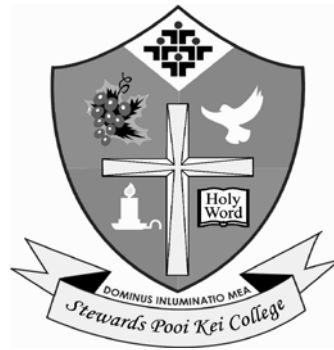


# **Stewards Pooi Kei College**

## **Annual School Plan**



**2014/2015**

### **Major Concerns**

1. **To enhance learning motivation through self- directed learning.**
2. **To cater for learner diversity through diversified strategies.**
3. **To enhance character building :self- discipline and mutual respect**

## Implementation Plan for Major Areas of Concern

1. Major Concern: To enhance learning motivation through self- directed learning.

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> <li>To enhance students' learning habit by doing pre-lesson preparation, bringing stationery and books, taking notes and write reflections before and after lesson</li> <li>To adopt flipped teaching in lessons for some piloting subjects</li> </ul>	<ul style="list-style-type: none"> <li>Most students are able to follow teachers' instruction and able to develop a positive learning habits.</li> <li>Most students are engaged and able to interact in various learning tasks after watching the video before the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Teacher and student Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Panel heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Relevant tailor-made learning and teaching materials</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To develop subject-based self- learning package</li> </ul>	<ul style="list-style-type: none"> <li>● Most students are able to engage in self-directed learning tasks such as a wide range of reading materials, self-learning essays and data-based exercises</li> <li>● There is an increase in the percentage of agreement in the SHS</li> </ul>	<ul style="list-style-type: none"> <li>● Feedbacks from teachers and students</li> <li>● SHS results</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads and subject teaches</li> </ul>	<ul style="list-style-type: none"> <li>● Subject- based learning and teaching materials</li> </ul>
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To strengthen students' social awareness with a good grasp of current issues</li> </ul>	<ul style="list-style-type: none"> <li>● Most students can form the habit of reading from newspaper or other related resources</li> <li>● Over 60% of the students have a good touch of current issues</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Students' feedbacks in lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Newspaper and relevant learning materials</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To further enhance students' reading habit through the continued implementation of various subject based reading materials as well as Chinese and English Reading Schemes</li> </ul>	<ul style="list-style-type: none"> <li>● Over 80% of students complete the Chinese and English Reading Scheme</li> <li>● Most students have continued interest and motivation to read English books extensively</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Number of participants (eClass records)</li> <li>● SHS results</li> <li>● Reading records of subject departments</li> <li>● Quality of students' book reports</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Periods</li> <li>● Learning Centre</li> <li>● Selected readers from both Chinese and English Departments</li> </ul>

**2. Major Concern:** **To cater for learner diversity through diversified strategies.**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>To adopt diverse teaching pedagogies in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Diversified strategies like questioning techniques, talks, class discussions, presentations of current news issues, group work, pair work and debates are arranged</li> <li>Students show greater interest and motivation in learning in the APASO results and in the students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Students' participation and performance</li> <li>APASO and SHS results</li> <li>Evaluation of Annual Year Plan of subject departments</li> <li>Teachers' observation</li> <li>Lesson observation</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>All Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>APASO and SHS</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To organize subject-based strengthening and remedial programmes</li> <li>● To conduct S.5-6 after school tutorial by subject teachers and alumni</li> </ul>	<ul style="list-style-type: none"> <li>● Over 50% students are able to show improvement</li> <li>● Raise of pass % of the related subjects in HKDSE</li> <li>● Over 50 students participate in after school tutorial</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observations</li> <li>● Attendance record</li> <li>● Students' academic performance in UT &amp; Exam</li> <li>● Lesson observations</li> <li>● HKDSE results</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant references and learning materials</li> </ul>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To strengthen students' high order thinking and to further enhance their critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>● Most students make logical presentations in class and assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Students' class presentation</li> <li>● Quality of student assignments</li> <li>● APASO and SHS results</li> <li>● Evaluation of Annual Year Plan of subject departments</li> <li>● Teachers' observations</li> <li>● Scrutiny of Markers' Reports</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>● APASO and SHS</li> <li>● Markers' Reports</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To set and adjust the level of difficulty of Uniform Tests and Exam paper</li> <li>● Tailoring assignment into graded exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Students' abilities and needs are catered by adjusting the depth of difficulty in exam and assignments</li> <li>● Challenging questions from the "Bonus" Sections are set for more able students</li> </ul>	<ul style="list-style-type: none"> <li>● Students' performance in assignments and exams</li> <li>● Evaluation of Annual Year Plan of subject departments</li> <li>● Teachers' observation</li> <li>● Book Inspection Reports</li> <li>● Scrutiny of Markers' Reports</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>● Markers' Reports</li> </ul>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To further enhance eLearning in designing teaching and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% teachers are able to use software or other applications and integrate into curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Feedbacks from teachers and students</li> <li>● Evaluation of Annual Year Plan of subject departments</li> <li>● Students' surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads</li> <li>● I.T. Team</li> </ul>	<ul style="list-style-type: none"> <li>● iPads</li> <li>● eClass system</li> </ul>

### 3. Major Concern:

**To enhance character building : self- discipline and mutual respect**

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 3</b>	<ul style="list-style-type: none"> <li>To promote harmonious class atmosphere and mutual respect in classes (e.g holding workshops in S.1 &amp;S.2 PSSE lessons and partner organizations)</li> <li>To organize talks or drama shows to promote equal opportunity and mutual respect, especially accepting students with SEN or those are weak in communication</li> </ul>	<ul style="list-style-type: none"> <li>Most students have more awareness about harmonious campus and show respect to others</li> <li>S1-2 classes can maintain good relationship with limited bullying</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students through annual Student Affairs Questionnaires</li> <li>Evaluation of the Annual Year Plan of subject departments/ teams</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>PSSE Panel Head and other related Team Heads</li> </ul>	<ul style="list-style-type: none"> <li>Other educational organizations</li> </ul>



<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 3</b>	<ul style="list-style-type: none"> <li>● To reinforce self-discipline and mutual respect by promoting positive learning atmosphere: through “We are the Best Class Award Competition”</li> </ul>	<ul style="list-style-type: none"> <li>● At least one promotion activity is held per team</li> <li>● More than 70% teachers agree that the competitions are benefit in promoting positive school culture</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Statistics of students’ participation</li> <li>● Evaluation of Annual Year Plan of subject departments and teams</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads and Team Heads</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant materials and prizes for “We are the Best Class Award Competition.</li> <li>● Campus TV and promotion board</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 3</b>	<ul style="list-style-type: none"> <li>To nurture students 'self- discipline and mutual respect by encouraging students participate in adventure based counseling program and developmental programmes</li> </ul> <p>(Alpha Element program, discipline training programme , S.6 Endeavour Camp and summer developmental programmes)</p>	<ul style="list-style-type: none"> <li>Students are able to attend meeting punctually</li> <li>Both junior and senior form students are able to complete their tasks and perform duties satisfactorily</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> <li>Teachers' observation</li> <li>Parents' feedback</li> <li>Debriefing after each session of activity</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Counselling Teachers and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Program fees subsidy</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 3</b>	<ul style="list-style-type: none"> <li>To promote 3-minute student sharing session project with CET and MCT is held every Monday to share personal stories about self-discipline and mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Most students find the speech from Pooikeians' meaningful and useful</li> </ul>	<ul style="list-style-type: none"> <li>Observation and feedback from teachers and students</li> <li>Evaluation of the Annual Year Plan of subject departments and teams</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>DC Teachers</li> <li>All involved teachers</li> </ul>	<ul style="list-style-type: none"> <li>Pooikeians' speech</li> </ul>
<b>MC 3</b>	<ul style="list-style-type: none"> <li>Through various LEWOWA programmes focus on community service and leadership &amp; discipline training</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback receive from most teachers and students' 'questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Online Evaluation Questionnaires</li> <li>LEWOWA Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>LEWOWA committee</li> <li>Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>Students' Questionnaires</li> </ul>

Plan on Use of Capacity Enhancement Grant in 2014/2015 School Year

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indications	Assessment Mechanism	Person in Charge
Curriculum Development	To relieve teachers' workload so that they can concentrate on developing effective pedagogy in English	To employ teacher assistant to: -handle all administrative work of regarding the subject -develop materials for subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials of subject	September 2014 to August 2015	Salary of teacher assistant: \$163,200*1.05 with 5% MFP	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among English teacher	Staff appraisal report Feedback from teacher in evaluating the quality of teaching materials	Ms. Cindy Yuen
Curriculum Development	To relieve teachers' substantial administrative workload in managing the Academic Affairs	Employment of a full-time teacher assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	October 2014 to August 2015	Salary of teacher assistant: \$140,195*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teacher assistant Feedback from teacher and parents in evaluating the effectiveness of the project	Ms. Cindy Yuen & Mr. Neville Tang
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 2 full-time teacher assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2014 to August 2015	Salary of teacher assistant: \$360,300*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teacher assistant Feedback from teacher and parents in evaluating the effectiveness of the project	Mr. William Lee & Mr. Samuel Lui
				Total Amount	\$696,880* * The school will make use of its school fund to supplement the deficit amount, if any.			

	Income	Expenditure
Capacity Enhancement Grant available for the year 2014/2015	\$569 x 1,013=\$576,397.-	
Total budget for Capacity Enhancement Grant in 2014/2015		\$696,880
The deficit will be covered by the School		-\$120,483

Prepared by:



Mr. Yuen, Peter (Principal)

Date:

19 NOV 2014

Signature by:



Ms. Pang, Chau Sheung Rosa (School Supervisor)

**Stewards Pooi Kei College**  
**Three-year Plan of Diversity Learning Grant**

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes  
for the fifth cohort of senior secondary students (from 2014/15 to 2016/17 school year)**

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

<b>DLG funded Programme(s)</b>	<b>Strategies &amp; benefits anticipated (e.g. in what way students' diverse learning needs are catered for)</b>	<b>Name of programme(s) / course(s) and provider(s)</b>	<b>Duration of the programme / course</b>	<b>Target students</b>	<b>Estimated no. of students involved in each school year</b>	<b>Evaluation of student learning / success indicators</b>	<b>Teacher-in-charge</b>
Other Programmes	<u>Network Programme:</u> - In view of the small number of students opting for Music, the Network Programme with other Shatin schools can help to cater for students' diverse needs in studying in HKDSE Music.	Shatin DSE Music Network Programme (EMI)	3 years	S4-6 students	<b>2014-2015:</b> 2 <b>2015-2016:</b> 4 <b>2016-2017:</b> 5	1) The students will complete the HKDSE Music Examination with satisfactory result. 2) More students interested in music and apply for studying in HKDSE Music in 2015-2016 school year.	Mr. Samuel LUI, Miss Siu-nam Yeung (Jointly organized with Shatin network schools of DES network.)

**B. Basic information about the programme:**

Students participating/ will participate in the NSS Music Joint Schools Programme (Shatin).

Name of the student	Form (2014-2015)	Year of participate in DSE
TAM Tsin Lui	S5	2015-2016
YU Shing Fung	S4	2016-2017

**C. Expenditure Report of 2013-2014:**

● Total amount received from the Diversity Learning Grant: \$7,000 x 5 classes = \$35,000

Item	Justification	Planned Expenditure on Nov 2013	Evaluation/ Remarks
Course fee of the HKDSE Music Network Programme (Shatin)	Help the student to pay for the course fee of 2013-2014.	\$2,400	Completed
<b>Students</b> reference books, CD, CD Rom and DVD	Learning materials for HKDSE Music Exam	\$1,000	Will be ordered before 31 Aug 2014
<b>Teachers</b> reference books, CD, CD Rom and DVD	Teaching materials for HKDSE Music Exam	\$1,000	Will be ordered before 31 Aug 2014
Computer software (music notation / composition)	For student to complete the Paper 3: Creating I (composition project)	\$1,200	1) Will be ordered before 31 Aug 2014 2) The price of the software “Finale” is higher than our expectation, the expenditure needs to be increased to \$5,000.
Ordering professional microphones	Recording student’s performance for Paper 2: Performing I External assessment (practical examination) and Paper 4B: Performing II - External assessment (Practical examination)	\$1,400	1) Ordered two cardioids microphone (the invoice is attached). 2) The price of the equipment

			is higher than of our expectation, the expenditure needs to be increased to \$8,100.
	<b>Total</b>	<b>\$7,000</b>	<b>\$17,500</b> <b>(Surplus \$17,500)</b>

**D. Budget plan of 2014-2015:**

- Total amount offer by the Diversity Learning Grant: \$7,000 x 10 classes(S4-5) = **\$70,000**

Item	Justification	Planned Expenditure
Course fee of the HKDSE Music Network Programme (Shatin)	Help the student to pay for the course fee of 2014-2015.	\$2,400 x 2 students = \$4,800
Students reference books, CD, CD Rom and DVD	Learning materials for HKDSE Music Exam	\$1,000
Teachers reference books, CD, CD Rom and DVD	Teaching materials for HKDSE Music Exam	\$1,000
Computer software (music notation / composition)	For student, Yu Shing Fung to complete the Paper 3: Creating I (composition project)	\$5,000
Order percussion instruments for student Yu Shing Fung to prepare his performing assessment.	Order percussion instruments for student Yu Shing Fung to prepare his performing assessment as he is Major in percussion performing. -Performing I - External assessment (practical examination) and Paper 4B: -Performing II - External assessment (Practical examination)	\$15,000
Order professional audio and video recording equipments.	Recording student's performance for Paper 2: Performing I - External assessment (practical examination) and Paper 4B: Performing II - External assessment (Practical examination)	\$10,000

Employ experts to provide master classes for students	Employing experts to provide master classes to students in the topic Chinese music, Cantonese opera and music composing.	\$700/ hr x 20 hrs = \$14,000
	<b>Total</b>	<b>\$50,800</b>

Proposer of this proposal:

**Mr. Lui Ho Wing, Samuel**

(Head of Music Department)

25 July 2014



## Appendix I

## Assessment items of HKDSE Music

Part	Mode	Duration	Weighting
<b>Compulsory Part</b>			
Paper 1: Listening	Public written examination Part A: Music in the Western classical tradition Part B: Chinese instrumental music, Cantonese operatic music, Local and Western popular music	Part A: about 75 mins  Part B: about 75 mins	40%
Paper 2: Performing I	External assessment (practical examination)	About 30 mins	20%
Paper 3: Creating I	External assessment (Portfolio)	N. A.	20%
<b>Elective Part</b> (choosing one paper)			
Paper 4A: Special Project	External assessment (Project report)	N. A.	20%
Paper 4B: Performing II	External assessment (Practical examination) <i>OR</i> other recognised qualifications	About 30 mins	20%
Paper 4C: Creating II	External assessment (Portfolio) <i>OR</i> other recognised qualifications	N. A.	20%

Stewards Pooi Kei College  
Work Plan on Careers and Life Planning Education  
2014-2015

Objectives	Strategies	Monitoring / Evaluation	Allocation of CLP Grant
1. Empower and enhance Careers Guidance and Alumni Team members to have a paradigm shift in life planning education and career guidance service	<ul style="list-style-type: none"> <li>- Extra Manpower allocated in the Careers Guidance and Alumni Team (CGT)</li> <li>- Provide professional support</li> <li>- Provide administrative support and follow up the activities</li> <li>- Provide logistic arrangement for students to attend activities both inside and outside school</li> </ul>	<ul style="list-style-type: none"> <li>- Development of a CLP curriculum</li> <li>- Conduction of various CLP activities</li> <li>- Teachers' observation, - Feedback from teachers and students</li> </ul>	<p>\$378,000</p> <p>Teacher (0.4) (\$34,315 x 12 x 1.05 x 0.4 + back pay)</p> <p>Teaching Assistant (0.4) (\$14,460 x 12 x 1.05 x 0.4 + back pay)</p> <p>Educational Psychologist (0.1) (\$47,290 x 12 x 1.05 x 0.1 + back pay)</p> <p>School Clerk (0.3) (\$14,460 x 12 x 1.05 x 0.3 + back pay)</p>
2. Develop a structured careers and life planning education curriculum	- The CGT will review, revise and overview a Careers Education Curriculum for the whole school approach and OLE (CRE) curriculum for students of different developmental stages.	Teachers' observation, questionnaire and students' participation / feedback/assignments	
	- At least 4 lessons of Careers Education conducted for all forms annually in class teacher periods and 10 OLE lessons for Form 4 & 5.		S.4 Career Lesson Textbook (Career Mapping) : \$27 x 220 = \$5,940
	- S.5 Career Interest Inventory Test (CII) Ss take CII Test under supervision of Career Teachers. Mass briefing & debriefing, followed by group counseling		CII Test fee: \$15 x 200 = \$3,000

	<ul style="list-style-type: none"> <li>- Help students to apply for local/ overseas tertiary institutes including liaison and preparation of necessary documents e.g. reference letters, transcripts and predicted grade.</li> </ul>	Review on the procedure of preparing careers guidance relevant documents	
3. Enhance learning motivation on career education through self-directed learning	<ul style="list-style-type: none"> <li>- The teacher will</li> <li>- Arrange different voluntary based career related activities for students</li> <li>- Ask students to visit different universities and collect information by themselves</li> <li>- Encourage students to join summer programmes / camps organized by universities or educational institutes</li> </ul>	Teachers' observation and students' participation / feedback	<p>Company visit - transportation fee subsidies : \$5,000</p> <p>Subsidies: \$40,000</p>
4. Cater for the students with different academic ability through multiple pathway after HKDSE	<p>The teachers will arrange different further studies talks such as</p> <ul style="list-style-type: none"> <li>- JUPAS talk (for all students)</li> <li>- Strategy for choosing universities (for elite students)</li> <li>- Introduction to IVE and EAPP (for average students)</li> <li>- Introduction to overseas studies</li> </ul>	Teachers' observation and students' feedback	Speaker fee: \$5,000
	The teachers will arrange a mock HKDSE result release workshop	Teachers' observation and students' feedback	Buy-in service: \$20,000
5. Prepare the S3 students for S4 subject selection	<p>The teacher will</p> <ul style="list-style-type: none"> <li>- Arrange 4 NAS subject selection workshops conducted in Jan – Apr for S.3 students</li> <li>- Prepare a school base NAS subject selection handbook for S.3 students</li> </ul>	Teachers' observation and students' feedback	<p>S.3 Subject selection workshop textbook (Finding Colors of Life):</p> <p>\$15 x 220 = \$3,300</p> <p>Printing fee : \$1,200</p>

**Summary of CLP Grant Used**

1. Extra Manpower allocated for the Careers Guidance & Alumni Team:	378,000
2. S.6 Mock result release workshop :	20,000
3. Career Lesson learning materials :	9,240
4. Career Interest Inventory Test fee :	3,000
5. Miscellaneous :	51,200
a. Careers guidance reference books	
b. Printing fee	
c. Careers teacher’s training	
d. Transportation fee	
e. Speaker fee	
f. Subsidies for Careers related activities	

Total:	<u>\$461,440</u>
--------	------------------