

ANNUAL SCHOOL PLAN 2021 – 2022

This document describes specific areas for improvement within the current academic year, i.e. from August 2021 to July 2022.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets in collaborations with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft will be shared with all staff for comment and additional ideas.

The major concerns for the Annual School Plan for the 2021 – 2022 school year are as follows:

- 1. To enhance learning effectiveness using a whole person approach.**
- 2. To further embed and instill values education as part of the 21st century relevant curriculum.**
- 3. To develop a deeper understanding of wellbeing within the YHKCC community.**

The aim this year will be to consolidate initiatives started last year. Some of the same targets will therefore be used, but new strategies will be devised.

The Annual School Plan is based on the current School Development Plan 2020 – 2023.

School Development Plan VI (2020 – 2023)

1. To continue to enhance teaching and learning effectiveness.
2. To refine and improve the 21st century relevant curriculum.
3. To incorporate the key elements of character education and wellbeing into the YHKCC community.

For reference the major concerns for the Annual School Plan for the 2020 – 2021 school year were as follows:

1. To continue to raise academic achievement by enhancing teaching quality and further developing independent, responsible and ambitious learners.
2. To integrate the YHKCC Learner Profile into the wider curriculum.
3. To focus on developing wellbeing within the YHKCC community.

Major Concern 1		To enhance learning effectiveness using a whole person approach.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To continue to promote the “Effort Matters” theme so that it becomes an integral part of the YHKCC school culture.	(i) Continue to actively promote the importance of effort and the need for students to strive to be the best that they can be, e.g. review of internal procedures, devotions, talks, posters, displays of students’ work, etc.	<ul style="list-style-type: none"> ▪ Procedures reviewed ▪ Talks delivered ▪ Students’ work displayed 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers ▪ Record of awards on SEQTA 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(ii) Introduce new awards to reward improvement due to effort.	<ul style="list-style-type: none"> ▪ New awards created to recognize effort and improvement ▪ Students’ efforts valued and recognized ▪ Students’ engagement in learning increased 	<ul style="list-style-type: none"> ▪ Awards & Rewards Policy reviewed and amended ▪ Policies and procedures reviewed 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
(b) To continue to develop effective learning strategies.	(i) Continue to develop and embed Dual Coding and Retrieval Practice strategies.	<ul style="list-style-type: none"> ▪ F.1 PSHE lessons prepared and delivered ▪ Dual Coding and Retrieval Practice strategies used in the classroom 	<ul style="list-style-type: none"> ▪ PSHE materials ▪ Lesson observations ▪ Feedback from students and teachers 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(ii) Introduce two new learning strategies: Concrete Examples and Elaboration.	<ul style="list-style-type: none"> ▪ F.2 PSHE lessons prepared and delivered 	<ul style="list-style-type: none"> ▪ PSHE materials ▪ Lesson observations ▪ Feedback from students and teachers 	Aug 2021 – Jun 2022	AJH, JY, HoDs	

(c) To further develop teachers' pedagogical expertise.	(i) Explore how Rosenshine's Principles of Instruction can enhance teaching and learning effectiveness; make Rosenshine's Principles a specific target in the Teacher Development Plan.	<ul style="list-style-type: none"> Rosenshine's Principles introduced in a series of General Staff Meetings and practiced in the classroom 	<ul style="list-style-type: none"> GSM minutes Department minutes Teacher Development Plan evaluation 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(ii) Review and refine the Literacy Policy.	<ul style="list-style-type: none"> Policy reviewed and refined 	<ul style="list-style-type: none"> Literacy Policy 	Aug 2021 – Jun 2022	JY, JeC, HEM, HoDs	
	(iii) Introduce literacy expectations for different year groups.	<ul style="list-style-type: none"> Literacy expectations introduced 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	JY, JeC, HEM, HoDs	
	(iv) Further develop common approaches towards developing literacy across departments; make literacy a specific target in the Teacher Development Plan.	<ul style="list-style-type: none"> Common approaches identified and developed 	<ul style="list-style-type: none"> Feedback from students and teachers Teacher Development Plan evaluation 	Aug 2021 – Jun 2022	JY, JeC, HEM, HoDs	
	(v) Produce a periodical Teaching & Learning Bulletin to promote a research-based approach to teaching and publically recognize and celebrate good practice across the YHKCC.	<ul style="list-style-type: none"> Teaching & Learning Bulletin published Teachers trial new ideas/put ideas into practice 	<ul style="list-style-type: none"> Feedback from teachers Teacher Development Plan evaluation 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(vi) Encourage an open-classroom culture; provide more opportunities for teachers to observe teachers.	<ul style="list-style-type: none"> Lessons observed 	<ul style="list-style-type: none"> Pineapple Chart records 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(vii) Further embed strategies that facilitate the development of independent learners, including the use of self-assessment trackers.	<ul style="list-style-type: none"> Strategies embedded into daily teaching practices 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
(d) To revamp the Gifted & Talented Programme to stretch	(i) Create a method for effectively identifying Gifted & Talented students.	<ul style="list-style-type: none"> Effective method for identifying Gifted & Talented students 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	KN, CRM, DT, AA, AJH, JY	

the more able and provide a suitably challenging curriculum.		devised	<ul style="list-style-type: none"> Public exam results 			
	(ii) Implement a programme of events for Gifted & Talented students.	<ul style="list-style-type: none"> Gifted & Talented programme implemented 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	KN, CRM, DT, AA, AJH, JY	
	(iii) Devise measures to ensure that gifted and talented students are suitably challenged by the academic curriculum.	<ul style="list-style-type: none"> Appropriate support provided, leading to improvement in public exam results 	<ul style="list-style-type: none"> Feedback from students and teachers Public exam results 	Aug 2021 – Jun 2022	KN, CRM, DT, AA, AJH, JY	
(e) To enhance the support network for underachievers.	(i) Define roles of senior leaders with HoDs assuming responsibility for academic concerns in particular year groups.	<ul style="list-style-type: none"> Roles and responsibilities defined 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	AJH, JY, WL	
	(ii) Trial a pilot “Academic Mentors” programme to provide more academic assistance for junior form students.	<ul style="list-style-type: none"> Mentoring programme implemented 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	JY, AJH	
(f) To improve public examination results.	(i) Provide extra tutorial lessons for senior students.	<ul style="list-style-type: none"> Tutorials arranged 	<ul style="list-style-type: none"> Feedback from students and teachers 	Aug 2021 – Jun 2022	JY, AJH	
	(ii) Introduce plans for revision tests/quizzes to help students recall previous knowledge learned since F.4 HKDSE.	<ul style="list-style-type: none"> Test/quiz schedules arranged 	<ul style="list-style-type: none"> Assessment records 	Aug 2021 – Jun 2022	JY, AJH	
	(iii) Arrange “pre-mock examination” week for F.6 HKDSE students to provide them a holistic revision platform and give instant learning feedback for subject teachers in refining their teachings	<ul style="list-style-type: none"> Pre-mock exams arranged 	<ul style="list-style-type: none"> Assessment records 	Aug 2021 – Jun 2022	JY, AJH, KN	

	the few months before the HKDSE examination.					
--	--	--	--	--	--	--

Major Concern 2	To further embed and instill values education as part of the 21st century relevant curriculum.					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To further integrate the intellectual character dispositions in the YHKCC Learner Profile into the academic curriculum.	(i) Departments continue to devise new teaching techniques, strategies and learning activities to develop all of the intellectual character dispositions and embed them into schemes of work.	<ul style="list-style-type: none"> ▪ Teachers utilize existing strategies and systematically create new techniques ▪ Students develop intellectual character dispositions 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students ▪ Feedback from HoDs ▪ Minutes of meetings ▪ Resource bank of strategies ▪ Schemes of work 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(ii) Teachers use strategies to develop the intellectual character dispositions in the classroom on a more regular basis; each lesson to have a dispositional focus.	<ul style="list-style-type: none"> ▪ Students develop intellectual character dispositions 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
	(iii) Embed Star of the Month activities across the school to promote and encourage the development of the intellectual character dispositions.	<ul style="list-style-type: none"> ▪ Star of the Month embedded in the curriculum 	<ul style="list-style-type: none"> ▪ SEQTA records ▪ Feedback from teachers and students 	Aug 2021 – Jun 2022	AJH, JY, HoDs	
(b) To foster students' sense of national identity and correct concepts of citizenship in the Hong Kong community.	(i) Review and refine the curriculum to further strengthen the elements of national security education. Chinese, Chinese History, Liberal Studies and History will be involved in the curriculum review and refinement in the first semester as the first stage. Others subjects will follow the direction and start the curriculum refinement in the second semester.	<ul style="list-style-type: none"> ▪ Curriculum reviewed and refined ▪ NSE elements listed in a table 	<ul style="list-style-type: none"> ▪ NSE Committee evaluation ▪ Lesson observations, learning walks 	Aug 2021 – Jun 2022	KN, JY, CC	

	(ii) Review the current SWT system to ensure the related positive concepts are included in the PSHE curriculum and corresponding behaviours are covered by the ladder of consequences.	<ul style="list-style-type: none"> PSHE curriculum reviewed and refined. Ladder of consequences reviewed 	<ul style="list-style-type: none"> NSE Committee evaluation SWT meetings 	Aug 2021 – Jun 2022	KN, PaW	
	(iii) Enrich current exchange programme to further strengthen students' sense of national identity and 'glocal' citizenship by organizing trips and visits to China (if possible), as well as long-distance communication between students in the YHKCC and sister schools.	<ul style="list-style-type: none"> Exchange opportunities introduced with positive feedback 	<ul style="list-style-type: none"> NSE Committee evaluation Sister schools' scheme 	Aug 2021 – Jun 2022	KN, CC, AL	EDB funding for sister schools' scheme
	(iv) Raise the Chinese flag and play the National Anthem at important school events. Introduce the background and history of the national flag and national anthem to students in the F.1 Induction Programme and in music lessons.	<ul style="list-style-type: none"> Appropriate manner and etiquette developed among students 	<ul style="list-style-type: none"> NSE Committee evaluation Observation 	Aug 2021 – Jun 2022	KN	
(c) To equip and cultivate students with essential qualities/ skills for the 21 st century in accordance with the YHKCC learner profile through provision of ECA activities.	(i) ECA clubs/teams/societies create aims and objectives to incorporate intellectual character dispositions.	<ul style="list-style-type: none"> Aims and objectives of ECA clubs created. ECA year plans established. 	<ul style="list-style-type: none"> Feedback from TIC ECA reports Year-end evaluation 	Sep 2021 – Jun 2022	IC, AL, ECA TiC	
(d) To continue to promote student leadership by essential qualities/ skills for the 21 st century in	(i) Provide opportunities for student leaders to work in collaboration to organize and host school events and activities (e.g. Student Council activities, inter-house events. F.1	<ul style="list-style-type: none"> Activities held and administered 	<ul style="list-style-type: none"> Feedback from TIC Feedback from student leaders Year-end evaluation 	Sep 2021 – Jun 2022	IC, TiC of Student Leadership Groups	

accordance with the YHKCC Learner Profile.	induction, International Fun Fair, etc.)					
	(ii) Cultivate the essential qualities of student leadership; and the importance of embedding the core values into the daily practice of student leaders to act as role models representing the YHKCC community.	<ul style="list-style-type: none"> ▪ Briefings and sharing sessions held 	<ul style="list-style-type: none"> ▪ Reflection & feedback from student leaders 	Sep 2021 – Jun 2022	IC, TiC of Student Leadership Groups	
(e) To devise service education curriculum in accordance to the intellectual character dispositions in the YHKCC Learner Profile.	(i) Strengthen students' sense of serving the community through the organization and provision of service activities organized by the Community Service Club.	<ul style="list-style-type: none"> ▪ Students participate in community service events 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AA, Service Education Committee	
	(ii) Strengthen students' sense of serving the community through the organization and provision of Service Outreach Week to F.3 & F.4 students.	<ul style="list-style-type: none"> ▪ Students participate in Service Outreach Week 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AA, Service Education Committee	
(f) To further integrate values education into the PSHE curriculum.	(i) Further build upon the PSHE resources developed in 2020-2021 to reflect the values and learning dispositions of the school.	<ul style="list-style-type: none"> ▪ Students have a stronger understanding of the school's values 	<ul style="list-style-type: none"> ▪ HoY to carry out collaborative evaluations with CTs and SWT ▪ Evaluate and further develop programme during 2nd semester in preparation for 2022 – 2023 	Aug 2021 – Jun 2022	CEN, PFM, HoY	
	(ii) Incorporate the Core Values and Year Themes into the PSHE lessons	<ul style="list-style-type: none"> ▪ Students have a more developed 	<ul style="list-style-type: none"> ▪ HoY to carry out collaborative 	Aug 2021 – Jun 2022	CEN, PFM, HoY	

	and guiding principles of the curriculum.	understanding of their own values	evaluations with CTs and SWT <ul style="list-style-type: none"> ▪ Evaluate and further develop programme during 2nd semester in preparation for 2022 – 2023 			
	(iii) Incorporate the VIA Characters Strengths into lessons and Year Activities.	<ul style="list-style-type: none"> ▪ Students have a stronger understanding of their own Character Strengths and how they may use them 	<ul style="list-style-type: none"> ▪ HoY to carry out collaborative evaluations with CTs and SWT ▪ Evaluate and further develop programme during 2nd semester in preparation for 2022 – 2023 	Aug 2021 – Jun 2022	CEN, PFM, HoY	
(g) To use values, character strengths and learning dispositions in the pastoral care and disciplinary matters throughout the school.	(i) To revise the student- teacher conference reflection booklets to highlight values, character strengths and learning dispositions.	<ul style="list-style-type: none"> ▪ Student booklets include reflections on values, character strengths and learning dispositions consistently across all forms 	<ul style="list-style-type: none"> ▪ Student booklets reviewed and amended 	Aug 2021 – Oct 2021	CEN, PFM, HoY	
(h) To raise students’ awareness of character strengths and values.	(i) The Student Wellbeing Team and the Positive Education Committee to devise new teaching techniques, strategies and learning activities to develop an understanding of character strengths and embed them into schemes of work.	<ul style="list-style-type: none"> ▪ Students develop an understanding of their character strengths 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students ▪ Feedback from HoYs ▪ Resource bank of strategies ▪ PSHE Schemes of work 	Aug 2021 – Jun 2022	CEN, PFM, HoY, Positive Education Committee	

Major Concern 3		To develop a deeper understanding of wellbeing within the YHKCC community.				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
(a) To continue to promote spiritual development and wellbeing within the YHKCC community.	(i) Set up new year scripture.	<ul style="list-style-type: none"> New scripture implemented and practiced among YHKCC community 	<ul style="list-style-type: none"> Feedback from staff and students Year-end evaluation 	Sep 2021 – Jun 2022	IC, PDAW, DT, Christian Ethos Committee	
	(ii) Instill more visible spiritual environment within the school campus.	<ul style="list-style-type: none"> Digital posters, spiritual paintings and murals in the school campus 	<ul style="list-style-type: none"> Year-end evaluation 	Sep 2021 – Jun 2022	IC, WiC, Christian Ethos Committee	
	(iii) Devise and strengthen the morning devotion programme as a daily routine. Structure content into various subcategories including weekly scriptures, biblical stories, worship songs and class devotions.	<ul style="list-style-type: none"> Modified devotional content, daily routine implemented 	<ul style="list-style-type: none"> Feedback from staff and students Year-end evaluation 	Sep 2021 – Jun 2022	IC, PDAW, DT, Christian Ethos Committee	
	(iv) Streamline and centralize content to be delivered across devotions, assemblies and Christian fellowship to increase the coherence of the spiritual messages delivered.	<ul style="list-style-type: none"> Scriptures adopted in assemblies, bible stories shared in devotions and fellowship, etc. 	<ul style="list-style-type: none"> Feedback from staff and students Year-end evaluation 	Sep 2021 – Jun 2022	IC, DT, Christian Ethos Committee	
	(v) To invest in deeper relationships with students of Christian faith by means of regular meetings in Christian fellowship.	<ul style="list-style-type: none"> Various Christian fellowship groups established Participation rate in Christian fellowship events/programmes. 	<ul style="list-style-type: none"> Feedback from TIC Feedback from students Year-end evaluation 	Sep 2020 – Jun 2021	IC, DT, WiC, PL, Christian Ethos Committee	
	(iv) Provide opportunities to nurture, equip students as spiritual leaders and to be involved in	<ul style="list-style-type: none"> Students invited in devotion sharing/ worship band/ 	<ul style="list-style-type: none"> No. of students involved in spiritual activities 	Sep 2021 – Jun 2022	IC, PDAW, WiC, Christian Ethos	

	spiritual activities (e.g. worship band, prayer leader, class devotions, etc.)	spiritual leader	<ul style="list-style-type: none"> ▪ Feedback from staff and students ▪ Year-end evaluation 		Committee	
(b) To nurture and foster whole person development and wellbeing of students through provision of various types of extra-curricular activities.	(i) Review ECA structure and manpower allocation to ensure adequate and sufficient resources are provided into the administration.	<ul style="list-style-type: none"> ▪ Manpower plan reviewed 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AL, ECA Committee	
	(iii) Fully establish and utilize the online platform for ECA administration and record keeping (SOCS), e.g. enrollment, attendance and activity registration, etc.	<ul style="list-style-type: none"> ▪ SOCS platform established and administered 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AL, ECA Committee	
	(ii) Refine the direction of sports development to foster inclusive participation and work collaboratively with ECA and the PE Department to provide more opportunities for students to develop their interests.	<ul style="list-style-type: none"> ▪ Direction of sports development reviewed ▪ Sports interest clubs established 	<ul style="list-style-type: none"> ▪ Participation rate ▪ Feedback from students ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AL, RM, JJC, SJA, Sports Development Committee	
	(iv) Provide opportunities for ECA tasters before the enrollment process, e.g. F.1 ECA tasters during the Summer Bridging Course, ECA try-outs and taster activities, etc.	<ul style="list-style-type: none"> ▪ Activities held 	<ul style="list-style-type: none"> ▪ Participation rate and feedback from students ▪ Feedback from TIC ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, AL, ECA Committee	
(c) To further promote the idea of mentorship among student leaders and provide opportunities for them to mentor junior form/new students.	(i) Student leaders host F.1 Induction, inter-house activities and ECA taster activities to enable new F.1 students to settle in new school life.	<ul style="list-style-type: none"> ▪ F.1 Induction and ECA Taster Activities hosted 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Feedback from students ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, WiC, ChL, Student Leadership Groups	

	(ii) Student leaders participate in the F.1 Mentorship Programme to help new F.1 students to adjust to school life.	<ul style="list-style-type: none"> ▪ F.1 mentorship sessions hosted 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Feedback from students ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, Student Leadership Groups, Tiffany, Newman	
	(iii) Student leaders organize information sessions and sharing sessions to enable junior form students to understand more regarding subject and stream selections.	<ul style="list-style-type: none"> ▪ PSHE sharing sessions hosted 	<ul style="list-style-type: none"> ▪ Feedback from TIC ▪ Feedback from students ▪ Year-end evaluation 	Sep 2021 – Jun 2022	IC, WiC, ChL, PL	
(d) To build a strong sense of community and cooperation within individual forms.	(i) Develop and implement a Retreat Programme for students in F.2, F.4 and F.6.	<ul style="list-style-type: none"> ▪ Develop a sense of unity, belonging and develop skills in cooperation, honesty, self-management and wellbeing 	<ul style="list-style-type: none"> ▪ Student evaluation of the programme ▪ Staff evaluation following each event ▪ HoY evaluation in Year planning 	Aug 2021 – Jun 2022	CEN, PFM	
(e) To develop students' skills in wellbeing.	(i) Implement whole form wellbeing activities, utilizing previous professional learning e.g. Form Assemblies, Know My Students Survey, Retreats, etc.	<ul style="list-style-type: none"> ▪ Students have a developed sense of wellbeing and skills in resilience, persistence and stress management. 	<ul style="list-style-type: none"> ▪ Feedback from CTs after follow up discussions with class ▪ Evaluation by HoY in Year Planning 	Aug 2021 – Jun 2022	CEN, PFM, HoY	
	(ii) Invite guest speakers for PSHE that focus upon mindfulness, stress management and wellbeing strategies.	<ul style="list-style-type: none"> ▪ Speakers invited ▪ Talks delivered 	<ul style="list-style-type: none"> ▪ Feedback from students and teachers 	Aug 2021 – Jun 2022	CEN, PFM, HoY	

Use of Grants

The following government grants have been given to strengthen the services provided to students in the corresponding areas:

- **Student Activities Support Grant** – This grant will be deployed for supporting students in joining various activities, including but not limited to Forms 1 – 3 Life-wide Learning Camps, participation in sports training and competitions and joining the ECA activities.
- **School-based After-School Learning Support Grant** – This grant will be deployed for supporting students in joining various after-school activities especially for the needy families.
- **Diversity Learning Grant (Other Languages)** – This grant will be used for hiring teacher for offering the third language.
- **Diversity Learning Grant (Other Programmes)** – This grant will be deployed for various gifted programmes in music, sports and languages.
- **Stepping Up the Education Support for Non-Chinese Speaking (NCS) Students** – This grant will be deployed for hiring additional Chinese teaching staff for teaching and supporting NCS students in learning Chinese and Chinese Culture.
- **Capacity Enhancement Grant** – This grant will be deployed for hiring a part-time on-site Educational Psychologist for providing assessment and consultation services to students.
- **Provision to Secondary School to support NCS students to learn Chinese History and Culture** – This grant will be deployed for supporting NCS in joining Chinese History and culture-related activities/programmes.
- **Learning Support Grant** – This grant will be deployed for hiring additional teaching assistants and/or staff for providing support for students with special learning needs.
- **Supporting Non-Chinese Speaking Students with Special Education Needs** – This grant will be deployed for additional hiring teaching assistants and/or staff for providing support for non-Chinese Speaking students with special learning needs.
- **One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development** – This grant will be deployed for developing or procuring relevant learning and teaching resources; subsidizing the fees incurred by teachers’ participation in Mainland interflow activities relating to the Citizenship and Social Development curriculum and subsidizing students’ participation in the mainland study tours. *(Please refer to the appendices for the CS Grant proposal and budget.)*

**Proposal on the Use of the One-off Grant for
Supporting the Implementation of the Senior Secondary Subject
Citizenship and Social Development
25th June, 2021 (Amended on 18th October, 2021)**

I. Background

Liberal Studies (LS) will be renamed as Citizenship and Social Development (CS) and the reformed curriculum will adhere to the rationale and aims of the existing LS curriculum. Under this circumstance, the EDB will provide different types of support to schools in order to smoothly implement the optimized curriculum. The EDB will provide a one-off grant of \$300,000 for each secondary school from the 2021-22 school year and this grant can be used until 31 August, 2024. The purpose of this proposal is to give suggestions about the use of the grant.

II. Suggestions on the Use of the CS Grant:

The CS grant will be used to support teachers in teaching CS and conducting relevant learning and teaching activities based on the guidelines provided by the EDB Circular Memorandum No. 83/2021. The grant will be used in the four main areas described below:

i. Developing or procuring relevant learning and teaching resources

Firstly, it is suggested to buy some of the English and Chinese references books recommended by the EDB Course: SS Enriching knowledge Series for the Citizenship and Social Development Curriculum: The Strategic Goals and Core Content of “One Country, Two Systems”. Some examples from the recommended list of books are as follows:

- Deng Xiaoping on One country two systems by Deng Xiaoping
- The practice of one country two systems by Lau Siu-kai
- Ideal Hong Kong: The future of one country two systems by Lau Siu-kai

These books provide a solid knowledge for both teachers and students of Theme 1: Hong Kong Under One Country Two Systems about the meaning and implementation of “one country, two systems”, and about the situation of the country and sense of national identity. In addition, the department will continue to purchase more books that will be beneficial for students in understanding the different themes covered in the subject. Some recommended books from the EDB’s reading zone are as follows:

- Voyage Aux Pays Du Coton: Petit Precis de Mondialisation by Erik Orseanna (Theme 3: Interconnectedness and Interdependence of the Contemporary World – Economic Globalisation)
- The Memory of Mei Ho House by Cheung Tai-chong (Theme for Project: Chinese Culture and Modern Life – Nature of Traditional Chinese Culture)

Secondly, it is suggested to purchase the national and regional flags with a flag pole. These items will help students understand the concept of “one country, two systems” through the flag-raising ceremony. Students will learn about the conduct and process of raising and lowering the flag during the ceremony. In addition, this activity can help to strengthen students’ sense of national identity which echoes Theme 1: Hong Kong Under One Country Two Systems to a great extent.

ii. Subsidizing the fees incurred by teachers’ participation in Mainland interflow activities related to the CS curriculum

As the Mainland Study Tour is a compulsory part in the CS curriculum, it is suggested to subsidize teachers’ participation in Mainland interflow activities. The tours provide a good opportunity for teachers to be familiar with the logistics and activities of the tours, so teachers will be well-equipped to take students on the study tour in Mainland. It is recommended to join the exchange tours offered by the EDB (exchange tours of 2021-22 will be launched on the EDB’s website next school year). There are some exchange tours about National Education such as “Passing on the Torch” National Education Programme Series Subvention Scheme and Senior Secondary School Students Exchange Programme Subvention Scheme, which will be suitable for the new CS curriculum.

iii. Subsidizing fees and travelling expenses incurred by student participation in school-based learning activities in Hong Kong

It is suggested to subsidize fees and travelling expenses of local field trips for F.4 students every year. In addition to good preparation for students who will participate in the mainland study Tour in F.5, local field trips also enrich students’ knowledge and understanding of “sustainable development” and “nature of traditional Chinese culture” in the CS curriculum. One suggestion is to organize a field trip to Haw Par Mansion. It is a Grade I historical building and the Mansion together with its private garden has been preserved. This field trip helps students to learn about cultural conservation work in Hong Kong, which echoes the learning

focus of conservation and inheritance of cultural heritage (including tangible and intangible cultural heritage) as part of the “nature of traditional Chinese culture” topic.

Another suggestion is to organize a field trip to the Lung Fu Shan Environmental Education Centre (LFSEEC). Operated jointly by the Environmental Protection Department and the University of Hong Kong, the LFSEEC comprises three graded historical buildings, an eco-pond as well as a courtyard with abundant vegetation that attracts a diversity of bird and butterfly species. The guided tour and environmental education activities will help students learn about sustainable development and the practical experiences of environmental conservation of Hong Kong, and the roles and responsibilities of different stakeholders in promoting environmental conservation as part of the “sustainable development” topic. The F.4 field trips will be held in April 2022, December 2023 and December 2024 respectively for the school year of 2021 to 2024.

iv. Subsidizing students’ participation in the mainland study tours

It is suggested to subsidize students’ participation in the mainland study tours which fulfil one of the criteria in the CS curriculum. The study tours help students experience the conservation and inheritance of Chinese culture in society which is the learning focus of the Project Theme: Chinese Culture and Modern Life. As suggested by the Assessment and Curriculum Guide, the mainland study tours will target students in F.4 and F.5, and the school will join the Greater Bay Area tours organized by the EDB. More information will be given by the EDB in the next school year. It is proposed that the tours be held in April 2023, April 2024 and July 2024 for the school years 2022–2023, 2023–2024 respectively. Refer to Appendix I for an example of a 3-day Guangzhou Study Tour in the Greater Bay Area.

III. Budget

Refer to the attached Excel worksheet for the details about the use of the CS Grant.

IV. References

CDC, HKEAA (2021). Curriculum and Assessment Guide (Secondary 4 - 6) for Citizenship and Social Development.

https://www.edb.gov.hk/attachment/tc/curriculum-development/renewal/CS/CS_CAG_S4-6_Chi_2021.pdf

Reading Zone by EDB HKEDCITY

https://ls.edb.hkedcity.net/en/reading_zone.php

Environmental Exhibition & Resource Centres

<https://www.gov.hk/en/residents/environment/public/activities/envcentres.htm>

EDB Exchange Programmes

<https://www.passontorch.org.hk/en/programmes>

APPENDIX I

An example of a 3-Day Guangzhou Study Tour in the Greater Bay Area

Itinerary:

Day 1: Cantonese Opera Art Museum / Sacred Heart Cathedral / Shamian Historical Buildings

Day 2: Guangzhou Xingfeng Landfill / Dong Hao Chong and Dong Hao Chong Museum / Chen Clan Ancestral / Cultural Heritage and Conservation Talk / Shang Xia Jiu Pedestrian Walk / Group Presentations

Day 3: Redtory Art Area / Pearl River New City

Learning Objectives:

- To experience the conservation and inheritance of Chinese culture in society.
- To understand the rationale of sustainable development and the practical experiences of environmental conservation in China.
- To evaluate the changes and enhancement of people's quality of life in the Greater Bay Area.

行程舉隅		考察及學習重點	
第一天	上午	乘車前往廣州	/
	下午	粵劇藝術博物館	<ul style="list-style-type: none"> 認識粵劇的歷史和發展，並探究傳承粵劇的機遇和挑戰。
		聖心教堂	<ul style="list-style-type: none"> 了解聖心教堂的建築特色，並探究當中所反映的中外文化交流情況。 以宗教建築為例，探究政府的文物保育工作及其成效。
		沙面區歷史建築群	<ul style="list-style-type: none"> 認識沙面區的歷史和該區歷史建築群的特色。 了解政府保育沙面區歷史建築群的政策，並探討其成效。
第二天	上午	廣州市興豐垃圾填埋場	<ul style="list-style-type: none"> 認識內地處理生活垃圾的情況及相關設施。
		東濠涌及東濠涌博物館	<ul style="list-style-type: none"> 認識廣州市政府整治東濠涌周邊環境的情況，以及相關的城市綠化建設。
	下午	陳家祠	<ul style="list-style-type: none"> 認識傳統嶺南祠堂的建築特點及其藝術價值。 從陳家祠的興建由來、建築布局及其對陳姓族人的照顧，探討中國傳統家庭觀念及其功能。
		學術講座	<ul style="list-style-type: none"> 由內地學者講解廣州市的歷史文物保育概況
		上下九路步行街	<ul style="list-style-type: none"> 了解內地居民的日常生活情況。 認識廣州的特色建築：騎樓。
	晚上	在住宿酒店的會議室舉行分享會	
第三天	上午	紅專廠創意藝術區	<ul style="list-style-type: none"> 了解工業建築的活化利用方式及廣州市的創意藝術發展概況。
		珠江新城	<ul style="list-style-type: none"> 了解商業中心區的概念 探討珠江新城對廣州市民生活素質的影響。
	下午	乘車返回香港	/

**Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject
Citizenship and Social Development
Draft Budget (Sep 2021 - Aug 2024)**

	Items	2021-2022	Expenses	2022-2023	Expenses	2023-2024	Expenses	
1	Learning and Teaching Materials	i *Books (English and Chinese books for CS) ii Flags (China and Hong Kong) and Movable Pole	HK\$ 2,668.00 HK\$ 12,000.00	Reference Books (TBC) (wait for the suggested reading list from EDB)	HK\$ 800	Reference Books (TBC) (wait for the suggested reading list from EDB)	HK\$ 800	
2	Teachers' Participation in Mainland Interflow Activities	Pre-trips (e.g. Local and Greater Bay Area) (\$2000 x 3 teachers)	HK\$ 6,000.00					
3	Students' Participation in Hong Kong Field Trips	i F.4 Field Trip - Transportation Fees (\$1000 X 2 coaches) ii F.4 Field Trip - Entry Fees (\$80 X82 students) Proposed Month: April 2022	HK\$ 2,000.00 HK\$ 6,560.00	i F.4 Field Trip - Transportation Fees (\$1000 X 2 coaches) ii F.4 Field Trip - Entry Fees (\$80 X 85 students) Proposed Month: Dec 2022	HK\$ 2,000 HK\$ 6,800	i. F.4 Field Trip - Transportation Fees (\$1000 X 2 coaches) ii. F.4 Field Trip - Entry Fees (\$80 X 85 students) Proposed Month: Dec 2023	HK\$ 2,000 HK\$ 6,800	
4	Students' Participation in Mainland Study Tours			F.5 CS Trip - Subsidise transportation & accommodation fees (\$1000 X 82 students) Proposed Month: April 2023	HK\$ 82,000	F.5 CS Trip - Subsidise transportation & accommodation fees (\$1000 X 85 students) Proposed Month: Apr 2024 F.4 CS Trip - Subsidise transportation & accommodation fees (\$1000 X 85 students) Proposed Month: Jul 2024	HK\$ 85,000 HK\$ 85,000	
			HK\$ 29,228.00				HK\$ 91,600	HK\$ 179,600

* Booklist recorded in the 2nd excel sheet

HK\$ 300,428

- Amendments: 1. Books (include the CS Chinese books)
2. Flags and Movable Pole (\$12000)
3. Increase the no of students from 80 students to 82 students for F.4 cohort (actual no), 85 students for the next 2 cohorts (estimated)
4. Decrease the admission entry fees for F.4 field trips from \$100 to \$80

	Books	Eng/Chin	No. of Copies	Price	TOTAL
1	Deng Xiaoping on One country two systems	Eng	3	HK\$ 38	HK\$ 114
2	The practice of one country two systems	Eng	3	HK\$ 128	HK\$ 384
3	The future of one country two systems	Eng	3	HK\$ 98	HK\$ 294
4	簡明大灣區——一套三冊 (套裝)	Chin	2	HK\$ 198	HK\$ 396
5	漫話香港新選舉制度	Chin	2	HK\$ 58	HK\$ 116
6	全球化的過去與未來	Chin	2	HK\$ 160	HK\$ 320
7	公民修養讀本	Chin	2	HK\$ 60	HK\$ 120
8	這就是中國：走向世界的中國力量	Chin	2	HK\$ 128	HK\$ 256
9	速讀香港史（遠古-1949）	Chin	2	HK\$ 88	HK\$ 176
10	速讀香港史（1949-2020）	Chin	2	HK\$ 88	HK\$ 176
11	香港人的身份認同和價值觀(2019增訂版)	Chin	2	HK\$ 98	HK\$ 196
12	公民教育讀本	Chin	2	HK\$ 60	HK\$ 120
13	思考香港一國兩制的未來	Chin	2	HK\$ 128	HK\$ 256
					HK\$ 2,668