

Methodist College – Annual School Plan (2020-21)
Major Concern 1: To Raise the Quality of Students’ Work (Stage 2)

Objectives:

1. To increase students’ academic self-efficacy by allowing every student to work at their own level
2. To build a more engaging classroom by allowing every student to participate in learning activities
3. To increase students’ enthusiasm for learning and confidence in learning

Strategies	Success Criteria	Method of Evaluation	People Responsible
<p><u>Subject / Class-Level</u></p> <ol style="list-style-type: none"> 1. To design high quality students’ work 2. To pilot the subject-based differentiated instruction strategies involving adjusting the content, process and product etc, for example, <ol style="list-style-type: none"> (a) scaffolding (b) flexible grouping and pacing (c) tiered assignments 3. To provide more support to students (e.g. providing guidelines & examples, building in class time for peer support and collaborative learning etc.) 4. To review and refine the subject-based homework policy and assessment policy <p><u>School Level</u></p> <ol style="list-style-type: none"> 5. To coordinate project learning across different subjects in S1-3 6. To provide training to students on certain generic 	<p>(a) At least ONE students’ work design based on differentiation is shared and discussed in the 2nd and 3rd subject meetings for Chinese, English, Mathematics and Liberal Studies Department / in the 2nd or 3rd meetings for subjects in other departments.</p> <p>(b) 70% of teachers agreed that they are able to achieve the following 2 items, <i>Opportunities for different learners to participate, Students engage in learning activities</i></p> <p>(c) Review and refine subject-based homework policy and assessment policy (e.g. components to be included in calculating the term marks) based on catering for individual needs and evaluate the policies in subject meetings.</p> <p>(d) Project skills are taught in the formal</p>	<p>Minutes</p> <p>Homework plan</p> <p>Lesson observations (appraisal)</p> <p>Students’ work inspection</p> <p>Teachers’ self-evaluation</p> <p>Students’ survey</p> <p>SSE survey</p>	<p>ADC</p> <p>Subject departments</p>

<p>skills, e.g. presentation skills, IT skills, etc.</p> <p><u>Professional Development of Teachers</u></p> <p>7. The practice of differentiated instructions will be the focus of lesson observation and subject-based sharing.</p> <p>8. Students' work design will be the focus of lesson observation and students' work inspection.</p>	<p>curriculum</p> <p>(e) 50% of students agree that they are able to apply the skills in their project work.</p> <p>(f) 60% of teachers agree that students have improved in the following:</p> <ul style="list-style-type: none"> - Students' work performance - Engagement in learning activities - Generic skills e.g. presentation skills, IT skills, etc. in the junior forms <p>(g) 40% of students agree that they have improved in the following:</p> <ul style="list-style-type: none"> - Students' work performance - Engagement in learning activities - Generic skills e.g. presentation skills, IT skills, etc. (junior forms) <p>(h) 40% of students agree that they learn in a supportive learning environment (get support from peers, get encouragement from teachers).</p>		
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Methodist College -Annual School Plan (2019-20)
Major Concern 2: To Build a Positive School Culture (Stage 2)

Objectives	Strategies	Success Criteria	Method of Evaluation	People Responsible
1. To nurture a positive culture among teachers	1. Through Staff Development a. Talks and workshops on positive education, positive teaching strategies and understanding the new generation etc. b. Discussion and sharing sessions among colleagues to achieve consensus and consistency in meeting students' needs c. Team-building activities to nurture staff relations and build a positive culture among teachers	(a) At least 2 such workshops, discussion sessions or team-building activities are held in the year. (b) Rise in teachers' views towards the school and teacher morale as shown through the Stakeholders' Survey	Post-event questionnaires Stakeholders' Survey (Teachers)	P, SDT AAC
2. To raise students' self-image and confidence	2. Through Major Concern 1 a. Design high quality students' work and adjust assessment policies to cater for different learners b. Develop more positive reward systems to value students' improvement more 3. Collect views from stakeholders on the following a. School policies b. format / content of school report	(c) See Major Concern 1 (d) Actual reward systems developed on subject or whole-school basis (e) At least 2 surveys or discussion sessions are conducted to collect the opinions from students (f) Some school policies, school report format	Evaluation in BSA or Teachers' meetings Surveys (Stakeholders' Survey, APASO, student surveys or feedback through SU)	P, VPs, SU, ECA, LEC, All teachers

<p>3. To promote positive parenting</p>	<p>c. School rules</p> <p>4. Optimize the following</p> <p>a. School policies</p> <p>b. format / content of school report</p> <p>c. School rules</p> <p>d. Implementation of school rules</p> <p>5. Through student activities (e.g. ECA, CT Periods, Assemblies)</p> <p>a. Talks, workshops and constant reminders to promote positive attitudes</p> <p>b. Service learning with in-depth debriefing</p> <p>c. More opportunities for students to organize the activities they like</p> <p>6. Through Class Teacher Periods</p> <p>a. Class building activities</p> <p>b. Workshop nurturing mutual respect in school</p> <p>c. Strengthen Students' ability to face adversity</p> <p>7. Through Parent Education</p> <p>a. Organize talks/ workshops about "Be a positive parent"</p> <p>b. Parent Fellowship</p> <p>c. Light-hearted ways to promote parenting skills, e.g. Bingo game and video clips on parents' day</p>	<p>/ content or school rules are revised based on the opinions collected from teachers and students.</p> <p>(g) Positive attitudes are emphasized in CT periods and student activities whenever possible.</p> <p>(h) Students feel their opinions are treasured by the school, their self-image / confidence is raised, and they are more positive towards the school and fellow schoolmates, as shown through the Stakeholders' Survey and APASO.</p> <p>(i) At least 1 talk and 1 workshop for positive parenting are organized.</p> <p>(j) Parents of at least 30% of all students have attended at least one of the talks / workshops.</p> <p>(k) Parents who attend the talk / workshop find the information and advice useful to them.</p>	<p>Attendance statistics</p> <p>Evaluation forms</p>	<p>PAT</p>
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Areas Outside Major Concerns

1) Language Policy:

- English is the medium of instruction for all subjects except Chinese Language (S1-6), Chinese History (S1-6), Liberal Studies (S1-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6), Visual Arts (S4-6) and Ethics & Religious Studies (S4-6).
- All official school documents are in English. All school functions are basically conducted in English, while teachers and students are encouraged to use English in informal communications but not compulsory.

2) Bring Your Own Designated Device (BYODD) Scheme:

- Building on the success of the BYODD Pilot Scheme in the past two years, the scheme will be extended to all S1-4 classes. Parents will join on a voluntary basis. The designated device will be iPad, which the student will pay for and own the device. For needy students, subsidies from the Community Care Fund will be applied. It is expected that e-learning strategies will be employed by more and more teachers as a means to enhance interactive learning in and outside the classroom. It will also enhance learning effectiveness during online learning in case there is school suspension again.

3) Science, Technology, Engineering and Mathematics (STEM) Education:

- STEM Education will continue to be developed with the joint effort of the following subjects: Science, ICT, DT and Maths, under the leadership of a Vice Principal, using a tiered approach. Tier 1 involves cross-curricular effort to include STEM in the subject curriculums to reach all students. Tier 2 will involve organizing STEM activities outside the school timetable to raise the interest and abilities of those students who are inclined towards STEM, while in Tier 3, students gifted in STEM will be selected and coached to join external competitions. An about \$1m QEF application for constructing a STEM Lab and introducing STEM elements into the junior forms curriculum of the participating subjects has already been approved. With the incoming funds, the STEM project is expected to go into full bloom in the second term.

4) Contingency Plans under the Threat of COVID-19:

- Two timetables will be planned, one being the original timetable for whole-day school, the other being a contingent timetable for half-day school. In case of school suspension, the half-day timetable will apply, and lessons will be conducted through Zoom.

- Gathered from the experience of the 2019-2020 school year, the following strategies will be explored to enhance learning effectiveness should online learning be continued:
 - To build a more effective online platform for assigning homework, which is easily accessible by both students and parents
 - To develop online strategies for easy distribution of reports on continuous assessments to students and parents
 - To provide online tutorial support to individual students or in groups
 - To set up an iPad loan scheme for students without their own iPads
- Ways will be explored to conduct other non-academic activities online so as to continue to provide an all-rounded education to all students.

5) Career and Life Planning Education (CLP):

- The CLP Grant has already been turned into a Graduate Master post in the 2016-2017 school year. Apart from careers talks, visits and life-planning workshops, CLP lessons taught by the Careers Mistress will continue to be provided to all S4-6 students either through designated lessons or through class teacher periods. The content will be adjusted to meet the needs of different classes. In junior forms, CLP will continue to take the form of special projects (e.g. interviewing various professions, visiting careers expo, careers day) delivered with the help of the Class Teachers.
- The Careers Mistress, assisted by teachers in the Careers Team, will offer individual careers counselling sessions to students on a regular basis.

6) Whole School Approach on Special Educational Needs (SEN):

- The SEN Coordinator (SENCO) will continue to lead the Student Support Team and coordinate all teachers, the two School Social Workers, and the Educational Psychologist in providing comprehensive support to SEN students. With the addition of a school-based speech therapist (shared with Lam Tin Methodist Primary School), better support will be provided to the SEN students.

Glossary on Specific Terms

AAC = Academic Administration Committee

ADC = Academic Development Committee

APASO = Assessment Program for Affective and Social Outcomes (from EDB)

BSA = Board of Studies and Administration

CT = Class Teachers

DT = Design and Technology

ECA = Extra-curricular Activities

EDB = Education Bureau

ICT = Information and Communication Technology

LEC = Life Education Committee

P / VP = Principal / Vice-principals

PAT = Parent Affairs Team

QEF = Quality Education Fund

SDT = Staff Development Team

SSE = School Self Evaluation

SU = Students' Union

End of Plan

Annexes

School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Plan

Name of School: Methodist College

Project Coordinator: Miss Nicole Tam

Contact Telephone No.: 2384 3543

A. The estimated number of benefitting students (count by heads) under this Programme is 110 (including A. 10 CSSA recipients, B. 80 SFAS full-grant recipients and C. 20 under school's discretionary quota.

B. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Tutorial Service	Remedial Classes & Study room	Student of lower family means can participate eagerly in self-paying school activity	Completion of Summer Assignment Rate of participation	1-8/2020	15	20	13	30,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2020-6/2021	5	40	2	5,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2021	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2020-4/2021	2	5	5	25,000.00	
Adventure Activities	Train & raise self-confidence		Students' feedback	12/2020-3/2021	6	8	0	5,000.00	
Self-confidence Development	Train & raise self-confidence		Students' feedback	9/2020-6/2021	15	30	0	5,000.00	
Learning Skill Training	Develop potentials		Students' feedback	9/2020-6/2021	3	3	0	21,000.00	
Total no. of activities: <u>20</u>				@No. of participation counts	51	126	20		
				**Total no. of participation counts	197				

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

Plan on the Use of Capacity Enhancement Grant in the 2020/21 School Year

Name of School : Methodist College

Our School has read and understood the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> • To employ teaching assistant(s) to provide support to teachers • To release teachers' workload allowing them more space to explore the use of IT in teaching 	Whole Year	642,400.00	<ul style="list-style-type: none"> • Performance appraisal on the teaching assistant(s) • Feedback of teachers concerned 	Vice-principal(s)
To enlarge the exposure of elite students in various aspects	<ul style="list-style-type: none"> • To subsidize students in joining enrichment programmes organized by HKAGE and universities 	Whole Year	105,100.00	<ul style="list-style-type: none"> • Students respond very positively after joining these programmes. 	Ms Lau Yin Ling

Methodist College
Proposal for DLG-funded Other Programme (Gifted Education)
2020-2021

Domain	Programme	Objective(s)	Targets & Selection	Duration/ Start Date	Deliverables	Teaher i/c	Budget
English Language	English Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by English teachers	Whole Year	Training sessions	Ms Wong Wai Chung	10,000.00
	Scrabble Team	To increase elite students' vocabulary and word awareness	5 students, selected by the Teacher i/c based on recommendation by teachers and students	Whole Year	Training sessions	Miss Yan Suk Yee, Stella	10,000.00
Chinese Language	Chinese Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by Chinese teachers	Whole Year	Debate training sessions plus interschool debate competitions	Mr Li Siu Kei	5,000.00
	Creative Writing Course	To enhance elite students' creativity, cooperation and power of expression	10 Students selected by Chinese teachers	Whole Year	Training sessions	Ms Li Hoi Sai	10,000.00
	Chinese Drama Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by Chinese teachers	Whole Year	Training sessions	Ms Tsang Yuet Man	10,000.00
All	Subsidizing students in external fee-paying competitions and courses	To enlarge the exposure of elite students in various aspects	Recommended by relevant teachers on an individual case-by-case basis	Whole Year	Courses taken & competitions joined	All subject GE coordinators	20,000.00

Methodist College
Life-wide Learning Grant
Plan on the Use of the Grant
2020-2021 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Geography	1. Field Study	<ul style="list-style-type: none">To study the landscape	April 21	F.5	Questionnaire	10,000.00	✓				
Physics	1. Jump on the riders in Thrill Mountain, collect data and take videos to analyze these thrilling movements	<ul style="list-style-type: none">To create their own thrill rides using their Physics knowledge	June 21	F.4 – F.5	Students' evaluation form	12,000.00	✓				
Science	1. Race for the line Rocket Car	<ul style="list-style-type: none">Arouse students' interest in learning science and technology	Jan 21	F.2	Students' evaluation form	20,000.00	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
STEM	1. Microbit activity	<ul style="list-style-type: none"> Learning robotics application 	1.11.20 to 31.5.21	F.1 – F.3	Questionnaire	10,000.00	✓				✓
LE	1. Film Appreciation 2. Talk 3. Big Brothers & Big Sisters Scheme	<ul style="list-style-type: none"> Promoting whole-person education Promoting a caring culture in school 	1.9.20 to 31.7.21	F.1 – F.6	Students' evaluation form	120,000.00		✓			
LS	1. Project Learning 2. Visits	<ul style="list-style-type: none"> Increase knowledge of HK and respect for other cultures 	1.9.20 to 31.8.21	F.1 – F.6	Questionnaire	50,000.00	✓				
Career	1. CLP Workshops	<ul style="list-style-type: none"> Understanding of their own skills and interests to find their career path 	1.12.20 to 31.7.21	F.5-6	Students' evaluation form	20,000.00					✓
Mathematics	1. Mathematics Competition 2. Mathematics Week 3. Disney's World of Physics	<ul style="list-style-type: none"> Develop students' creativity and their ability to think, communicate and solve problems 	1.9.20 to 31.8.21	F.1 – F.6	Students' evaluation form	100,000.00	✓				
Language	1. Survival simulation program 2. Visits 3. Film appreciation	<ul style="list-style-type: none"> Enhance subject skills and knowledge of the world 	1.3.21 to 31.5.21	F.1 – F.6	Questionnaire	20,000.00	✓	✓			

[illegible]

1.4	Others										
			Estimated Expenses for Category 1				1,088,000.00				

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
Music	Musical instruments	<ul style="list-style-type: none"> ECA Training Classes 	138,000.00
ECA	Archery and Taekwondo Equipment	<ul style="list-style-type: none"> Archery and Taekwondo Teams' equipment 	48,000.00
ECA	Ropes	<ul style="list-style-type: none"> Rope Skipping Teams' equipment 	2,000.00
PE	Sports equipment	<ul style="list-style-type: none"> Sports team training 	42,000.00
STEM	VR and STEM equipment	<ul style="list-style-type: none"> Promoting STEM activities 	300,000.00
Photography Group	Equipment	<ul style="list-style-type: none"> Enhancing students' insight into daily life and cultivate comprehensive qualities 	84,000.00
MCTV	Lighting system	<ul style="list-style-type: none"> Providing a platform for students to learning media system 	100,000.00
Others			
		Estimated Expenses for Category 2	714,000.00
		Estimated Expenses for Categories 1 & 2	1,802,000.00

Estimated Number of Student Beneficiaries

Total number of students in the school:	720
Estimated number of student beneficiaries:	720
Percentage of students benefitting from the Grant (%):	100%

Plan on the Use of the Promotion Reading Grant

2020-21

The major objectives for Promotion of Reading:

- Cultivate a love of reading in students
- Encourage students to read widely
- Strengthen students' language competence
- Build a life-long reading habit in students

	Item	Estimated Expenses (HKD)
Purchase of Books	Printed Books <ul style="list-style-type: none">● Chi Dept - \$20,000● Eng Dept - \$30,000● Library – \$20,000	\$70,000
	E-Books	\$5000
Reading Activities	Reading activities	\$1,000
	Reading Prizes	\$2,000
	Book Fair Activities	\$1,000
	The Battle of the Books	\$1,000
TOTAL		\$80,000

姊妹學校交流計劃書

2020 / 2021 學年

學校名稱：	循道中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	廖淑韻副校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	網上綜合表演 (兩地表演內容包括: 司儀、朗誦、話劇、音樂項目、其他待定)
2.	
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / ~~*不擬舉辦~~) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

乙. 教師層面（~~*擬舉辦~~ / *不擬舉辦）（*請刪去不適用者）

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面（~~*擬舉辦~~ / *不擬舉辦）（*請刪去不適用者）

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (~~*擬舉辦~~ / *不擬舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ 30,000
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 100,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 5,000
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 135,000
N10	<input type="checkbox"/>	沒有任何開支	不適用