



## ST. LOUIS SCHOOL ANNUAL PLAN 2019-2020

**SUBJECT / TEAM**

**GUIDANCE TEAM**

### (I) Aims

1. Psychological and developmental needs of all students in the four key learning areas, including personal, social, academic and career development, are catered.
2. Positive values and attitudes can be instilled in students, including acceptance and respect of others, self-discipline and resilience.
3. Students' knowledge and skills related to self-management, problem-solving, self-concept, communication, studies, and life-planning can be enhanced.

### (II) Situational Analysis

#### (a) Strengths

- Team members are enthusiastic, cooperative and dedicated to guidance work, which is conducive to the implementation of guidance activities.
- Our school social workers, educational psychologist and clinical psychologist are professional and committed, which is conducive to the effectiveness of the case referral system, selection of grade-specific guidance activities for students and home-school cooperation activities.
- The team has established good linkages with other school function teams and external bodies, which makes the tapping of community resources efficient.
- Guidance activities catering the psychological and developmental needs of S1 and S2 students in terms of their personal, social and academic development were organized throughout the year, and attempts to collaborate with other functional teams were made.

#### (b) Weaknesses

- Not all team members have received recognised training related to guidance, student support, special educational needs, gifted education or careers. Participation in seminars other than those organised by the school or the team was low.
- Counselling relationship between students and guidance teachers has to be enhanced. Students, in particular, S3 to S6 students, did not have

sufficient opportunities to engage in guidance activities to get to know our team members.

- Guidance activities organized for S3 and S4 students were all one-off talks or seminars, which might not be effective in preparing the S3 students for a smooth transition from junior secondary to senior secondary.
- To raise teachers' concerns on mental health so as to enhance schools' capacity to identify and support students with mental health needs, the Education Bureau (EDB) conducts "Professional Development Programme for Mental Health: Courses on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs" starting from the 2017/18 school year. As required by the EDB, by the end of the 2019/2020 school year, at least one teacher per school should have completed the Elementary Course; and at least one designated teacher should have completed the In-depth Course. However, no teachers in our school has completed either of these two courses yet.

(c) Opportunities

- Experienced team members can be invited to be the mentors or resource persons of new colleagues so that chances of students' disruptive behaviour during new colleagues' lessons can be minimized and the second last threat mentioned below can be addressed.
- With the implementation of the measure "two school social worker for each school", the new school social worker may help with devising more individual or group counselling and guidance activities to tackle the last weakness and the threats mentioned.
- A case referral software subject to access control has recently been introduced to the market and this may facilitate the coordination and communication among various parties. Hopefully the purchase of such software can be fully subsidized by QEF and there can be a trial period for colleagues to get used to the software before it replaces the paper case referral procedures.
- The Guidance Mistress (NKW) has applied for the "Professional Development Programme for Mental Health: Elementary Course on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs" for the 2019/20 School Year and the SENCO (LWY) has applied for the In-depth Course. The applications are now under processing and hopefully their applications will be successful.
- The application for a school-based support service for secondary school titled 'Mindshift Educational Networking Programme (Phase I)' is successful and hopefully this programme can enable S3 participants to reflect on their psychological needs and be more aware of their mental health so that they will experience a better transition from junior secondary to senior secondary next year.

(d) Threats

- There is an increase in the number of students suffering from high academic pressure and poor family relationships.

- There is a newly admitted S1 cross-border student and teachers may find communication with his parents difficult.
- The S1 Summer English Bridging Programme this year was conducted by Oxbridge tutors and students have not been introduced to the rules they should observe during recesses or tests or exams. Most class activities were mass games and students may need time to adapt to the formal curriculum and classroom rules. Subject-specific language support has to be introduced to help students get used to the English-medium of instruction.
- There are quite a number of new colleagues who may not be used to the case referral system or the pedagogical measures to cater for learner diversity.
- The QEF supporting the 3-year “Joyful @ HK mental health promotion campaign” at S2 has come to an end.

### **(III) Highlights**

- (a) A series of anti-bullying workshops were organized in response to the bullying incidents reported by the Discipline Team and S1 class teachers.
- (b) A series of subject-specific study skills workshops for S1 students were organized for the second year and teachers were able to modify their teaching materials or strategies based on the needs and academic performances of the participants.
- (c) Teachers and classmates appreciated the handmade snacks prepared by the participants in the “Joyful @ HK mental health promotion campaign”.
- (d) Teachers from the Discipline Team, Student Support Team and Academic Team attended the second internal training workshop on a voluntary basis in addition to our team members who were required to attend this workshop.

### **(IV) Short Term Directions**

- (a) To optimize the use of internal and external resources to organize guidance and counselling activities
- (b) To make up for the inadequacy of transition activities from junior secondary to senior secondary
- (c) To provide students with more opportunities to get to know or familiarize with our guidance team members and social workers

**(V) Areas of Concern****1. Major Concern 1:** Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving**Program title (1):** Group guidance activity for S1 students – Subject-specific Study Skills Workshops (1.2e)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>*Mutual learning among participants is promoted.</p> <p>*Creative mnemonic strategies are discussed and shared among participants.</p> <p>*Participants are nurtured to be reflective learners who are able to plan for their revision.</p>	<p>*All S1 students will be invited to sign up for the subject-specific workshops at the end of the Study Skills Workshop for the whole form (which is a G.E. lesson) on 30<sup>th</sup> Sep, 2019. If the number of students enrolled falls below 8 for a subject group, subject teachers will be invited to nominate students to join the workshops.</p> <p>*Circulars will be issued to participants in the first week of October.</p> <p>*SW2 will be invited to conduct two lunchtime sharing sessions (Mon/Tue/Fri) in mid-October with the participants before the commencement of the workshops, one for language subjects, one for non-language subjects.</p> <p>*The workshops will be held after school from end of October to early December. Team members will be invited to share some useful learning strategies with the participants.</p> <p>*SW2 will be invited to conduct two lunchtime sharing sessions with the participants in the second cycle of Jan (Mon/Tue/Fri) to review their efforts made.</p>	<p>*Participants reach 50% attendance in average.</p> <p>*50% of the participants pick up some learning strategies from their peers and from the instructors.</p> <p>*50 % of the participants do self-reflections, set their short-term and long-term targets, devise plans to achieve their targets and review their efforts made.</p> <p>*50% of the participants would recommend the workshops to students next year and the overall feedback is positive.</p>	<p>*Scrutiny of documents (attendance records, evaluation forms)</p>	<p>Sep 2018 to Jan 2019</p>	<p>NKW (Eng)</p> <p>TPM (admin)</p> <p>WSK (Chi)</p> <p>WCK (Sci)</p> <p>LCY (Sci)</p> <p>WMC (Geog, Hist, CHist)</p> <p>HYH (Geog, Hist, CHist)</p>	<p><b><u>Facilities:</u></b> Room B101 and B102</p> <p><b><u>Material resources</u></b> <b><u>(\$50):</u></b> *Worksheets *Handouts *Questionnaires</p> <p><b><u>Equipment:</u></b> *Computers *Projectors *Screens</p> <p><b><u>Rewards for students</u></b> <b><u>(\$250):</u></b> *Snacks / stationery</p> <p><b><u>Human resources:</u></b> Team members teaching various subjects and SWs</p>

2. **Major Concern 2:** Students as visionary leaders with necessary positive values including self-discipline and respect inculcated**Program title (2):** G.E. lessons (2.2a)

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Person in charge</b>	<b>Resources Required</b>
<p>* Psychological and developmental needs of all students in the four key learning areas, including personal, social, academic and career development, are catered.</p> <p>*Positive values and attitudes can be instilled in students, including acceptance and respect of others, self-discipline and resilience.</p>	<p>*Needs of students studying in each form are elicited from form coordinators during the year-end evaluation meeting.</p> <p>*The GM and the SWs work together to select and apply for suitable services offered by the NGOs to cater for students' needs during July and August.</p> <p>*Lesson plans for follow-up lessons will be devised by the Guidance Mistress and SWs and emailed to class teachers and form coordinators one week in advance.</p> <p>*Form coordinators will help with the implementation and evaluation and the collection of two samples of student's reflections / work.</p>	<p>*Class teachers and students are attentive in the lessons.</p> <p>*Class teachers find the follow-up lesson plans easy to follow</p> <p>*Students reflect on their own experiences</p>	<p>*Teachers' Observation</p> <p>*Scrutiny of documents (evaluation forms, lesson plans and materials, samples of student's reflections / work)</p>	Whole year	NKW + form coordinators	<p><b><u>Facilities:</u></b></p> <p>*G.P. Room</p> <p>*Classrooms for follow-up G.E. lessons</p> <p><b><u>External human resources:</u></b></p> <p>*SWs from NGOs (\$1,900)</p> <p><b><u>Equipment:</u></b></p> <p>*Microphones for the SWs</p> <p>*Computers</p> <p>*Projector</p> <p>*Screen</p> <p>*Wireless presenter</p> <p>*Pens</p> <p>*lesson plans</p> <p>*lesson materials (\$100)</p> <p><b><u>Financial resources:</u></b></p> <p>*Team-based budget</p>

**Program title (3):** Group guidance activity for S1 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power (2.2a)  
(a.k.a. Anti-bullying workshops in the previous year)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>1.By the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> <li>*communicate with peers without giving offense or arousing resentment</li> <li>*have greater empathy, acceptance and respect of others</li> </ul> <p>2.Bullying issues or disputes among S1 students can be prevented or minimized</p>	<p><b><u>Phase I Prevention</u></b> *The GM will examine the S1 student demographics in each class and identify students who do not have classmates from the same primary school or are of difficult backgrounds. Victims during the S1 Bridging Program will also be taken into consideration. *SW2 will invite them for 1 – 2 sharing sessions during the first month to see how they get along with their classmates. *SW2 will take note of students who show signs that they are unhappy and offer them follow-up meetings.</p> <p><b><u>Phase II Intervention</u></b> *The form coordinator will invite S1 class teachers to take note of possible bullies and victims. *He/She will collect the name list of possible bullies and victims from the class teachers by the end of October. *Bullies will be invited to 3 sessions conducted by SW1 and victims will be invited to 3 sessions conducted by SW2.</p>	<ul style="list-style-type: none"> <li>*Students attempt to communicate with peers using the strategies introduced.</li> <li>*Students are able to describe others’ feelings and talk about the influence of the behaviour depicted in the case studies.</li> <li>*Positive feedback from participants and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>*Scrutiny of documents (attendance records, evaluation forms, meeting records)</li> <li>*Class teachers’ observation</li> </ul>	<p><b><u>Phase I:</u></b> Sep to Oct</p> <p><b><u>Phase II:</u></b> Nov to June</p>	NKW (preparation), TPM (during GE lessons)	<p><b><u>Facilities:</u></b> Guidance Room and Room B105</p> <p><b><u>Material resources:</u></b> *Snacks *PowerPoint files *Questionnaires *Stationery</p> <p><b><u>Equipment:</u></b> *Computer *Projector *Screen</p> <p><b><u>Rewards for students:</u></b> \$300</p>

**Program title (4):** Group guidance activity for S2 students – Visionary Leaders of Tomorrow Programme: Sharing, Mind, and Enjoyment (2.2a)  
(a.k.a. Joyful@School Mental Health Campaign or E-motion Leadership Training Programme in previous years)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>By the end of the programme, students should be able to:</p> <p>*have enhanced understanding of mental health and mental well-being</p> <p>*develop healthier mental well-being for future challenges</p> <p>*develop greater resilience</p>	<p>*Identify the at-risk students using the screening tools designed by EDB at the end of the G.E. lesson on 25 Oct. This is the pre-test.</p> <p>*SW1 will provide students with mental health needs with a series of group guidance activities (approximately 8 sessions).</p> <p>* A post-test will be conducted to investigate the change in students' self-efficacy.</p>	<p>*60% of the at-risk students take part in the activities.</p> <p>*Positive feedback from the participants.</p> <p>*The post-test results of 50% of the participants are higher than the pre-test.</p>	<p>Scrutiny of documents (attendance records, evaluation forms, pre-rest and post-test results)</p>	<p>Nov to Jun</p>	<p>Nov: NKW Nov: HYH Jan: WCK Feb: HYH Mar: WCK Apr: HYH May: NKW Jun 2 (presentation): HYH, WCK</p>	<p><b><u>Facilities:</u></b> Classroom(s)</p> <p><b><u>Equipment and material resources (\$3000):</u></b></p> <ul style="list-style-type: none"> <li>*Computer</li> <li>*Projector</li> <li>*Screen</li> <li>*Microphone</li> <li>*Induction stove</li> <li>*Pan</li> <li>*Food wrap</li> <li>*Gloves</li> <li>*Newspaper</li> <li>*Packaging</li> <li>*Spatula</li> <li>*Lego</li> <li>*Ingredients</li> <li>*Pre-tests</li> <li>*Post-tests</li> </ul> <p><b><u>Human resources:</u></b></p> <ul style="list-style-type: none"> <li>*SW1</li> </ul>

**Program title (5):** Group guidance activity for S3 students –Mindshift Educational Networking Programme (2.2a)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>By the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> <li>*have enhanced awareness of mental health and understanding of various mental illnesses</li> <li>*reduced stigma associated with mental illness</li> <li>*greater empathy after having the opportunities of personal contact with persons-in-recovery</li> <li>*organize programmes for the promotion of mental health and wellbeing of persons-in-recovery</li> </ul>	<p>*A form-based seminar, 3 joint-school teacher training sessions, 3 joint-school student training sessions, 6 Fitmind yoga sessions with persons-in-recovery and a 3-day job-shadowing at the Department of Psychiatry of HKU will be organized.</p> <p>*10 students will be recruited to join this programme. Priority will be given to students who joined the “Joyful@School Mental Health Campaign” for S2 students last year and students with good academic results (top 50). Shortlisted candidates will receive the confirmation circulars.</p>	<ul style="list-style-type: none"> <li>*Participants reached 80% attendance.</li> <li>*Positive feedback from participants</li> <li>*Positive change of students’ and teachers’ perceptions towards mental health and mental illnesses</li> </ul>	<ul style="list-style-type: none"> <li>*Scrutiny of documents (attendance records, evaluation forms)</li> <li>*Teacher’s observation</li> </ul>	Whole year	NKW + S3 coordinators (WMC, YHP) + TPM	<p><b><u>Facilities:</u></b> S3 classroom(s), MMLL</p> <p><b><u>Equipment and material resources:</u></b> *Computer *Projector *Screen *Microphone</p> <p><b><u>Human resources:</u></b> SW2</p> <p><b><u>Financial resources:</u></b> This is a QEF subsidized programme but students may need to travel to other schools so around \$2,000 transportation allowance is needed.</p>



**Program title (6):** S2 Activity Day – “SHIELD” 無酒守護者實戰工作坊 (2.2a)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>1. By the end of this three-hour workshop, students will:</p> <ul style="list-style-type: none"> <li>*know more about binge drinking and the harmful effects of drinking</li> <li>*have a lower tendency to binge drink</li> <li>*have increased vigilance against drinking on tempting occasions</li> <li>*have the ability to adopt the ‘Bystander Intervention Approach’ to protect their peers on tempting occasions</li> <li>*have greater self-discipline</li> </ul> <p>2. Cross-team collaboration with the Health Education Team</p>	<ul style="list-style-type: none"> <li>*Circulars will be issued to students about one month before the workshop.</li> <li>*Before and after workshop on the same day, students will be invited to complete a questionnaire designed by the School of Public Health of HKU. They will do another questionnaire three months after the workshop when they are in S3.</li> <li>*The workshop will be conducted in the homerooms of the S2 students.</li> <li>*Each class will be divided into 4 to 5 groups. Social Workers from Tung Wah Hospital and staff from School of Public Health of HKU will lead a series of role-play activities, mass games, experiential activities and group discussions in each class.</li> </ul>	<ul style="list-style-type: none"> <li>*Positive feedback from students</li> <li>*Students are engaged during the workshop</li> <li>*Summary reports of the questionnaires show students’ knowledge about the harmful effects of drinking and their vigilance and resistance against binge drinking is enhanced.</li> </ul>	<p>Scrutiny of documents:</p> <ul style="list-style-type: none"> <li>*pre-workshop questionnaire</li> <li>*same-day post-workshop questionnaire</li> <li>*post-workshop questionnaire three months after the workshop</li> <li>*summary reports of the questionnaires</li> </ul>	9 July 2020	NKW + S2 coordinators (HYH, WCK)	<p><b><u>Facilities:</u></b> S2 classrooms</p> <p><b><u>Equipment and material resources:</u></b></p> <ul style="list-style-type: none"> <li>*Computer</li> <li>*Projector</li> <li>*Screen</li> <li>*Microphone</li> </ul> <p><b><u>Human resources:</u></b></p> <ul style="list-style-type: none"> <li>*SWs from Tung Wah Hospital and staff from School of Public Health of HKU</li> <li>*S2 class teachers</li> </ul>

**3. Other panel-based / team-based concerns:** see weaknesses and threats under Section II

**Program title (7):** Individual counselling sessions – School-based Educational Psychology Service

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p><u>School System Level</u> *To support schools in developing policies to cater for student diversity and mechanism on crisis management</p> <p><u>Teacher Support Level</u> *To support teachers in the early identification of at-risk students and advise them on measures to enhance learning and teaching effectiveness</p> <p><u>Student Support Level</u> *To provide psycho-educational assessments and guidance services for students *To equip students with learning difficulties with study and problem-solving skills</p>	<p>*The Guidance Mistress will decide on which referrals made by teachers should be passed on to the Educational Psychologist for follow-up actions.</p> <p>*Close collaboration with the Student Support Team to conduct the special assessment review for students with SEN.</p> <p>*Consultation sessions for teachers who would like to seek advice on managing emotional-behavioral problems of students or diverse teaching strategies</p> <p>*Feedback sessions for teachers and parents to understand more about the educational needs of students assessed</p>	<p>*Referrals made are given follow-up actions by the EP *Students attend the meetings punctually *Teachers understand the reasons behind students' learning difficulties *Case conferences are arranged for selected students</p>	<p>*Scrutiny of documents (attendance records) *Evaluation meetings with the EP</p>	Whole year	NKW	<p><u>Facilities:</u> *Guidance Room (or conference room)</p> <p><u>Human resources:</u> *Parents *Subject teachers *Class teachers *School office staff (Candy)</p> <p><u>Material resources (\$20):</u> *laptop *locker *case records *application forms *parent consent forms</p>

**Program title (8):** Case referral system

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p>*A system for early identification, intervention and referrals of students with specific needs so as to provide them with the most appropriate guidance services</p> <p>* Positive values and attitudes can be instilled in students</p> <p>*Students' knowledge and skills related to self-management, problem-solving, communication, studies, and life-planning can be enhanced.</p>	<p>*Refresh colleagues' knowledge about the operation of the case referral system during GSM</p> <p>*Collect referral forms from teachers</p> <p>* The Guidance Mistress will decide on which referrals made by teachers should be passed on to the guidance teachers, social workers, Educational Psychologist or the Student Support Team for follow-up actions.</p>	<p>* Improvement in the students' behaviour or emotions are shown</p> <p>* Students are more willing to talk about their problems or concerns</p> <p>*Relationships are reconciled</p> <p>* Students do not turn away from guidance teachers, EP or SWs</p>	<p>*Scrutiny of documents (Case Referral Forms and Case Records)</p>	Whole year	NKW + form coordinators	<p><b><u>Material resources</u></b> <b><u>(\$20):</u></b> Case Referral Forms Case Records</p> <p><b><u>Facilities:</u></b> *Guidance Room *Social Worker's Room</p> <p><b><u>Human resources:</u></b> *EP *SWs *CP *Student Support Team *Discipline Team *Class &amp; subject teachers</p>

**Program title (9):** Training workshops for teachers

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Person in charge</b>	<b>Resources Required</b>
<p>*Team members' knowledge in guidance and counselling is refreshed or enriched.</p> <p>*Teachers' continual professional development is ensured.</p>	<p>*Based on the feedback from team members in the last training workshop, the GM will discuss with the EP, SW or other NGOs to arrange suitable training sessions.</p>	<p>*60% of the Guidance Team members take part in the training workshop.</p> <p>*Active participation of teachers during the workshops.</p> <p>*Positive feedback from teachers.</p>	<p>*Scrutiny of documents (attendance records, evaluation forms)</p> <p>*The GM's observation</p>	Whole year	NKW	<p><b><u>Facility:</u></b> A classroom or a function room</p> <p><b><u>Equipment and material resources:</u></b> *Computers *Projector *Screen *Microphone *Handouts (\$100)</p> <p><b><u>Human resources:</u></b> SWs / EP</p>

**Program title (10):** Seminars or training workshops for parents

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Person in charge</b>	<b>Resources Required</b>
<p>*Parents' concerns about their sons' developmental needs can be catered for</p>	<p>*The GM will discuss with the EP, SW or other NGOs to arrange suitable seminars or training workshops for parents</p>	<p>*Positive feedback from parents</p>	<p>*Scrutiny of documents (Evaluation forms)</p>	Whole year	NKW	<p><b><u>Facility:</u></b> A classroom or a function room</p>

*Home-school collaboration can be promoted						<p><b><u>Equipment and material resources:</u></b></p> <ul style="list-style-type: none"> <li>*Computers</li> <li>*Projector</li> <li>*Screen</li> <li>*Microphone</li> <li>*Handouts (\$100)</li> </ul> <p><b><u>Human resources:</u></b></p> <p>SW1 / EP</p>
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**Program title (11):** Pilot Online Case Referral System

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
*The process of the case referral system can be facilitated and the storage of documents can be more systematic and user-friendly	<ul style="list-style-type: none"> <li>*Collect information and quotes from various companies</li> <li>*Invite companies to give demonstrations at school</li> <li>*Apply for QEF</li> </ul>	<ul style="list-style-type: none"> <li>*Team members find the online system user-friendly and more efficient</li> <li>*Successful QEF application</li> </ul>	*Teachers' feedback	Jun to Aug 2020	NKW	<ul style="list-style-type: none"> <li>*Guidance Case Referral Software</li> <li>*QEF: \$49,800</li> </ul>

**Program title (12):** S1 Orientation Day

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
*S1 students and parents can	<ul style="list-style-type: none"> <li>*A briefing session will be held.</li> <li>*Parents will be given</li> </ul>	*Positive feedback	*Scrutiny of documents	29 Aug, 2020	NKW, LCY	Audio & Video:

<p>familiarize with our school rules and have an opportunity to meet the class teachers. *S1 students can familiarize with their respective house members who may be able to help them adapt to the new learning environment.</p>	<p>opportunities to raise questions they are concerned about.</p>	<p>from parents and students</p>	<p>(Evaluation form, attendance records) *Team members' and class teachers' feedback</p>		<p>NKW (MCs, booking venues, speakers)  LCY (Shamrock + Rose, backstage, student helpers)  HYH (Lily, seating arrangements, floor helpers)  WCK (Thistle, venue setting, photo-taking)  WMC (Tulip, reception setting, signages directing people to the venue)</p>	<p>Philip  Computer &amp; projector: IT technicians  Name cards: Candy / Ico  Tables and chairs: Mr. Ko  Chinese Orchestra: LYS  MCs  Signages  S1 class teachers  Student helpers Principal, vice-principals, supervisor, STW, MPY, CWW</p>
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**Program title (13):** Arranging programmes for gifted students

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Person in charge</b>	<b>Resources Required</b>
*Students talented in various areas receive Level 3 off-school support stipulated in The Three-tier Implementation Model for Gifted Education on the website of EDB.	*Nominate students to take part in the online screening tests offered by the Hong Kong Academy for the Gifted (HKAGE). *Recommend gifted programmes or competitions organized by various institutes to students	*More than 15 students signed up for the online screening tests offered by the HKAGE. *One or two students can pass the online screening tests offered by the HKAGE and is/are offered full membership.	*Scrutiny of documents: number of students returning the signed parent consent form, and offer results released by the HKAGE	Whole Year	NKW	*School circulars  *Competition fees: \$2,000

**(VI) Provisional Scheme of work**

Month	Events											
	S1			S2			S3		S4	S5	S6	Teachers
Sept 2019	P1	P2	P3				P2	P5				
Oct 2019	P1	P2	P3	P2				P5	P2	P2		P10
Nov 2019	P1		P3		P4			P5			P2	
Dec 2019	P1		P3		P4			P5				P9
Jan 2020	P1		P3		P4			P5				
Feb 2020			P3	P2	P4			P5				
Mar 2020			P3		P4			P5	P2			
Apr 2020			P3		P4			P5				
May 2020			P3		P4			P5				
Jun 2020			P3		P4			P5				P9
Jul 2020						P6		P5				P11
Aug 2020	P12							P5				P11, P12
Whole year	P7, P8, P13											

**\*Program 1 = P1, Program 2 = P2 and so on**

**Program title (1):** Group guidance activity for S1 students – Subject-specific Study Skills Workshops

PIC: NKW

VPIC: TPM

SW: 2

**Program title (2):** G.E. lessons

PIC: NKW

VPICs:all

SWs: 1 & 2

**Program title (3):** Group guidance activity for S1 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power

PIC: NKW

VPIC: TPM

SWs: 1 & 2

**Program title (4):** Group guidance activity for S2 students – Visionary Leaders of Tomorrow Programme: Sharing, Mind, and Enjoyment

PIC: NKW

VPICs: HYH, WCK

SW: 1

**Program title (5):** Group guidance activity for S3 students –Mindshift Educational Networking Programme (New)

PIC: NKW

VPICs: YHP, WMC

SW: 2

**Program title (6):** S2 Activity Day – “SHIELD” 無酒守護者實戰工作坊 (New)

PIC: NKW

VPICs: HYH, WCK, TPM

**Program title (7):** Individual counselling sessions – School-based Educational Psychology Service

PIC: NKW

VPIC: /

EP

**Program title (8):** Case referral system

PIC: NKW

VPIC: YHP (Jan – Mar)

EP/SWs/CP

**Program title (9):** Training workshops for teachers

PIC: NKW

VPIC: /

EP/SWs

**Program title (10):** Seminars or training workshops for parents

PIC: NKW

VPIC: /

EP/SWs

**Program title (11):** Pilot Online Case Referral System

PIC: NKW

VPIC: /

**Program title (12):** S1 Orientation Day (29 Aug, 2020)

PIC: NKW

VPIC: LCY, S1 team members

**Program title (13):** Arranging programmes for the gifted students



**(VII) Budget and Other Resources**

	<b>Amount</b>
<b>EXPENDITURE</b>	
<b>A. General Panel / Team-based budget</b>	
A1. Group guidance activity for S1 students: Anti-bullying Workshops / Visionary Leaders of Tomorrow Programme: The Art of Soft Power	\$300
A2. Group guidance activity for S1 students: Study Skills Workshops	\$300
A3. Group guidance activity for S2 students: Visionary Leaders of Tomorrow Programme: Sharing, Mind, Enjoyment	\$3,000
A4. Group guidance activity for S3 students: Mindshift Educational Networking Programme	\$2,000
A5. Case Referral System: Printing expenses on internal case referral forms	\$20
A6. Case Referral System: Printing expenses on application forms for school-based EP services and parent consent forms	\$20
A7. Training workshops for teachers	\$100
A8. Training workshops for parents	\$100
A9. G.E. lessons (printing expenses on lesson plans, lesson materials, etc.)	\$500
A10. S1 Orientation Day	\$1000
A11. Other printing expenses (e.g. meeting documents, circulars, reminder notices, etc.)	\$200
A12. Arranging programmes for the gifted students	\$2,000
Sub-total (A) =	\$9,540
<b>B. CEG</b>	
Sub-total (B) =	/
<b>C. Furniture and Equipment (F &amp; E)</b>	
Sub-total (C) =	/

<b>D. DLG</b>	
	Sub-total (D) = /
<b>E. Reading Grant</b>	
	Sub-total (E) = /
<b>F. Life Wide Learning Grant (LWLG)</b>	
	Sub-total (F) = /
<b>G. Budget of items using other specific grant from EDB* : QEF (intended to apply)</b> *Chinese History, NCS or Student Support grant	
G1. Pilot Online Case Referral System: \$49,800 <i>(not going to buy this software if the application for QEF is not successful)</i>	
	Sub-total (G) = /
<b>H. Other Resources</b>	
	Sub-total (H) = /
	<b>Total Expenditure = \$9,540</b>

**(VIII) Members****Guidance teachers:**

	Role	Forms & Subjects taught	Class Teacher
Miss Ng Kar Wai Vivien	Guidance Mistress S6 Coordinator	S2 Reading & Language Arts S4 English Language S6 Liberal Studies	S2B
Miss Tang Pui Man	S1BD Coordinator	S1D & AB English Language S1B & D Geography, PET S1B Language Arts	S1D
Mr. Wong Shing Kit	S1AC & S4C Coordinator	S1A&B Visual Arts S1 Chinese Language S2 Chinese Language S4C Chinese Language	S4C

Mr. Hung Yuen Ho	S2AB Coordinator	S1C Chinese History S2A&B Chinese History S3C Chinese History S4AD & A Chinese Language S5A Chinese Language	S2A
Mr. Wan Chi Kong	S2CD Coordinator	S2A Integrated Science S2A, B, C, D Computer Literacy S3B Computer Literacy S4 Physics A & B	S2A
Mr. Wong Man Chun	S3ABC Coordinator	S1A&C Geography S3A, B&C Chinese History S4 Liberal Studies S5 Liberal Studies S6 Liberal Studies	S3A
Mr. Yeung Hon Pan	S3D & S5 Coordinator	S1A&C Integrated Science S2D Integrated Science S3D Biology S5 Bio B S6 Bio A	S2D
Mr. Li Chi Yip	S4ABD Coordinator	S2B&C Integrated Science S3B&D Chemistry S4D Chemistry A S4 Chemistry B S5 Chemistry B	S4D

**School Social Workers:**

Miss Tse Siu Lan, Jessie

Mr. Cheng Yik Hei, Kenneth