Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programs

for the sixth cohort of senior secondary students (from 2014/15 to 2016/17 school year)

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

| DLG funded Program(s) | Strategies & benefits anticipated (e.g. in what way students' diverse learning | Name of programme(s) / course(s) and provider(s) | Duration of the Program / course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success | Teacher-in- charge |
|-----------------------------|---|---|---|--------------------|--|-------|-------|--|-----------------------|
| | needs are catered for) | P 2 0 (2002 (8) | 000200 | | 14/15 | 15/16 | 16/17 | indicators | |
| Other | - To offer a range school-based | Gifted Education | Spread in 3 | Elite students | 83 | 94 | 4 | Evaluated by | Learning |
| Programs | pull out programs for gifted | Programs in Science, | years | in S4 to S6 | | | | teacher in charge | Support |
| | students | Liberal Studies, ICT, | depending on | | | | | of individual | Committee |
| | - To support students to | Mathematics, Economics | nature of | | | | | programs | Head |
| | participate in a range of | and Religious Education | programs | | | | | according to the | |
| | programs offered by other | for gifted students in | | | | | | program | |
| | institutions | schools under the NSS | | | | | | objectives | |
| ApL | - To offer a range of ApL | Courses in various areas | 180 hours in | S5 & S6 | 0 | 10 | 10 | Students | Career |
| | courses for students with | | 2 years | students of | | | | successfully | Education |
| | different learning needs | | | this cohort | | | | completing ApL | Committee |
| | and interests | | | of students | | | | courses as shown | Head |
| | - Students acquire | | | | | | | in the record of | |
| | diversified learning | | | | | | | student learning | |
| | experiences and develop | | | | | | | | |
| | career aspirations | | | | | | | | |
| | | | | | | | | | |