |
| | Item 8: School Team Sports and Leadership Training Camp | \$10,000.00 |
| | Item 9: Preparative course and materials for Budding Scientist Award | \$1,000.00 |
| | Item 10: Subsidy for External Gifted Programme | \$8,000.00 |
| | Item 11: Training course for Debate Team | \$7,000.00 |
| | | |
| | | Total: \$84,000 |

Sha Tin Government Secondary School
Use of Chinese History and Culture Grant 2018-2019

| Implementation Plan | Benefits Anticipated | Implementation Schedule | Resources Required | Person-in-charge |
|--|---|--------------------------------|---------------------------|-------------------------|
| Grants are used for the promotion of Chinese history and culture | Chinese history and Chinese culture education are further strengthened. | 9-2018 to 8-2019 | \$37,000 | WWM |

CHG Total : \$ 37,000

Sha Tin Government Secondary School
School-based After-school Learning and Support Programmes

Information on Activities to be subsidized/complemented by the grant:

| Name of activity | Objectives of the activity | Success criteria | Method(s) of evaluation | Period/Date of activity to be held | Estimated no. of grant beneficiaries | Estimated expenditure |
|------------------|--|--|---|------------------------------------|--------------------------------------|-----------------------|
| 創意 STEM 工作坊 | To develop students' potential through the learning of a foreign language and hence enhance students' self-confidence. | The majority of participants find Japanese interesting and useful in daily life application. | - questionnaire - feedback from instructor | Oct –Feb (8 sessions) | 20 | HK\$15,000 |
| 高中課後中英文增益課程 | To arouse students' learning motivation and help them to explore, to think, to create and establish the abilities in different subjects. | The majority of participants find the course interesting and have more knowledge on study skills. | - questionnaire - feedback from instructor | Oct –Feb (8 sessions) | 15 | HK\$15,000 |
| 溝通技巧及時間管理訓練課程 | To enhance students' time management skills | The majority of participants find the course interesting and show improvement in their time management skills. | - questionnaire - feedback from instructor | Oct –Feb (8 sessions) | 20 | HK\$14,000 |
| 初中課後中英文通識全方位優化課程 | To arouse students' learning motivation and help them to explore, to think, to create and establish the abilities in different subjects. | The majority of participants find the courses interesting and have more knowledge on study skills. | - questionnaire - feedback from instructor | Oct –May (14 sessions) | 30 | HK\$44,000 |
| 說話技巧訓練課程 | To improve students' communication skills | The majority of participants find the course interesting and show improvement in their communication skills | - questionnaire - feedback from instructor | March –May (10 sessions) | 20 | HK\$12,000 |

Total: \$ 100,000

Sha Tin Government Secondary School

A Summary of Use of Grant 2018 – 2019

Use of Capacity Enhancement Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Chinese | 4,000 |
| English | 90,000 |
| Music | 26,250 |
| P.E. | 104,460 |
| Drama | 20,000 |
| Contract Staff | 819,000 |
| Total: | 1,063,710 |

Use of Extra Senior Secondary Curriculum Support Grant (502)

| | |
|-------------------|---------------|
| Teaching Resource | 38,900 |
| Total: | 38,900 |

Use of Teacher Relief Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Contract Staff | 266,175 |
| Total: | 266,175 |

Use of Moral and National Education Support Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Activities | 5,500 |
| Total: | 5,500 |

Use of Diversity Learning Grant

| Subject / Activities / Area | Budget (\$) |
|--|--------------------|
| mbot STEM Robot Course and Competition | 12,000.00 |
| Strategic planning & interviewing skills in focused professions (For S6 students) | 8,000.00 |
| Preparative course for Scientific Competitions | 8,000.00 |
| Basic Japanese course for understanding other cultures | 12,000.00 |
| Training programme and materials for GreenMech Competition | 6,000.00 |
| Junior Achievement Company Program | 2,000.00 |
| Creative Writing and Language Appreciation Course | 10,000.00 |
| School Team Sports and Leadership Training Camp | 10,000.00 |
| Preparative course and materials for Budding Scientist Award | 1,000.00 |
| Subsidy for External Gifted Programs | 8,000.00 |
| Training course for Debate team | 7,000.00 |
| Total: | 84,000 |

Use of Composite Information Technology Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Contract Staff | 81,900 |
| Total: | 81,900 |

Use of Information Technology Staffing Support Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Contract Staff | 300,000 |
| Total: | 300,000 |

Use of Chinese History and Culture Grant

| Subject / Activities / Area | Budget (\$) |
|------------------------------------|--------------------|
| Area | 37,000 |
| Total: | 37,000 |

School-based After-school Learning and Support Programmes

5 Workshops/Courses on developing students' potential, arousing students' learning motivation and time management skills

Total Estimated Expenditure: \$100,000

Sha Tin Government Secondary School

Gifted Education Committee

Use of Diversity Learning Grant (DLG) for 2018/19 to 2020/21 (Three-year Plan)

Objectives

To devise systematic and strategic planning to identify gifted and talented students who possess outstanding performance or potential in some aspects and to foster their holistic development as well as their commitment to serving the community

To provide challenging learning opportunities for gifted and talented students so as to fully develop and stretch their potential in a wide range of specialist areas, including leadership, creativity, personal-social competence.

To develop school-based training programs and to disseminate information of gifted programmes to the targeted students

Note: The Renzulli's Three-Ring Conception of Giftedness (1978) and Howard Gardner's Theory of Multiple Intelligences are adopted for screening and selection of gifted and talented students through multiple channels and pathways.

Activities proposed

1. mbot STEM Robot Course and Competition
2. Strategic planning & interviewing skills in focused professions (For S6 students)
3. Preparative course for Scientific Competitions
4. Basic Japanese Course for understanding other cultures
5. Junior Achievement Company Program
6. Creative Writing and Language Appreciation Course
7. School Team Sports and Leadership Training Camp
8. Subsidy for External Gifted Programs
9. Training course for Debate Team



Renzulli (1978)

Three-year Plan – Provision of Gifted Education Programs for 2018/19 to 2020/21 cohort of Senior Secondary Students
With the Use of Diversity Learning Grant (DLG)

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|---|--|--|----------------------------------|-----------------|---|-------|-------|---|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 1. mbot STEM Robot Course and Competition | To help students to gain knowledge of robotics and programming | A company / tutor specialized in organizing the courses | 10-30 hrs | S4-S6 | 15 | 15 | 15 | The knowledge of students about programming and robotic technology has been enhanced and their performance in relevant competitions | Gifted Education Committee i/c |
| 2. Strategic planning and Interviewing skills | To enhance students' strategic planning skills and interviewing skills. To promote their awareness on career planning | A company / tutor specialized in strategic planning, career planning and interviewing skills | 6-12 hrs | S6 | 20 | 20 | 20 | The knowledge and skills in strategic planning, self-management & interviewing skills of students have been enhanced. Their uncertainty about JUPAS and career planning has been reduced. | Gifted Education Committee i/c Careers Committee i/c |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|---|---|---|--|--------------------|---|-------|-------|---|--|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 3. Preparative course for Scientific Competitions | To provide support to S4 & S5 students to participate in scientific competitions which include Hong Kong GreenMech Contest and Budding Scientist Award | A company / tutor specialized in electronics / Research skills / Technology Training | 30 hrs | S4-S5 | 20 | 20 | 20 | The creativity, problem solving skills and research skills have been enhanced as reflected in their performance in scientific competitions | Gifted Education Committee i/c |
| 4. Basic Japanese Course for understanding other cultures | To help students to gain a basic language use in Japanese To give an opportunity for students to deepen their understanding in Japanese culture | A company/ a tutor specialized in organizing Japanese course | 20 hrs | S4-S5 | 10 | -- | 10 | Both the written and spoken Japanese ability have been enhanced. This can be reflected from comments from the tutor and the performance of the quiz at the end of the course | Gifted Education Committee i/c Japanese Culture & Studies Club i/c |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|--|--|---|--|--------------------|---|-------|-------|---|--|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 5. Junior Achievement Company Program | To provide training and resources to support students to participate in Junior Achievement Company Program | Junior Achievement | 60-80 hrs | S4-S5 | 20 | 20 | 20 | The knowledge of students about planning and running a business has been enhanced | Gifted Education Committee i/c Economics Department representative |
| 6. Creative Writing and Language Appreciation Course | To enhance students' creativity and communication through creative writing | Hong Kong University or other language institute | 15-18 hrs | S5 | 10 | 10 | -- | Creativity, Communication and English writing ability of students have been enhanced Sharing of learning outcomes through publication or seminar | Gifted Education Committee i/c/ |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|--|--|--|--|--------------------|---|-------|-------|---|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 7. School Team Sports and Leadership Training Camp | To build up teamwork among teammates and strengthen discipline To provide training to help students develop problem solving skills Strengthen individual skills in a sport | Tutors and suitable camp site specialized in sports and leadership training | 3 days and 2 nights | S4-S5 | 20 | 20 | 20 | Teamwork and problem solving skills have been enhanced. Performance in sports competitions in school teams | PE teachers Gifted Education Committee i/c/ |
| 8. Subsidy for External Gifted Programs | To subsidize students to participate in gifted education programs offered by local tertiary institutes or external organizations | Local tertiary institutes or external organizations | NA | S4-S6 | 20 | 20 | 20 | Students reflected on what they have learnt from the courses and share their learning with other schoolmates | Gifted Education Committee i/c/ |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|--|---|---|--|--------------------|---|-------|-------|--|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 9. Training course for Debate Team | To prepare students for Debate competitions To enhance communication, problem solving, critical thinking and leadership skills | A tutor will be hired to conduct a comprehensive debate training for students selected for debate competitions | 10-15 hrs | S4-S6 | 20 | 20 | 20 | Performance in debate competitions Comments from the tutor | Gifted Education Committee i/c Chinese Debating Club i/c |

Sha Tin Government Secondary School
Plan on Sister School Exchanges
2018-2019 **School Year**

Name of the Mainland Sister School (1): High School Affiliated to Beijing Institute of Technology

Please state the name and preliminary idea of planned exchange activities together with the methods of monitoring and evaluating the effectiveness of these activities.

| Item No. | Name and Content of the Exchange Activity | Intended Objective(s) | Monitoring/Evaluation | Estimated Expenditure |
|----------|--|--|--|---|
| 1. | <u>School visit from teachers in Beijing's sister school</u> - Sharing session on STEM education - Lesson observation | - Exchange and share teaching experience and pedagogy - Understand the curriculum, teaching and learning style in Hong Kong - Exchange ideas on organizing activities of learning and teaching outside classrooms | - Feedback from participating teachers | \$200 - Resources: \$200 |
| 2. | <u>An exchange programme to Beijing</u> <u>Students</u> - School visit to the sister school in Beijing - Interview students in sister school about their learning and school life - Getting to know about the historical scenic spots and STEM development in China <u>Teachers</u> - Sharing sessions (in subjects, successful experience etc.) | <u>Students</u> - To experience the school life in Beijing - To embrace cultural diversities in order to build harmonious relationships between Hong Kong and Beijing - To learn more about the development of our capital city <u>Teachers</u> - To Exchange and share teaching experience and pedagogy - To understand the curriculum, | - Students are asked to write reflections and share their experiences with the whole school - Teachers will share their observation and learning with colleagues in the staff development day - Evaluation from participants | \$62,520 - Flight tickets for 30 students and 4 teachers: \$60,520 - miscellaneous expenses for the trip to Beijing (including phone card for teachers, refilling first-aid kit, instant photo films for student's exchange programme etc.): \$2,200 |

| Item No. | Name and Content of the Exchange Activity | Intended Objective(s) | Monitoring/Evaluation | Estimated Expenditure |
|----------|--|--|--|--|
| | - Lesson observation | teaching and learning style in Mainland - To embrace cultural diversities in order to build harmonious relationships between Hong Kong and Beijing | | |
| 3. | <u>Hong Kong Visit from Beijing sister school</u> <u>Students</u> <ul style="list-style-type: none"> - Learning activity day with students in Hong Kong - Presentation and sharing about school life among students - STEM experiential learning outside school with HK students <u>Teachers</u> <ul style="list-style-type: none"> - Lesson observation - STEM experiential learning outside school with HK students and teachers - Experiential learning outside school with HK students and teachers | <u>Students</u> <ul style="list-style-type: none"> - Understand the learning environment in a Hong Kong School - Explore STEM application in real life - Learning experience exchange among students from different schools <u>Teachers</u> <ul style="list-style-type: none"> - Exchange and share teaching experience and pedagogy - Understand the curriculum, teaching and learning style in Hong Kong - Exchange ideas on organizing activities of learning and teaching outside classrooms | <ul style="list-style-type: none"> - Prepare booklets to report on the exchange programme - Evaluation from participants | \$86,800 <ul style="list-style-type: none"> - Experiential learning activity: \$27,000 - Transportation fee: \$4,000 - Learning activity day: \$28,000 - Teaching materials and teaching aids to prepare for the learning activity day: \$20,000 - Other resources: \$2,800 - Printings: \$2,280 - Publications: \$3,000 |
| | | | Total expenses: | |
| | | | Total grant for 2018/2019: | \$150,000 |
| | | | Remaining balance: | \$0 |