



**Li Cheng Uk
Government Primary School**

Appendix 3

Evaluation on Plans for Specific Grants

2018-2019

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Contents

<i>1. Capacity Enhancement Grant (2018-19)</i>	<i>P.2</i>
<i>2. Enhanced Additional Funding – Support for NCS Students (2018-19)</i>	<i>P.9</i>
<i>3. Learning Support Grant (2018-19)</i>	<i>P.12</i>
<i>4. School-based After-school Learning and Support Grant (2018-19)</i>	<i>P.14</i>
<i>5. Student Guidance Service Grant (2018-19)</i>	<i>P.17</i>
<i>6. Overview of the Use of Grants and Funding (2018-19)</i>	<i>P.24</i>

1. Capacity Enhancement Grant (2018-19)

Mean by which teachers have been consulted: Staff meetings

No. of operating classes: 26

Amount of the Grant: \$750,226.00

Purpose: 1. To stretch students' potential in diverse areas.

2. To equip students with necessary skills.

3. To build up students' confidence.

4. To release teachers' workload.

5. Give support to subject panel heads on curriculum support and other teachers whenever needed.

6. To reduce the administrative workload on time tabling of teachers.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To provide various training courses for students to broaden their knowledge and horizon - To develop students' potential and to build up their confidence - To equip students with necessary skills. 	<p>- To organize professional training courses for students by employing services from outside agencies and part-time tutors. Training courses included:</p> <p>1. Cricket Team</p>	<ul style="list-style-type: none"> - Students acquire basic techniques of the courses - Students take part in the competition(s) / performance <ol style="list-style-type: none"> 1) 70% of students acquire basic techniques of the course 2) 70% of students are interested in joining the training programme 3) 70% of students take part in inter- school competitions 4) 65% of students gain satisfaction and become more confident 	<p>1 school year</p> <p>9/2018-8/2019</p>	<p>Coaches fees (36 hours) = \$10,200.00</p> <p>Total: \$10,200.00</p>	<ol style="list-style-type: none"> 1) 100% of the students agreed that they acquired basic techniques of the courses. 2) 100% of the students were interested in joining the training programme. 3) About 70% of students took part in inter-school competitions. 4) 100% of the students reflected that they gained satisfaction from the course and the teacher also agreed that all students became more confident.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<p>- To provide various training courses for students to broaden their knowledge and horizon</p> <p>- To develop students' potential and to build up their confidence</p> <p>- To equip students with necessary skills.</p>	<p>2. Dragon Dance Training</p>	<p>1) 70% of students acquire basic techniques of the course</p> <p>2) 70% of students are interested in joining the training programme</p> <p>3) 65% of students perform on the stage</p> <p>4) 65% of students gain satisfaction and become more confident</p>	<p>1 school year</p> <p>9/2018-8/2019</p>	<p>Coach fees \$500×29 = \$14,500</p> <p>Total: \$14,500.00</p>	<p>1) 100% of the students agreed that they acquired basic techniques of the courses.</p> <p>2) About 94% of students were interested in joining the training programme.</p> <p>3) 100% of the students performed in Cultural Week.</p> <p>4) About 94% of students reflected that they gained satisfaction and became more confident.</p>
	<p>3. African Drum Training</p>	<p>1) 70% of students acquire basic techniques of the course</p> <p>2) 70% of students are interested in joining the training programme</p> <p>3) 70% of students perform on the stage</p> <p>4) 65% of students gain satisfaction and become more confident</p>		<p>Coach fees \$600×28 = \$16,800</p> <p>Total: \$16,800.00</p>	<p>1) 100% of the students agreed that they acquired basic techniques of the courses.</p> <p>2) About 79% of students were interested in joining the training programme.</p> <p>3) 100% of the students performed in 2nd Prize-giving Day.</p> <p>4) 100% of the students reflected that they gained satisfaction and became more confident.</p>

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To provide various training courses for students to broaden their knowledge and horizon - To develop students' potential and to build up their confidence - To equip students with necessary skills. 	4. Drama Training	<ul style="list-style-type: none"> 1) 70% of students acquire skills to act in the drama 2) 70% of students are interested in joining the training programme 3) 70% of students perform on the stage 4) 65% of students gain satisfaction and become more confident 	1 school year 9/2018-8/2019	Coach fees \$690×36 = \$24,840 Total: \$24,840.00	<ul style="list-style-type: none"> 1) 100% of the students agreed that they acquired skills to act in the drama. 2) 100% of the students were interested in joining the training programme. 3) 100% of the students performed on the stage. 4) 100% of the students reflected that they gained satisfaction and became more confident. 5. To facilitate the drama training of our students, Life-wide Learning Grant would be allocated to purchase costumes and necessary props for the drama group next year.
	5. Rope Skipping Group	<ul style="list-style-type: none"> 1) 70% of students attend 80% of the lessons 2) 65% of students acquire basic techniques of the course 3) 70% of students are interested in joining the training programmes 4) 65% of students perform on the stage 5) 65% of students gain satisfaction and become more confident 		Coach fees \$500×27 = \$13,500 Total: \$13,500.00	<ul style="list-style-type: none"> 1) 90% of the students attended 80% of the lessons 2) 100% of the students agreed that they acquired basic techniques of the courses. 3) 100% of the students were interested in joining the training programme. 4) 100% of the students performed on the stage. 5) 100% of the students reflected that they gained satisfaction and became more confident.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To provide various training courses for students to broaden their knowledge and horizon - To develop students' potential and to build up their confidence - To equip students with necessary skills. 	<p>6. Volleyball Group</p>	<ol style="list-style-type: none"> 1) 65% of students acquire basic techniques of the course 2) 70% of students are interested in joining the training programmes 3) 65% of students gain satisfaction and become more confident 	<p>1 school year 9/2018-8/2019</p>	<p>Course fees (8 hours) \$800x2 =\$1,600</p> <p>Total: \$1,600.00</p>	<ol style="list-style-type: none"> 1) 100% of the students agreed that they acquired basic techniques of the courses. 2) 100% of the students were interested in joining the training programme. 3) 100% of the students reflected that they gained satisfaction and became more confident.
	<p>7. Athletic Team</p>	<ol style="list-style-type: none"> 1) 65% of students attend 80% of the lessons 2) 65% of students acquire basic techniques of the course 3) 70% of students are interested in joining the training programmes 4) 65% of students gain satisfaction and become more confident 		<p>Course fees (10 hours) \$1,200</p> <p>Total: \$1,200.00</p>	<ol style="list-style-type: none"> 1) 100% of students attend 80% of the lessons 2) 100% of the students agreed that they acquired basic techniques of the courses. 3) 100% of the students were interested in joining the training programme. 4) 100% of the students reflected that they gained satisfaction and became more confident.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To provide various training courses for students to broaden their knowledge and horizon - To develop students' potential and to build up their confidence - To equip students with necessary skills. 	<p>8. Basketball Team</p>	<ol style="list-style-type: none"> 1) 65% of students acquire basic techniques of the course 2) 70% of students are interested in joining the training programmes 3) 65% of students gain satisfaction and become more confident 	<p>1 school year 9/2018-8/2019</p>	<p>Course fees (18 hours) \$2,590</p> <p>Total: \$2,590.00</p>	<ol style="list-style-type: none"> 1) 100% of the students agreed that they acquired basic techniques of the courses. 2) 100% of the students were interested in joining the training programme. 3) 100% of the students reflected that they gained satisfaction and became more confident.
	<p>9. Football Team</p>	<ol style="list-style-type: none"> 1) 65% of students attend 80% of the lessons 2) 65% of students acquire basic techniques of the course 3) 70% of students are interested in joining the training programmes 4) 65% of students gain satisfaction and become more confident 		<p>Course fees (12 hours) \$1,800</p> <p>Total: \$1,800.00</p> <p>Total of all courses: \$87,030.00</p>	<ol style="list-style-type: none"> 1) 81% of students attend 80% of the lessons 2) 95% of students agreed that they acquired basic techniques of the courses. 3) 100% of the students were interested in joining the training programme. 4) 100% of the students reflected that they gained satisfaction and became more confident.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To give support to English and Chinese panel heads on carrying out the duties concerning subject matters - To give support to panel heads on carrying out the duties concerning subject matters - To buy service on preparing the school time table 	<ul style="list-style-type: none"> - Recruit 2 teaching assistants to render support in English and Chinese curriculum development & administer clerical work. - Recruit 1 school affair assistant to render support in curriculum development & administer clerical work. - Choose a suitable service provider for timetabling service. 	<ul style="list-style-type: none"> - 70% of the clerical workload of the English and Chinese panel heads can be supported by the teacher assistants - 70% of the clerical workload of panel heads can be supported by the teacher assistant - 80% of the teachers find the timetabling service satisfactory 	<p>1 school year 9/2018-8/2019</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 1 Teaching Assistant (Diploma Level) \$16,245 x 12 x 1.05 =\$204,687.00 - 1 Teaching Assistant (Diploma Level) \$16,245 x 3 x 1.05 =\$51,171.75* * The 9-month salary was drawn from Enhanced Additional Funding – Support for NCS Students - 1 School Affair Assistant I \$13,011 x 12 x 1.05 =\$163,938.60 <p>Expenditure for timetabling service: \$8,670.00</p> <p>Salary of:</p> <ul style="list-style-type: none"> - 1 Teaching Assistant (Cert Level) for 8 months \$13,295.00 x 8 x 1.05 =\$111,678.00 - 1 Temporary Teacher (pt. 14) for 2 months \$30,185 x 2 x 1.05 =\$63,388.50 <p>Total: \$603, 533.85</p>	<p>Refer to P. 7</p>
				<p>Grand Total: \$690,563.85 Balance: \$59,662.15</p>	

Evaluation

- 1) The English Panel Heads found that the Teaching Assistant supporting them could render 75% of clerical workload in English curriculum development & administer clerical work systematically. She was responsible for numerous tasks regarding data collection, worksheets filing, enrollment in Speech Festival and competitions, revising learning materials, etc. In addition, she helped to prepare learning resources for P.1 & P.2 Space Town Literacy Programme and provided in-class support for the Programme also. She assisted the co-teaching of the NET and LET in carrying out the Space Town learning activities in the English lessons. Thus, the Panel Heads could focus more on curriculum planning and development.
- 2) The Chinese Panel Heads found that the Teaching Assistant supporting them could render 75% of clerical workload in Chinese curriculum development & administer clerical work systematically. He was responsible for numerous tasks regarding data collection, worksheets filing, enrollment in Speech Festival and competitions, revising learning materials, etc. In addition, he helped to prepare learning resources for Elite Classes of all levels, one-to-one Chinese Programme and additional information of Chinese culture and festivals. Thus, the Panel Heads could focus more on curriculum planning and development. The Teaching Assistant also carried out stream duties for Student Support Stream and also offered assistance for other teachers as needed.
- 3) All the teachers agreed that the support staff could effectively help them release part of their workload on preparation of teaching resources and other administrative work. In view of this, our school would continuously allocate the Capacity Enhancement Grant to recruit the Teaching Assistants.
- 4) 80% of the teachers agreed that the timetabling service provider had rendered satisfactory and effective service to the school and the arrangement of their timetables.

2. Enhanced Additional Funding – Support for NCS Students (2018 –19)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 26

Amount of the Grant: \$1,811,298.00

Purposes: 1. Enhance students’ performance in Chinese learning

2. Provide support to subject panel heads and all Chinese teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<p>To support:</p> <p>a. development of new school-based Chinese Language Curriculum (P.1 to P.3)</p> <p>b. the operation of Chinese elite Classes (P.1 to P.6)</p>	<p>Recruit 3 temporary teachers to:</p> <ul style="list-style-type: none"> - Support adoption of new school-based curriculum to enhance teaching and learning - Take up regular Chinese classes so that more experienced teachers could have the manpower to operate elite classes 	<ul style="list-style-type: none"> - Pupils can make use of the school- based e-text for self-directed learning. - Pupils can attain better academic performance in each of the four language skills. 	<p>1 school year</p> <p>(9/2018-8/2019)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 3 Temporary Teachers (pt.15) <p>7-month salary: $(\\$30,165 + \\$1,500) \times 7 \times 3$ = \$664,965</p> <p>5-month salary: $(\\$31,695 + \\$1,500) \times 5 \times 3$ = \$497,925</p> <p>Total: \$664,965 + \$497,925 = \$1,162,890.00</p> <p>Remarks: MPF monthly salary over \$30,000.00 is \$1,500.00</p>	<p>Refer to P. 11</p>

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<p>To provide:</p> <p>a. individual support to students in need</p> <p>b. assistance to Panel heads and subject teachers in logistics and clerical work</p>	<p>Recruit 2 teaching assistants to:</p> <ul style="list-style-type: none"> - Carry out individual speaking sessions to students in need - Assist the Chinese panel heads in logistics when implementing school-based Chinese learning activities 	<ul style="list-style-type: none"> - Pupils benefit from individual speaking sessions - School-based Chinese activities are implemented smoothly. 		<p>Salary of:</p> <p>2 Teaching Assistants (Cert level)</p> <p>\$13,295.00 x 1.05 x 12 x 2 =\$335,034.00</p> <p>- 1 Teaching Assistant - (Diploma Level)</p> <p>\$16,245.00 x 9 x 1.05 =\$153,515.25*</p> <p>*The 3-month salary was drawn from Capacity Enhancement Grant</p>	
<p>To provide:</p> <p>Chinese learning workshops for parents</p>	<p>Invite appropriate service provider (NGO) to conduct Chinese learning workshops (a total of 10 sessions, one hour@) for about 20 parents throughout the school year.</p>	<p>Over 80% of the participating parents are satisfied with and benefit from the learning workshops. Questionnaires will be distributed to collect feedback and views from parents.</p>		<p>Expenditure: \$15,400.00</p>	
				<p>Grand Total: \$1,666,839.25 Balance: \$144,458.75</p>	

Evaluation

- 1) 81.8% of Chinese teachers agreed that students could make use of the new school-based e-text for self-directed learning. They built up the abilities bit by bit to be autonomous learners. Also, with lesson preparation in advance, they could pick up the target language in the lessons more effectively.
- 2) 100% of elite class teachers agreed that operation of elite classes enabled students to attain better performance in the four skills. In the small class setting, learning is more focused. They learned more vocabulary and sentence patterns through extensive and intensive reading. On top of it, they could use those input to write sentences, paragraphs and even passages in higher levels. Through frequent group dynamics in the small class setting, students had much more opportunities to speak and listen to Cantonese. What's more, for Primary One to Primary Six elite classes, 99% of students got pass in the Final Exam and Graduation Exam.
- 3) 78.3% of teachers of "One-to-one speaking sessions" agreed that students benefited from the program. However, it was suggested that the speaking session should not be conducted in IL lesson because teachers had to teach 6-8 students joining the one-to-one program while at the same time took care of the vast majority of students in the class. Therefore, in the coming school year, school-based listening and speaking learning materials will be devised. Also, listening and speaking lessons are suggested to be incorporated into Chinese lessons each week.
- 4) 100% of Chinese teachers agreed that the school-based Chinese activities (including festival-related activities) were implemented smoothly. The activities filled with ambience of Chinese essence. Students demonstrated keen interest in Chinese culture. They learned much regarding Chinese customs and traditions, too.
- 5) The recruitment of teaching assistants helped to reduce administrative workload of Chinese panels and teachers. Hence, panels and teachers could spare time to devise tailored-made learning materials to cater for the needs of our students. Furthermore, the teaching assistants offered support to implement Chinese activities such as Chinese Cultural Visit, Chinese Day, Chinese Parent Workshops and festival-related activities related to Chinese culture.
- 6) As a result of employing 3 more temporary teachers, the school could operate elite classes so that there was more manpower to devise tailor-made teaching materials to suit the need of the high achievers. Students could also get more individual support during lessons.

3. Learning Support Grant (2018-19)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 26

Amount of the Grant: Around \$1,933,640.00 (319,935 + 1,129,594 + 484,111)

- Purposes: 1. Enhance the learning efficacy of pupils with learning difficulties so as to stretch their potential while progressing at their own pace
 2. Help pupils to re-organize or re-process sensory information in order to have a more accurate response to external stimuli

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention and group dynamics	- Recruit 3 temporary teachers to offer better support to students through reducing teacher-student ratio which allows staff with more time to understand students' learning needs and subsequently render appropriate academic support services.	- 90% of teachers can design and organize suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs and help students to strive for improvement.	1 school year (9/2018-8/2019)	Salary of: 3 Temporary Teachers - pt 13(3) \$27,340 x 7 x 1.05 x 3 =\$602,847.00 \$28,730 x 5 x 1.05 x 3 =\$452,497.50 Total: \$1,055,344.50	Refer to P. 13
	- Recruit 4 teaching assistants (2 Cert level, 2 Dip Level) to offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand students' learning needs and subsequently render appropriate academic support services.	- 90% of teachers agree that teaching assistants can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning materials and activities to cater for the wide spectrum of learning needs as well as helping students to strive for improvement.	1 school year (9/2018-8/2019)	Salary of: - 2 Teaching Assistants (Cert level) \$13,295 x 12 x 1.05 x 2 =\$335,034.00 - 2 Teaching Assistant (Diploma Level) -\$16,245 x 12 x 1.05 x 2 =\$409,374.00 Total: \$744,408.00	

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
	- Organize 2 group programs on sensory integration therapy to improve partakers' learning skills through group dynamics.	- The group programs can facilitate 80% participants to re-organize and re-process sensory information in order to have a more accurate response to external stimuli.	(11/2018 – 12/2018 & 3/2019 – 5/2019)	Expenditure of the group programmes: - \$25,000x2 =\$50,000.00	
				Grand Total: \$1,849,752.50 Balance: \$83,887.50	

Evaluation

- 1) 90% of teachers can design and organize suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs and help students to strive for improvement.
- 2) 90% of the teachers agreed that teaching assistants can reduce their administration workload and support them to prepare suitable and diversified teaching and learning materials and activities to cater for the wide spectrum of learning needs as well as helping students to strive for improvement.
- 3) According to the report from the tutors of the Sensory Integration Therapy Group Programmes, 80% of the participants could re-organize and re-process sensory information and provide more accurate response to external stimuli.
- 4) The extra manpower offered more individual support to students with special learning needs. Students were benefited from smaller remedial class size in P.3-6 Maths lessons and P.1-6 Chinese Remedial Programme. More individual support can be provided as well as tailor-made learning materials and appropriate pedagogy could be used to cater their diverse learning needs.

4. *School-based After-school Learning and Support Grant (2018-19)*

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 26

Amount of the Grant: Around \$ 184,200.00

Purposes: 1. To improve the disadvantaged students' learning effectiveness

2. To broaden their learning experiences outside the classroom

3. To raise their understanding of the community and sense of belonging with a view to facilitating their whole-person development

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To develop students' ability in logical reasoning, thinking, problem solving, analyzing and interpersonal skills through a variety of activities and games - Help students develop their confidence so as to enhance learning - To enhance students' interpersonal skills through interactive games - To develop students' generic skills through various learning activities 	<ul style="list-style-type: none"> - Cultural and language courses included: <ol style="list-style-type: none"> 1. Urdu Interest Class (Elementary) 2. Urdu Interest Class (Intermediate) 3. Nepali Interest Class (Beginner) 4. Hindi Interest Class (Beginner) 5. Filipino Interest Class (Beginner) 	<ul style="list-style-type: none"> - The attendance rate of each group is 80% - 75% of students participated actively in the workshops - Students are motivated to learn in the activity 	<p>1 school year</p> <p>10/2018-6/2019</p>	<p>Expenditure of Urdu Interest Class (Elementary): \$ 28,500.00</p> <p>Expenditure of Urdu Interest Class (Intermediate): \$ 28,500.00</p> <p>Expenditure of Nepali Interest Class (Beginner): \$ 15,000.00</p> <p>Expenditure of Hindi Interest Class (Beginner): \$ 24,000.00</p> <p>Expenditure of Filipino Interest Class (Beginner): \$ 28,000.00</p> <p>Total: \$124,000.00</p>	Refer to P. 16

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<ul style="list-style-type: none"> - To broaden students' learning experience outside the classroom - To provide students the experience of the nature and living things - To enrich students' sense of appreciation to the nature - To enhance students' communication skills, self-confidence and learning motivation - To raise their sense of belonging so as to facilitate students' whole-person and all round development 	<ul style="list-style-type: none"> - Visits 6. Disneyland Learning Trip (P.1-3) 7. Disneyland Learning Trip (P.4-6) 	<ul style="list-style-type: none"> - 90% of students interest in joining the activities in the Learning Trip - Students explore and discover how to care for the people in need and enhancing their sense of mutual help 	1/2019-2/2019	<p>Expenditure of Disneyland Learning Trip P.1-3: \$ 39,900.00</p> <p>Expenditure of Disneyland Learning Trip P.4-6: \$ 39,900.00#</p> <p># \$20,300 + \$19,600* = \$39,900.00</p> <p>* Drawn from The Hong Kong Jockey Club Life-wide Learning Fund</p>	
				<p>Grand Total: \$184,200.00</p> <p>Balance: \$0</p>	

Remarks: 1. The number of benefitting students (count by heads) under this programme is 300

(including A. 104 CSSA recipients, B. 136 SFAS full-grant recipients and C. 60 under school's discretionary quota)

2. As the actual amount of the Grant was less than the estimated amount of the Grant, our school merged language classes with cultural and art activities which aim to promote harmony in diversity and to foster understanding and respect for different ethnic groups. Besides teaching languages, children songs, folk stories and traditional food from different countries were also included in the After-school Language Classes.

3. ***\$19,600.00 of The Hong Kong Jockey Club Life-wide Learning Fund was allocated to pay for the Disneyland Learning Trip P.4-6.**

Evaluation

- 1) The overall attendance rate of the language classes was high – 90%. Most of the students found that they were interested in the language activities. And most of them agreed that the activities of language interest classes could enhance their interest in different cultures.
- 2) According to the observation of teachers, 100% of the students in the language interest classes could use simple dialogues to communicate with others in that language.
- 3) As the grant was limited this year, Putonghua Interest Class was conducted by our own teacher upon request. We would like to recruit appropriate Putonghua tutors from outside organizations with more subsidy received next year.
- 4) As the feedback of the language classes was on the whole very positive, we would continue to offer various language classes next year.
- 5) Since the majority of our students are Nepalese, we plan to offer 2 levels of Nepali Cultural and Language Classes next year.
- 6) The average attendance rate of Disneyland Learning Trips was very high - 93%. Most of the students reflected that they enjoyed and learnt a lot in the Learning Trips. Most of the students reflected that they were satisfied with their learning results in the Learning Trips.

5. *Student Guidance Service Grant (2018-19)*

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 26

Amount of the Grant: Around \$ 844,724.00

Purposes: 1. Provide guidance and counseling service to students.

2. Provide preventive education to students.

3. Equip parents with knowledge and parenting skills.

4. Provide professional support to teachers.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
- To cultivate students' positive characters through implementation of guidance programmes	<p>- Guidance programmes:</p> <p>1. Convey ideas to foster students' positive characters through:</p> <ul style="list-style-type: none"> - Strive for Improvement Programme (SIP) - Thematic talk and exhibitions - Hong Kong's Rugby Spirit - Junior Tennis - play-based activities - mentorship programme - peer sharing 	- 80% of teachers agree that guidance programmes are effective in disseminating ideas to foster positive characters.	9/2018- 6/2019	<p>Student Guidance Personnel Service Package: \$640,000.00</p> <p>Play-based Activities: \$128,300.00</p>	Refer to P. 21 & 22
	<p>2. Recognize students' effort in pursuing to develop positive characters through award schemes:</p>	- 80% of teachers agree that "Apple of My Eyes" Award Scheme, One Student One Post and Lightening School Bag Programme are effective	10/2018- 6/2019	Materials for conducting guidance activities: \$3317.20	

Objectives	Strategies	Performance Indicators	Schedule	Actual expenditure	Evaluation
	<ul style="list-style-type: none"> - "Apple of My Eyes" Award Scheme - One Student One Post - Lightening School Bag Programme <p>3. Allow students with opportunities to interact with people in the local community through "Learning in Community Programme"</p> <ul style="list-style-type: none"> - After-school culture and language interest groups - Cultural Day - Social services - Educational excursion - Visits and workshops - Study tour to Mainland China 	<p>in recognizing students' effort in pursuing to develop positive characters.</p> <p>- 70% of teachers agree that the "Learning in Community Programme" is effective in encouraging interaction between students and the local community.</p>	10//2018- 6/2019	Learning in Community Programme: \$27,480.00	
- To meet students' developmental and learning needs through educational talks	<ul style="list-style-type: none"> - Themes for the educational talks: <ol style="list-style-type: none"> 1. P1 – emotion management 2. P2 – social skills 3. P3 – money management 4. P4 – learning strategies 5. P5 – environmental education 6. P6 – sex education 7. KS2 – cyber influence 	- 80% of teachers agree that the educational talks can meet students' developmental and learning needs.	9/2018-6/2019	Educational Talks: \$13,345 + \$1,500* = 14,845.00 *\$1,500 was paid by the funding of Other Educational Purposes (OEP)	

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
<p>- To provide counseling service to students individually or through group work</p>	<p>8. KS1, 2 – effective integration</p> <p>- Support service for students:</p> <ol style="list-style-type: none"> 1. Case work 2. Developmental group programmes focusing on - <ul style="list-style-type: none"> • concentration skills training • social skills training • self-management skills training • self-confidence enhancement • emotion management • leadership training • volunteer training workshop • transition programme 	<p>- 80% of teachers agree that the counseling service can equip students with skills to encounter difficulties.</p> <p>- 80% of teachers agree that developmental group programmes can facilitate students' social and emotional development.</p>	<p>9/2018-6/2019</p>	<p>Developmental Group Programmes: \$18,675 + \$30,800* + \$16,800# = \$66,275.00</p> <p>*\$30,800.00 was paid by the funding of Other Educational Purposes (OEP)</p> <p>#\$16,800.00 was paid by the funding of Extra Curricular Activities (ECA)</p>	

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
- To equip parents with knowledge and parenting skills	- Themes for parental education programmes- <ol style="list-style-type: none"> 1. parenting skill straining 2. communication skills training 3. establishing strong parent-child bonding 4. enhancing home-school collaboration 5. parent-child communication Chinese learning programme 	- 80% of parents regard the content and the activities as useful.	9/2018-8/2019	Parental Education Programmes: \$13,200.00	
- To provide professional support to teachers	- Professional support for teachers: <ol style="list-style-type: none"> 1. Case sharing 2. Case conference 3. Level Meeting 4. Angel Teacher Programme 	- 90% of teachers agree that the advice from SGP is practical and affective in handling cases.	9/2018-8/2019		-
				Grand Total: \$892,617.20 Balance: -\$48,693.20	

Remarks:

1. As there is a deficit of \$48,693.20, \$1,500 of Educational Talks and \$30,800 of Developmental Group Programmes (\$1,500 + \$30,800 = \$32,300.00) were paid by the funding from Other Educational Purposes (OEP whereas \$16,800.00 of Developmental Group Programmes was paid by the funding from Extra Curricular Activities (ECA).

Evaluation

A. To cultivate students' positive characters, the school implemented a series of guidance programs:

1) 93% of teachers agreed that guidance programs were effective in disseminating ideas to foster positive characters. Therefore, the program should be carried out continuously.

a. Strive for Improvement Program(SIP)

The program was implemented through the joint effort of the SGP and class teachers. Teachers agreed that SIP was effective in fostering development of students' positive characters. The program could facilitate students' whole-person development through talks, sharing and discussions on daily life experiences.

b. Thematic talks, exhibitions and peer sharing

To strengthen SIP curriculum, thematic talks, exhibitions and educational excursion were arranged. The five-minute thematic talks were delivered in morning assemblies. The talks, exhibitions and educational excursion helped students to understand more about other ethnic groups. 100% of the students liked the content – role play and sharing conducted by students. Teachers noticed that they were attentive to the content. The talks could successfully develop pupils' different core values.

c. Hong Kong's Rugby Spirit and Junior Tennis

Although the school had tried every means to arrange appropriate venues, no suitable ones could be found. Due to a lack of venues, the school was unable to carry out the two activities.

d. Play-based activities

Play-based activities such as Chinese interest classes which included in-class learning and outdoor activities, playing board games and listening to social stories were organized to help students to know more about characteristics of different ethnic groups and foster their communication skills. Participated students showed respect and understanding for other ethnic groups after attending the activities which emphasized on the uniqueness of various ethnicities.

e. Mentorship program

To help newcomers to adapt to the new school environment, Mentorship Program was implemented. Newcomers of various levels were matched up with mentors of the same ethnic group to ensure easy adaptation. Mentors help their mentees to make friends with classmates and schoolmates as well as assisting them with their school work. All participants agreed that the program was effective in assisting them to understand the local school system and integrate into the community.

2) 92% of teachers agreed that "Apple of My Eyes" Award Scheme, One Student One Post and Lightening School Bag Program were effective in recognizing students' effort in pursuing to develop positive characters. As a result of the programs' effectiveness, continuation was suggested.

a. "Apple of My Eyes" Award Scheme

With students' full participation, teachers found that the award was able to recognize students' effort in pursuing to develop positive characters. Through partaking in the scheme, students strived for excellence in terms of behavioral, social and academic growth.

b. One Student One Post

The program could help students to develop positive characters. Students could develop their senses of responsibility and belonging to the class through the program.

c. Lightening School Bag Program

With students' full participation, teachers agreed that the program could help students to develop positive characters. Students were able to keep their school bags to a standard weight. They tried to develop a habit of packing school bags daily.

3) 95% of teachers agree that the "Learning in Community Program" was effective in encouraging interaction between students and the local community. As the programs were successful in helping students to develop positive characters, continuation was suggested for the upcoming academic year.

a. After-school culture and language interest groups

Various culture and language classes were provided to enhance students' understanding of different ethnicities. These classes included Urdu, Hindi, Nepali, Filipino Language and Putonghua. All participated students showed their understanding of the languages and cultures of other ethnic groups through participating in these classes.

b. Cultural Day

To enable students to recognize and understand different cultures and traditions of various ethnicities, Cultural Day was held. Most of our students showed their understanding of the languages and cultures of other ethnic groups after partaking in activities on Cultural Day. The activities were able to provide opportunities for students to learn to respect different cultures around the world. Furthermore, students also understand more about Chinese culture. This had helped them to integrate more comfortably and easily into the local Chinese community.

c. Social services

Students and parents were strongly encouraged to participate in community services. Through the parent-child flag-selling activity, the awareness of students and their parents towards the needs of the local community was enhanced. Furthermore, students of various levels participated in various social services to act as volunteers for charity organizations as well as elderly homes. This had helped to foster mutual understanding between Hong Kong elderly citizens and the territory's Islamic community.

d. Educational excursion, visits and workshops

Through arrangements of visits, workshops and educational excursions, students were able to visit a variety of local facilities. Participated students engaged themselves actively in the activities. It was found that the activities were effective in encouraging interaction between students and the local community.

e. Study tour to Mainland China

Aiming at offering participants knowledge of Chinese culture, study tours to Mainland China were organized. Participated students had opportunities to visit Guangzhou, Beijing and Shanghai. All the students agreed that the tours helped them to understand more about the local history, the culture of China and the country's recent development.

B. To meet students' developmental and learning needs through educational talks:

100% of teachers agreed that the educational talks could meet students' developmental and learning needs. The talks were about integration, social skills development, cyber influence, money management and emotion management. Teachers found that the talks were effective in facilitating students' whole-person development. As the talks were successful in helping students to develop positive characters, continuation was suggested for the upcoming academic year.

C. To provide counseling service to students individually or through group work:

Preventive and remedial support were provided to students through both case work and group work. 100% of teachers found that the counseling service was able to equip students with skills to encounter difficulties. Case work could help students to cope with behavioral and emotional difficulties as well as maladjustment whereas group work

could develop participants' social, studying and self-management skills. Due to effectiveness of the case work and group work, it was agreed that the service should be continued.

D. To equip parents with knowledge and parenting skills

To enable parents to foster their children's positive characters, the school provided a series of parental education programs to equip them with knowledge and skills. 95% of parents were satisfied with the content and usefulness of the programs. They commended that the programs were practical to enhance their parenting skills such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones as well as promoting positive play and interaction between parents and children. Continuation was therefore suggested.

Overview of the Use of Grants and Funding (2018-2019)

Grants & Funding		Job Nature	Staff / Service	Actual Expenditure
1.	Capacity Enhancement Grant	1 Teaching Assistant (Diploma level)	TA1	\$204,687.00
		1 Teaching Assistant (Diploma level)	TA2	\$51,171.75 (3-month salary)
		1 School Affair Assistant I	SAA1	163,938.60
		Timetabling service	Buy service	\$8,670.00
		Coaches for Training Groups	Buy service	\$87,030.00
		1 Teaching Assistant (Cert level)	TA3	\$111,678.00 (8-month salary)
		1 Temporary Teachers (pt14)	T1	\$63,388.50 (2-month salary)
	\$750,226.00		Total:	\$690,563.85
2.	Enhanced Additional Funding -Support for NCS Students	3 Temporary Teachers (pt15 x 3)	T2, T3, T4	\$1,162,890.00
		2 Teaching Assistants (Certificate level x 2)	TA4, TA5	\$335,034.00
		1 Teaching Assistant (Diploma level)	TA2	\$153,515.25 (9-month salary)
		Chinese Learning Workshops for Parents	Buy service	\$15,400.00
	\$1,811,298.00		Total:	\$1,666,839.25
3.	Learning and Support Grant	3 Temporary Teachers (pt13 x 3)	T5, T6, T7	\$1,055,344.50
		4 Teaching Assistants (Certificate level x 2) (Diploma level x2)	TA6, TA7, TA8, TA9	\$744,408.00
		2 Group Programs	Buy service	\$50,000
	\$1,933,640.00		Total:	\$1,849,752.50
4.	School-based After-school Learning and Support Grant	Language Courses	Buy service	\$124,000.00
		Learning Trips		\$60,200.00*
	\$184,200.00		Total:	\$184,200.00

*\$19,600 of The Hong Kong Jockey Club Life-wide Learning Fund was allocated to pay for the Disneyland

Learning Trip P. 4-6

Grants & Funding		Job Nature	Staff / Service	Actual Expenditure
5.	Student Guidance Service Grant	Student Guidance Personnel	SGP	\$640,000.00
		Play-based Activities	Buy service	\$128,300.00
		Materials for Activities		\$3317.20
		Learning in Community Programme		\$27,480.00
		Educational Talks		\$14,845.00
		Developmental Group Programme		\$66,275.00
		Parental Education Programme		\$13,200.00
	\$844,724.00		Total:	\$893,417.20