

Plan on Use of Capacity Enhancement Grant

Name of School: Po Leung Kuk Ho Yuk Ching (1984) College

School Year: 2015/16

No. of Classes: 26

Task Area: (a) Curriculum Development
(b) Coping with the diverse and special learning needs of students with varied abilities.
(c) To relieve teachers' workload so as to enable them to enhance the effectiveness of teaching and learning in other areas.

Person-in-charge : Miss P.H.Wong, Miss.W.Y.Cheung, Mr.C.C.Yuen, Mr.C.L.Sow, Miss W.M. Wan

Financial Controller : Miss S.C.Yuen

Means by which teachers have been consulted : Internal email

1. Major Areas of Concern

- 1.1 To enhance students' language proficiency in Chinese.
- 1.2 To enhance students' language proficiency in English.
- 1.3 To relieve teachers' non-teaching workload and to develop an environment for "whole person" education.

2. Implementation Plan

- 2.1 Organize Chinese debating courses for all S.2 and S.3 students by hiring outside services.
- 2.1 Organize English debating courses for S.4 students by hiring outside services.
- 2.3a Organize extra-curricular activities by employing part-time tutors or coaches, or hiring services from outside organizations in 2015/16 school year, including Summer Holiday 2016.
- 2.3b Organize a series of Self-development programs for all Junior form students and senior form student-leaders in 2015/16 school year.

3. Benefits Anticipated

- 3.1 (i) Enhance students' logical thinking and critical thinking skills.
- (ii) Allow our Chinese teachers to learn more about the teaching of debating skills by observing how the lessons are conducted by the specialists.
- 3.2 (i) Arouse students' interest in English debates and English speaking.
- (ii) Sharpen students' thinking skills needed for studying social issues in English.
- (iii) Allow our English teachers to learn more about the teaching of debating skills and speaking skills in general by observing how the lessons are conducted by the specialists.
- 3.3 (i) Most teachers' workload in organizing and managing extra-curricular activities would be reduced, hence more time could be spent on curriculum planning and development.
- (ii) Foster the intellectual, humane, social and physical development of our students, nurturing them to become responsible and caring individuals.

4. Implementation Schedule

<u>Plan</u>	<u>Period</u>
4.1 Chinese Debating courses	2015/16 school year
4.2 English Debating courses	2015/16 school year
4.3a Extra-curricular activities	2015/16 school year
4.3b Self-development programs	2015/16 school year

5. Resources Required

	<u>Expenditure</u> HK\$	<u>Income</u> HK\$
1. Balance brought down by Capacity Enhancement Grant for 2014/15 School year		280,105.40
2. Capacity Enhancement Grant for 2015/16 school year		574,415.00
3. Chinese Debating courses	35,000.00	
4. English Debating courses	16,000.00	
5. Extra-curricular activities	316,000.00	
6. Self-development programs	208,560.00	
7. Balance carried forward by Capacity Enhancement Grant for 2015/2016 School Year	278,960.40	
	Total	854,520.40

6. Performance Indicators

- 6.1 (i) At least one in-class informal debating competition is arranged for every S.2 class.
- (ii) At least one inter-class debating competition is arranged for the S.3 students.
- 6.2 (i) 90% S.4 students finish the debating course successfully by the end of 2015/16 school year.
- (ii) 10% of the participating S.4 students take part in different debating competitions.
- 6.3a (i) 80% Junior form students actively participate in at least one extra-curricular activity.
- (ii) 80% participating students perform well in the regular ECA programs and/or one-off whole-person development programs.
- 6.3b (i) The average attendance rate for all self-development programs is 90% or above.
- (ii) 80% participating students, class teachers and parents agree that the self-development programs are beneficial to students and these programs should be held again in the coming years.

7. Assessment Mechanism

- 7.1 (i) Keeping full attendance records of participating students.
- (ii) Issuing questionnaires to gather feedback from Chinese teachers.
- 7.2 (i) Keeping full attendance records of participating students.
- (ii) Issuing questionnaires to gather feedback from students, course tutors and English teachers.
- 7.3a (i) Keeping full attendance records of participating students.
- (ii) Issuing questionnaires to gather feedback from activity tutors and teachers.
- 7.3b (i) Keeping full attendance records of participating students.
- (ii) Issuing questionnaires to gather feedback from all participating students, class teachers and parents.