



Li Cheng Uk Government Primary School Evaluation Report of Specific Grants 2024-2025

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1. *Capacity Enhancement Grant*

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$827,452.00

Teacher in charge: Ms. LEE Kwong-yung

Purposes: 1. To release teachers' workload

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

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

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To give support to teachers on carrying out the duties concerning subject matters - To assist teachers in catering for diversified learning needs of students through academic intervention and group dynamics	- Recruit 4 teaching assistants (Diploma Level) to: i. render assistance in subject-related work and resource preparation ii. 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 NCS students' learning needs and subsequently render appropriate academic and non-academic support services	- 90% of the teachers agree that the teaching assistants can: i. support them regarding some of the subject-related work and resource preparation ii. help them prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement	9/2024-8/2025	Salary of 4 Teaching Assistants (Diploma Level) i) 11 Month salary (9.9.2024 – 31.7.2025) \$212,627.00	Refer to P. 4
			9/2024-8/2025	ii) 12 Month salary (9.9.2024 – 31.8.2025) \$230,226.00	
			9/2024-8/2025	iii) 12 Month salary (2.9.2024 – 31.8.2025) \$243,285.00	
			10/2024-8/2025	iv) 4-month salary* (7.10.2024 – 31.8.2025) \$75,519.00	

- To buy service on preparing the school time table	- Choose a suitable service provider for timetabling service.	- 80% of the teachers find the timetabling service satisfactory		Actual Expenses for timetabling service: \$12,800.00	
				Grand Total: \$774,457.00 Balance: \$52,995.00	

Remarks:

*Another 6 months' salary of the Teaching Assistant (Diploma Level) was paid by Grant on Introduction of Primary Science and the other 1 month's salary was paid by Baseline Reference Provision Grant.

Evaluation

- 1) 100% of the teachers agreed that the teaching assistants (TAs) recruited could render support to them by preparing the subject-related work and resources like data collection, worksheet filing, enrollment in Speech Festival and competitions, revising teaching and learning materials, etc.
- 2) 97.8% of the teachers showed that the TAs could give full support in organizing activities inside and outside school during the academic year.
- 3) With the assistance of the TAs, 95.7% of the teachers agreed that the TAs could help them prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement. In this way, teachers could spend more time on lesson preparation, developing school-based curriculum and designing various teaching and learning activities to further enhance students' generic skills and cater for learner diversity.
- 4) 100% of the teachers agreed that the TAs could assist them with clerical work associated with their stream administrative duties so that the teachers could carry out their administrative duties more effectively.
- 5) As positive feedback was received from the majority of teachers regarding the support of TAs on various aspects, the school would continue to recruit the TAs next year with CEG.
- 6) 97.8% of the teachers agreed that the timetabling service provider had rendered satisfactory and effective service to the school in regard to the arrangement of their timetables. Therefore, the school would continue to buy service from the timetabling service provider for preparing timetables next academic year.

2. Enhanced Additional Funding – Support for NCS Students

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,657,264.00 + \$171,000.00 (Surplus Carried Forward) = \$1,828,264.00

Teacher in charge: Ms CHEUNG Sin

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 Expenses	Evaluation
To support:	Recruit 2 temporary teachers (pt. 17 & pt. 20) to:	- 75% of Chinese teachers agree that students can attain better academic performance in each of the four skills of listening, speaking, reading and writing	9/2024- 8/2025	Salary of 2 Temporary Teachers	Refer to P. 7
a. the development of school-based Chinese Language Curriculum (P.1 to P.6)	- Support adoption of school-based curriculum to enhance teaching and learning		9/2024- 8/2025	i) 1 temporary teacher (pt. 20) 12-month salary: \$555,180.00	
b. the operation of Chinese elite Classes (P.1 to P.6)	- Take up regular Chinese classes so that more experienced teachers could spare the manpower to operate elite classes	- 60% of Chinese teachers agree that students show improvement in the 4 skills of listening, speaking, reading and writing after attending the Chinese Remedial Classes		ii) 1 temporary teacher (pt. 17) 12-month salary: \$481,286.00	
c. the operation of Chinese Remedial Classes	Recruit 2 teaching assistants (Diploma Level) to support teachers with logistics in the implementation of all activities that promote Chinese learning in the school		9/2024 –8/2025	Salary of 2 Teaching Assistants (Diploma Level) i) 12-month salary (9.9.2024 – 31.8.2025) \$232,456.00	
			10/2024 –7/2025	ii)10-month salary (7.10.2024 – 14.7.2024) \$183,038.00	

To provide: a. Chinese learning workshops for parents b. Online Chinese Learning Platform for students c. Renting of Chinese Week Booth Materials	Invite appropriate service provider (NGO) to conduct Chinese learning workshops (a total of 10 one-hour sessions) for about 20 parents throughout the school year so that they can assist their children in learning Chinese at home Invite appropriate service provider to provide online Chinese learning platform for students to enhance their motivation in learning Chinese and to help students develop the habit of self-learning	- 80% of the participating parents are satisfied with and benefit from the Chinese learning workshops. - Questionnaires will be distributed to collect feedback and views from parents. - 80% of teachers and students give positive feedback.	9/2024 – 7/2025	\$26,500.00 \$49,500.00 \$200.00	
				Grand Total: \$1,528,160.00 Balance: \$300,104.00	

Evaluation

- 1) All Chinese subject teachers agreed that the two temporary teachers recruited supported our adoption of the school-based curriculum. These two temporary teachers could cope with the different requirements in teaching Chinese to our NCS students, and they often provided valuable opinions and shared their experiences in teaching the Chinese Language.
- 2) 94.4 % of the teachers agreed that with the adoption of the school-based curriculum, students generally could attain better academic results in the four language skills. The updated Chinese school-based curriculum could help students lay a better foundation for learning the Chinese language.
- 3) 100 % of the teachers believed that using temporary teachers to take over regular Chinese classes and spare manpower for the operation of the Elite classes was very effective.
- 4) 100 % of the teachers agreed that elite classes were effective in stretching the students with higher ability. Elite classes could cater for learner diversity.
- 5) 100 % of the teachers agreed that the teaching assistants could assist them in carrying out various activities such as the Speech Festival, competitions and educational visits, etc. It helped to promote learning Chinese.
- 6) 100% of the teachers agreed that the online learning platform (RainbowOne) could enhance students' interest in learning Chinese. 100 % of the teachers believed that over 80% of their students enjoyed using the online platform in learning Chinese. To promote students' self-directed learning, teachers could add diversified exercises through the platform to enhance students' interest in independent learning.
- 7) 100 % of the parents agreed that the Chinese Parent Workshop could help them understand learning Chinese, and some parents were able to help their kids learn Chinese at home. Even if parents fail to learn Chinese in a short period of time, they could also understand how to learn Chinese well from the workshops.
- 8) 100 % of the participating parents said that the Chinese Parent Workshops were useful to them. They know more about learning Chinese and Chinese culture in the workshops. 96% of the parents expressed that they understood the content and the tutor's presentation was effective. They also believed that the tutors were very supportive. Some expressed that they would join again in the future.
- 9) Since Do-my-best lessons were provided during school hours, no after-school Chinese remedial classes were carried out during the school year.

3. Learning Support Grant

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,133,638.00

Teacher in charge: Ms. CHAN Ka-yi

Purposes: 1. Enhance the learning efficacy of students with learning difficulties so as to stretch their potential while progressing at their own pace

2. Help students to re-organize or re-process sensory information in order to have a more accurate response to external stimuli

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention	- Recruit 2 temporary teachers (pt. 22 & pt. 14) 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 agree that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.	9/2024-8/2025	Salary of: i) 1 temporary teacher (pt. 22) 12-month salary \$608,757.00	Refer to P. 9
			9/2024-8/2025	ii) 1 temporary teacher (pt. 14) 12-month salary \$417,742.00	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs through group dynamics	- Organize 2 group programmes on attention training to improve partakers' learning skills through group dynamics.	- The group programmes can facilitate 80% of the participants to enhance their executive functions and attention skills.	9/2024- 8/2025	- Attention and Executive Function Training Group \$30,000.00 - Sport Climbing Class \$5,000.00	
				Grand Total: \$1,061,499.00 Balance: \$72,139.00 - \$56,874.00* = \$15,265.00	

Remarks:

*\$56,874.00 was paid by Learning Support Grant for employment of 1 Teaching assistant (3-month Salary). (Refer to. P.10)

Evaluation

- 1) 100% of the teachers agreed that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs. Teachers can develop more tailored instruction and feedback to help students progress in a smaller class size.
- 2) The extra manpower offered more individual support to students with special learning needs. Students benefited from smaller class size in P.4-6 Maths Remedial Programme. More individual support could be provided as well as tailor-made learning materials and appropriate pedagogy could be used to cater for their diverse learning needs.
- 3) According to the report from the therapist of the Attention and Executive Function Training Group, 83.3% of the participants demonstrated significant improvement in various executive function domains and self-management performance. Sustained training and support were suggested to provide for students to enhance their performance.

4. Learning Support Grant for NCS (2024-25)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$356,817.00

Teacher in charge: Ms. CHAN Ka-yi

Purpose: 1. Offer additional support to NCS students with special educational needs

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of NCS students with learning difficulties through support in learning activities and group dynamics	- Recruit 1 teaching assistant (Diploma 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 NCS students' learning needs and subsequently render appropriate non-academic support services.	- 90% of teachers agree that the teaching assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement in emotional, communication and social development.	9/2024 - 8/2025	Salary of: - 1 teaching assistant (Diploma Level) (1.9.2024 – 31.8.2025) \$246,989.00	Refer to P. 11 – P. 12
	- Recruit 1 teaching assistant (Diploma 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 NCS students' learning needs and subsequently render appropriate non-academic support services	- 90% of teachers agree that the teaching assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement.	11/2024 – 8/2025	Salary of: - 1 teaching assistant (Diploma Level) (1.11.2025 – 31.8.2025) 2-month salary \$38,720.00 Remarks: 3 months' salary was paid by Learning Support Grant (\$56,874.00) and another 5 months' salary was paid by Baseline Reference Provision Grant.	

	- Organize 2 group programs on social skills therapy with board games and construction toys to improve partakers' social skills through group dynamics.	- The group programs can facilitate 80% of the participants to enhance their social and problem-solving skills.	10/2024 -12/2024 3/2025 - 5/2025	Expenditure of the group programs: - Boardgames Group \$9,800.00 - 'Fun with Bricks' Social Skills Training Group \$18,880.00	
	- Organize 1 group training for ASD students to help participants adapt to classroom environment through developing their self-management, sensory integration and motor skills.	- The group program can facilitate 80% of the participants to enhance their self-management, fine motor, gross motor and sensory integration performance.	9/2024 - 12/2024	Expenditure of the group programs: - Individual Training for ASD Students \$38,800.00	
				Grand Total: \$353,189.00 Balance: \$3,628.00	

Evaluation

- 1) 100% of the teachers agreed that the teaching assistant could reduce their administrative workload and support them to prepare suitable and diversified materials and activities for teaching and learning so as to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.
- 2) 100% of the teachers whose classes with TA in-class support agreed that the support allowed them to focus more on delivering quality lessons by assisting with classroom management and offering individualized support to the diverse learning needs of students.
- 3) According to the report from the tutor of the board games group, 80% of the participants have improved their social and problem-solving skills. Tutors reflected that most students were engaged in the games and were able to communicate in appropriate manner. However, students need to work on self-control as they would forget the rules when getting too excited.

- 4) According to the report from the tutor of 'Fun with Brick' social skills training group, 62.5% of the participants have improved their social and cooperative skills. Tutor reflected that most students participated actively in the lessons and were willing to attempt challenging tasks. Sustained training on students' communication skills was suggested.
- 5) According to the report on the individual training of ASD students and observation of teachers, 75% of the participants have shown slight improvement in their self-management, sensory integration and motor skills. Students were compliant with the use of token systems and responded positively to visual strategies. Teachers also reflected that students were better adapted to structured classroom setting after the training, such as following classroom routines and lesson transition. It was suggested that meetings with parents should be conducted to help parents understand the needs of their child and implement the same strategies at home.

5. Student Guidance Service Grant

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 24

Amount of the Grant: Around \$1,138,494.00

Teacher in charge: Mr. CHAU Tin-yee

Purposes: 1. Enhance students' discipline and ability to follow rules

2. Nurture students' positive values and mindset

3. Develop students' healthy lifestyles

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To provide comprehensive student guidance service to different stakeholders	- Appointment of a school social worker (including administration fee, specific support programmes from NGO, salary payment) - Conduct regular visits to school to have individual review meeting with the school social worker (including meeting with HM and related personnel, provide regular professional training and supervision to the school social worker, review documents, individual coaching and assisting school social worker in handling crisis such as suspected child abuse cases when necessary)	90% of teachers agree that the service is effective to provide comprehensive services to different stakeholders	9/2024-8/2025	Comprehensive Student Guidance Service package: - School Social Worker Support Grant: \$742,463.00 - Consultation Service Grant: \$136,355.00	Refer to P.15 - 16
To nurture students to become positive, self-disciplined and healthy individuals	- Implementation of responsive services: • Case work (e.g. regular meetings and individual coaching) • developmental group programmes focusing on: ~ executive function ~ social skills training ~ horticultural therapy ~ leadership training ~ transition programmes for P.1 and P.6 (e.g. invite NCS speakers to share their career path in the F.1 transition talk) ~ Mental well-being	90% of teachers agree that the counselling service and developmental group programmes can strengthen students' resilience when navigating life's challenges	9/2024-6/2025	Developmental group programmes: P.1 Transition: \$8,800.00 P.6 Transition: \$49,800.00 Horticultural Therapy: \$9,500.00	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	
To nurture students' positive values and mindset through the provision of different developmental activities	- Implementation of supportive services: 1. Professional support for teachers: • case sharing • case conference • level meetings • staff development 2. Parent education programmes: • Transition programmes for parents • Parents Volunteer Team • Parent-child activities - Thematic talks: • Life-planning and career planning • Valuing life and fostering positive values - Personal growth activities: • Play-based Activities • Social services team • Visits (e.g. HK Correctional Services Museum, HKJC Drug InfoCentre)	90% of teachers agree that the professional support for teachers is effective in helping them to guide students in their whole-person development 90% of parents agree that the parent education programmes are effective in equipping them with positive parenting skills 90% of teachers agree that the provision of thematic talks can cultivate students to be positive, self-disciplined and healthy 90% of teachers agree that the integration activities can encourage students to be a healthy kid with healthy life style and positive mindset	9/2024-6/2025 9/2024-6/2025 10/2024-6/2025 9/2024- 6/2025	Supportive service for teachers: Professional training workshop \$0.00 (Paid by HKSKH Lady MacLehose Centre) Parent education programmes: \$0.00 (Paid by Parent Education Grant) Thematic talks: \$30,000.00 Play-based activities: \$87,400.00 Social Service Team: \$25,000.00	
To encourage students to establish a healthy lifestyle in daily life	- Implementation of preventive measures: • Mentorship Programme (BBBS) • Thematic talks (e.g. resilience, discrimination) • Sex Education Workshop • Activities for students at risk (e.g. school service team, lunch activities, personal growth scheme) • In-class developmental programmes • School Social Worker Mailbox • Home visits • Counselling programmes • Regular sunshine calls Holiday Buddy (Reminders on proper behaviours / self-protection)	90% of teachers agree that the preventive measures are effective in cultivating students' positive core values and characters	9/2024- 6/2025	Sex Education Workshop: \$11,940.00 Materials for conducting guidance activities: \$5,917.00	
				Grand Total: \$1,107,175.00 Balance: \$31,319.00	

Evaluation

1) Comprehensive Student Guidance Service Package

The school spent part of the funding to purchase the Comprehensive Student Guidance Service Package, and 95% of teachers agreed that the services provided were comprehensive and could cater for the need of different stakeholders. The stakeholders generally satisfied with the guidance services. The school can continue to purchase the package from NGOs and conduct regular meetings and evaluation sessions to ensure the quality of the service.

2) Implementation of responsive services:

97% of teachers agreed that these services were effective. The implementation of responsive services such as case work and developmental group programmes could strengthen students' resilience when navigating life's challenges. The School Social Worker closely cooperated with SEN stream and G&C stream to provide tailor-made and timely counselling services for students in need. For example, SENCO and class teachers nominated targeted students to join the Horticultural Therapy Group.

3) Implementation of supportive services:

98% of teachers agreed that professional support was effective. For example, case sharing and case conferences equipped them with tailored strategies to address diverse student needs. Additionally, workshops on team building and crisis response management improved communication among teachers and strengthened their ability to address students' concerns.

4) Parent education programmes:

The parent education programmes have been effective in developing parents' positive parenting skills, with a focus on topics such as financial education, mindfulness and parent-child communication. More than 90% of parents agreed that these programmes empowered their ability in facing the developmental challenges with their children.

5) Thematic talks:

Thematic talks on fostering core values, career planning, sex education and financial education were arranged. Nearly 96% of teachers agreed that these talks were effective in promoting positivity, self-discipline and healthy habits among students. Therefore, they should be continued in the coming academic year.

6) Personal growth activities:

Play-based activities, social services team, and visits provided students with opportunities to develop responsibility and contribute to the society. 93% of teachers agreed these activities helped nurture a healthy lifestyle and positive mindset in students.

7) Implementation of preventive measures:

According to 94% of the teachers, the implementation of preventive measures such as Mentorship Programme (BBBS) and Holiday Buddies were effective in cultivating positive core values and characters in students. Through BBBS, students learned to be caring and being cared with gratitude. Additionally, Holiday Buddies promoted healthy lifestyle and personal growth through positive messages and videos.

Besides, initiatives like the SSW mailbox and various counselling programmes encouraged students to develop a positive attitude of seeking help when needed.

Overall, the Student Guidance Service Grant for the 2024-25 academic year has been effective in achieving its objectives of enhancing students' discipline and ability to follow rules, nurturing students' positive values and mindset and developing healthy lifestyles. These measures would be ineffective without the joint efforts of all stakeholders. Therefore, the Student Guidance Service Grant should keep the united approach, working together with students, parents and teachers.

6. One off Grant for Parent Education

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant carried forward for 2024/25: \$115,865.00

Teacher in charge: Ms. LEE Kwong-yung

Purposes: 1. To empower parents and strengthen families in four aspects:

- i. Understanding of child development ii. Promotion of healthy, happy and balanced development of children
 - iii. Promotion of parents' physical and psychological well-being iv. Fostering home-school co-operation and communication
2. To enable parents of primary school children to be well-informed and equipped with age-appropriate parenting strategies so that they can cope with challenges and foster the healthy, happy and balanced development of their children

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To organize workshops for engaging parents in healthy family relationships with effective interpersonal skills	- Invite professional social worker or educational psychologist to conduct workshops so as to equip parents with the effective parent-child communication skills and the resolution skills in conflicting family situations	- At least 75% of the participating parents agree that the workshops can empower them with the appropriate communication skills and resolution skills in conflicting family situations	17/9/2024 2, 9, 19/12/2024 18/3/2025	i. Transition Workshop for P.1 Parents: \$1,500.00 ii. Parent Volunteer Training Workshops: \$16,000.00 iii. Parent-child Finance Education Workshop: \$7,600.00	Refer to P. 19
- To promote the physical and psychological well-being of parents by organizing parent interest classes	- To organize physical fitness classes, health talks, mindfulness workshops and / or other interest classes after soliciting opinions from parents	- At least 75% of the participating parents enjoy the classes and find the classes can promote their physical and psychological well-being.	22, 29/10/2024 5, 12, 19, 26/11/2024 15, 29/10/2024 5, 12/11/2025 7, 14, 28/4/2025 12, 19, 26/5/2025 2, 9, 16, 23/6/2025	i. K-pop Dance Class for Parents: \$16,200.00 ii. Health Talk and Health Workshops \$0 <i>(Sponsored by United Christian Nethersole Community Health Service)</i> iii. Fitness Class on Stretching/Aerobic and Yoga \$0 <i>(Sponsored by United Christian Nethersole Community Health Service)</i>	

			6/6/2025	iv. Dodgebee Workshop for Parents \$2,850.00	
- To organize community visit for parents so that they can explore more in-depth the local community	- Organize a community visit to Tai O	- More than 75% of the participating parents agree that they know more about China and appreciate the Chinese culture after the community visit	27/6/2025	Coach Fee for Community Visit: \$4,000.00	
- To enhance parents' understanding on Chinese culture by organizing related interest classes for them	- To organize interest classes on Chinese culture for parents after soliciting opinions from parents	- At least 75% of the participating parents agree that they can learn more about Chinese culture after attending the interest classes	11/9/2024	Parent-child DIY Moon Cake Workshop: \$6,500.00	
				Grand Total: \$54,650.00 Balance: \$61,215.00	

Evaluation

- 1) Parents who attended the P.1 transition workshop all agreed that the workshop provided them with some valuable tips on how to communicate with their kids to establish daily routine and learning habits. Besides, they all agreed that the workshop could equip them with some useful ways to handle some common challenging behaviours and negative emotions. Therefore, similar parental talk could be continued next year.
- 2) Through the 3-session parent volunteer workshops, parents were trained to make game booths for Christmas Celebration and were invited to be volunteers on Christmas Celebration Day. They all agreed that the workshops could equip them with the necessary skills to communicate well with the kids through the interactive games at Christmas Celebration. In view of this, the volunteer workshops could be continued next year.
- 3) The parent-child workshop on financial education was held on 18.3.2025 to equip our parents with practical skills on teaching their children to spend money wisely. Through the workshop, students understood the source of income and together with their parents, they participated in experiential programs and games. All the parents found that the workshop was useful and effective for empowering them with the appropriate communication and negotiation skills to talk to their kids on how to give pocket money, save money, use Octopus card and how to avoid scams, etc. Similar workshop could be considered next year.
- 4) All the parents agreed that the health talk and health workshops, the K-pop dance class and the Fitness Class on Stretching/Aerobic could promote their physical and psychological well-being. As these classes and workshops receive great popularity among parents, interest classes on promoting parents' physical and mental well-being should be organized next year.
- 5) Parents who joined the community visit to Tai O gave very positive comments on the visit. All of them agreed that they gained valuable insights into the local culture and the daily lives of the residents as they wandered through the traditional fishing village. They all reflected that the visit deepened their understanding of the rich heritage of the traditional fishing village of Hong Kong. Hence, community visit to other traditional places could be organized next year.
- 6) From parents' feedback collected, they all reflected that they could learn more about Chinese culture through hands-on making of Chinese moon cakes. Therefore, similar classes could be organized next year.

7. One-off Grant for Mental Health of Parents and Students

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$9,600.00

Teacher in charge: Ms. LEE Kwong-yung

- Purposes:
1. To equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs of children's mental health problems
 2. To help them understand the ways of stress management and promotion of physical and mental health
 3. To cultivate parents and children's positive mindset

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To organize mindfulness workshops for parents to equip them with mindfulness techniques to cope with stress and anxiety out of raising kids	- Invite professional educational psychologist to conduct mindfulness workshops for parents on the ways to reduce parental stress and improve parent-child relationships	- 70% of the participants agree that the workshops are useful for them to enhance their knowledge and skills in reducing stress and improve their parent-child relationships	6/5/2025 and 13/5/2025	\$3,900.00	Refer to P. 20
				Grand Total: \$3,900.00 Balance: \$5,700.00	

Evaluation

- 1) All the participants agreed that after attending the two workshops on mindfulness, they became more aware of their own emotions and learnt to acknowledge them with compassion instead of judgement.
- 2) Through the workshops, the parents learnt how to regulate their emotions and resolve conflicts with their children. Hence, their parent-child relationships could be improved.
- 3) As the activity is popular among parents, similar activities could be carried out next year using the "Parent Education Grant".

8. One-off Grant for Mental Health at School

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$60,000

Teaching in charge: Ms. CHAN Ka-yi

Purpose: 1. To promote and enhance mental health of students and teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To promote mental health among students and teachers	<u>Teacher level:</u> - Set up a 'Relax corner' in promote teachers' wellbeing	- 90% of the teachers agree that the 'Relax corner' can help to promote their wellbeing.	9/2024 - 8/2025	- Multipurpose Tea Machine \$2,099.00	Refer to P. 22
	<u>Student level (Tier 1):</u> - Put up a gratitude tree at school to help students build up positive emotions - Organize 'Mental Health Day' to promote students' awareness of their mental health - Purchase materials for lunch activities to help students relax and relieve stress	- 90% of the teachers agree that Tier 1 support activities can cultivate students' positive emotions, help them understand their feelings and equip them with the techniques to handle stress.	9/2024 – 6/2025	- Materials for Mental Health Day (DIY relaxation tools, gratitude tree, printing) \$7,075.00 - Items for lunch activities \$5,129.00	
- To enhance support service for students with mental health needs	<u>Teacher level:</u> - Organize staff development workshop to enhance teachers' knowledge of identifying students with mental health needs and how to support them	- 90% of teachers agree that the professional development workshop can enhance their knowledge of identifying and supporting at-risk students.	9/2023 - 8/2024	\$ 0	
	<u>Student level (Tier 2)</u> - Organize various group workshops for target students to support their mental health needs: i. Mental Well-being Workshop ii. Animal Assisted Activity iii. Group Play Therapy iv. Expressive Art Workshop <u>Student level (Tier 3)</u> - Collaborate with the clinical	- 90% of teachers agree that the Tier 2 and Tier 3 support services can help students cope with academic, social or emotional development problems in a proactive manner.	2/2023 – 7/2025	- Mental Well-being Workshop \$9,600.00 - Animal Assisted Activity \$ 2,000.00 - Group Play Therapy \$ 21,000.00 - Expressive Art Workshop \$ 12,000.00	

	psychologist and psychiatric nurse from Student Mental Health Support Scheme to provide individual support for students with mental health needs				
				Grand Total: \$ 58,903.00 Balance: \$ 1,097.00	

Evaluation

- 1) 100% of the teachers agreed that the set up of ‘Relax corner’ can help to promote their mental wellbeing.

- 2) 100% of the teachers agreed that the Tier 1 support activities can cultivate students’ positive emotions, help them understand their feelings and equip them with the techniques to handle stress. Among the activities conducted during the Mental Health Week, teachers reflected that the Gratitude Message Broadcast and song dedication by Little DJs was the most effective in achieving the forementioned targets.

- 3) 100% of teachers agree that the Tier 2 and Tier 3 support services can help students cope with academic, social or emotional development problems in a proactive manner. Positive responses were received from the P.6 Mental Well-being Workshop. The Animal Assisted Activity helped students relieve their anxiety with the calming, motivating presence of therapy dog. Besides, according to the report of the Group Play Therapy, 75% of the participants showed improvement in their emotional awareness and expression. The therapist from the Expressive Arts Therapy Group also indicated that 100% of the participants had shown improvement in using arts to process thoughts and articulate feeling. Similar emotional and social arts group were suggested in the future to foster students’ personal growth and positivity in life.

9. One off Grant for Introduction of Primary Science

Means by which teachers have been consulted: Staff Meetings

Number of operating classes: 24

Amount of the Grant: \$350,000.00

Teacher in charge: Ms. WONG Yuen-kwan

Purposes: 1. Strengthen students' scientific and creative thinking

2. Provide support to Science subject panels and Science subject teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
To support the development of school-based Primary Science Curriculum (P.1 to P.6)	Purchase teaching aids and equipment related to the Science Subject such as microscope, aerospace model, heating plate, handy drill, glue gun, digital weigh, mass, batteries, ropes, anemometer, handy fans, safety equipment	80% of the subject teachers used the teaching aids and equipment for conducting activities or experiments	9/2024	\$40,000.00	Refer to P. 24
To enhance teacher professional development	Recruit daily supply teachers to release regular teachers for participation in EDB workshops	80% of the subject teachers agree that the daily supply teachers can temporarily take up their duties	9/2024 – 8/2025	\$3,050.00	
To give support to teachers on the preparation work for the introduction of Primary Science	Recruit one teaching assistant to assist teachers in the preparation work for the introduction of Primary Science	80% of the subject teachers agree that the teaching assistant can help them to prepare suitable and diversified teaching and learning activities	10/2024 – 8/2025	Salary of 1 Teaching Assistant* (7.10.2024 – 31.8.2025) 6 month's Salary \$118,719.00	
				Grand Total: \$161,769.00 Balance: \$188,231.00	

Remarks:

*Another 4 months' salary of the Teaching Assistant (Diploma Level) was paid by Capacity Enhancement Grant and the other 1 month's salary was paid by Baseline Reference Provision Grant.

Evaluation

1. 53.8% of the teachers agreed that the purchased teaching aids and equipment would be appropriate and support the future implementation of Primary Science which is set to begin in 2025-2026.
2. 53.8% of teachers believed that the arrangement of daily supply teachers facilitated teachers to join science- or STEAM-related training.
3. 46.2% of the teachers agreed that the teaching assistant were helpful in the preparation of scientific experiments next year.
4. 61.5% of the teachers agreed that the grant has supported the school to prepare for the introduction of Primary Science next year.

10. One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$150,000.00

Teacher in charge: Ms. CHAN Yuk-wah

Purposes: 1. To encourage students to develop an active and healthy lifestyle.

2. To foster the developmental of parent-child exercise and healthy lifestyle.

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
a. To expose students to a wide variety of physical activities to help them to develop sports skills, gain knowledge of relevant physical activities, foster positive values and attitude	- To procure PE- /sports-related IT services, mobile applications and related software, as well as PE- /sports related activity kits and supporting tools - To organize or subsidize students' participation in diversified PE- /sports-related learning activities/competitions	70% of the PE teachers agree that procuring mobile applications to enable teachers easily record students' performance 70% of students are willing to do exercise after joining the PE- /sports-related learning activities/competitions	10/2024 – 5/2025	Running record system \$49,800	Refer. To P.26 - P.27
b. To enhance physical fitness of the students	To purchase or upgrade PE- /sports equipment in schools	70% of students agree that the upgraded sports equipment can foster their attitude towards doing exercise	10/2024 – 5/2025	Spike shoes + uniform \$441.38 x 40 \$17,615.00	
c. To develop a habit of active participation in physical activities	To launch the MVPA60 Award Scheme to encourage students to actively participate in physical activities within and outside the school campus	65% of students are within the acceptable weight range	10/2024 – 6/2025	Sports equipment \$8,650.00	
d. To organize sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	To purchase additional PE/sports equipment for setting up fitness corners in Active Recess to increase the amount of time and opportunities for students to engage in physical activities at school	70% of the students actively participate in physical activities within and outside the school campus	10/2024 – 6/2025	Fitness equipment \$7,456.00	
				\$0	

e. To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	To organize sports-related parent-child activities and competition and invite parents to participate with their children.	70% of the students and their families are more willing to do exercise	5/2025 – 7/2025	\$0	
	To hire additional non-teaching staff/qualified coaches or procure services (e.g. to teach newly emerged sports) to assist schools in promoting sports ambience and MVPA60	70% of the students are more willing to do exercise after joining the newly emerged sports	10/2024 – 7/2025	\$0	
				Grand Total: \$83,521.00	
				Balance: \$66,479.00	

Evaluation

- 1) 100% of the PE teachers agreed that procuring mobile applications could enable teachers easily to record students' performance. The application of the equipment was effective to collect the students' fitness data and facilitate the accuracy of data collection.
- 2) 93.5% of students reflected that they were motivated to do exercise after joining the PE/sports-related learning activities/competitions since they were equipped with better skills and knowledge of sports.
- 3) 93.5% of students agreed that the upgraded sports equipment could foster their positive attitude towards doing exercise. We purchased some newly-emerged sports equipments to motivate their interest in doing exercise. Dodgebees were purchased this year. They enjoyed playing dodgebee in the lessons.
- 4) 66% of students were within the acceptable weight range. The percentage of students' acceptable weight range was satisfied. However, there was a room to improve. Fun fitness award, active recess, morning exercise and iSmart fitness programme would be held in the coming year.
- 5) 96% of the students reflected that they actively participated in physical activities within and outside the school campus. School offered many opportunities for students to participate in sports, such as Morning exercise, Active recess, Lunch stretching exercise, Sports Day, Games Day...etc to increase their exercise level. Moreover, they made good use of community resources. Some of them joined the community sports club to participate in different sports outside the school campus.
- 6) Parent-child games were organized on Sports Day and Games Day. Parents reflected that they enjoyed the games very much and they strengthened the parent-child relationship. 87.9% of the students and their families were more willing to do exercise after joining the parent-child games. So we are going to organize

dodgebee parent workshop and parent-child dodgebee competition at the end of the school year.

- 7) 96.9% of the students were more willing to do exercise after joining the newly emerged sports. Newly emerged sports - dodgebee was introduced this year. They actively participated in post exam dodgebee competition.

11. Report on Sister School Exchanges

2024-2025 School Year

Name of the Mainland Sister School: 1. Shenzhen Nanshan Foreign Language School (Group) Keyuan Primary School
2. Sichuan University Affiliated Experimental Primary School

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1	<u>“Sing a song” Activity</u> The activity of singing the same song is organised for students. Students from the two schools learn to sing the song “Struggle”, written by students of Keyuan in October 2024. All P.5 and P.6 students participated in the activity.	- Enhance mutual understanding and friendship between students from the two schools through learning and singing the same song.	- When Keyuan students performed singing during the visit, LCU students joined and sang harmoniously in the chorus part. - From the students’ feedback, the expected goals were fully achieved.	- The exchange of music and culture built up a bond between the two schools, and more similar events could be held.
2	<u>Phototaking Competition</u> The Phototaking Competition is organised for students in October 2024. Students from the two schools participate in the photo-taking competition by taking photos during visits or study tours. Students need to write 50 to 100 words in English to express their feelings about the photo. Twenty-nine LCU students and forty-five Keyuan students participated in the competition, showing their interest and talent in their works.	- Allow students to record their lives through photos and texts, learn about each other’s cities and lives, enhance their knowledge and understanding of mainland China and Hong Kong, and promote cultural exchange.	- Over 80% of students agreed that the activity could enhance their knowledge and understanding of mainland China and Hong Kong. - From the students’ perspective, the expected goals were generally achieved.	- Photo-taking activity can cultivate students’ aesthetic abilities. Through these activities, students can be encouraged to observe more during visits and exchanges, discover beautiful things and thus enhance their aesthetic abilities.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
3	<u>Visit Keyuan in November 2024</u> The school visit is organised for teachers and students. Six teachers and forty-one students participated in the visit. <u>Management level</u> During the visit, the headmistress and deputy headmistress will share their school management experience with the management of the sister school. <u>Teachers' level</u> During the visit, teachers will observe classes and engage in teaching exchanges. <u>Students' level</u> During the visit, LCU students will participate in singing and Martial Arts performances, competitions, lessons, visits to museums and the DJI drone company with local students.	- Enhance school administrative and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. - Enhance teachers' understanding of mainland China and promote their professional development through the visit and lesson observations. - Enhance students' understanding of mainland China and build up friendships through school visits and joint participation in cultural, arts, and sports activities. - Facilitate cultural interflow between Hong Kong and Mainland schools - Stretch students' potential and promote personal growth. - Broaden students' horizons and	- 94.7% of students agreed that they established friendship with the students from our sister school through joint school exchange activities. - All students agreed that the school visit enhanced their understanding and friendship with the students from our sister school. - They also admitted that visiting Shenzhen Mangrove Seaside Ecological Park and the Museum of Contemporary Art & Planning Exhibition can improve their understanding of ecological environment protection and urban construction in mainland China. - 89.5% of students thought visiting the DJI Technology Company deepened their understanding of technology development in mainland China. - From the perspectives of management,	- The questionnaire reflected that students were eager to have more interactive and exchange activities with students from the sister school. They also wanted to have time for free communication. Therefore, time for free communication activities could be arranged in the itinerary.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
		enrich their learning experiences.	teachers, and students, the project has fully achieved its goals.	
4	<u>Sending blessings online in January 2025</u> The activity is organised for management, teachers and students. Send a short video of LCU students saying blessings in Putonghua to the sister school.	- Show love and care for friends at the Chinese New Year by sending blessings.	- As most related students participated in the Chengdu study tour during that period, we didn't have enough time to take the video before the Chinese New Year.	- The activity will be postponed to next year.
5	<u>Visit the Sichuan University Affiliated Experimental Primary School in January and establish a sister school relationship</u> The visit is an exchange activity, carried out through the Torch Passing Exchange Programme organised by the Education Bureau. Eight teachers and fifty-nine students participated in the visit. <u>Management level</u> During the visit, the headmistress and deputy headmistress will share their school management experience with the local school management. <u>Teachers' level</u> During the visit, teachers will observe lessons and engage in teaching exchanges. <u>Students' level</u> During the visit, LCU students will tour the campus, visit the school history museum, take a visual arts lesson on painting	- Expand the exchange of cultural and educational resources. - Enhance school administration and management capabilities and deepen knowledge and understanding of mainland China through mutual sharing. - Enhance teachers' understanding of mainland China and promote their professional development through the visit and lesson observations. - Enhance students' understanding of mainland China and build up friendships through school visits and joint participation in cultural, arts,	- LCU students visited the school and took a visual arts class on making Sichuan opera masks with local students. - LCU students were amazed by the English of the local students. And 93.2% of students agreed that the visit deepened their understanding of China's educational development. - From the perspectives of management, teachers, and students, the project has fully achieved its goals.	- More activities can be added to conduct in-depth exchanges, deepen friendship and promote professional development.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
	Sichuan opera masks with local students, and exchange gifts.	and sports activities. - Facilitate cultural interflow between Hong Kong and Mainland schools - Stretch students' potential and promote personal growth. - Broaden students' horizons and enrich their learning experiences.		
6	<u>“Crossing the boundaries with heart”, The 4th School Leadership across the GBA Event from 25 March to 26 March 2025</u> The activity is organised for management and teachers. One deputy headmistress and one senior teacher participated in the conference.	- To promote cross-system understandings about leadership and school improvement, and create a platform for sharing good and innovative practices across the GBA	- The Greater Bay Area School Leadership Forum brought together many educators dedicated to reimagining education in an era of rapid technological and cultural change. The school leaders of GBA explored cutting-edge innovations and reflected on what it truly means to prepare students for the future. - From the perspectives of management and teachers, the project has fully achieved its goals.	- The conferences can enhance knowledge and understanding of mainland education trends and promote professional development, and are worth participating in.
7	<u>Joint Sports Day in April 2025</u> The activity is organised for students. Invite and send members of the track and field or other sports teams to participate in the Sports Day of LCU & Keyuan Primary School.	- Facilitate cultural interflow between Hong Kong and Mainland schools	- Since the Sports Day was held on February 14th and Keyuan Primary School was still on winter vacation, they could not participate in this event.	- We may invite teachers and students from Keyuan to participate in other activities at an appropriate time.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1	School Visit in November 2024	Exchange tour to Shenzhen sister school	HK\$52,195.00	
2	School Visit in January 2025	Exchange tour to Chengdu sister school	HK\$23,305.00	
		Total:	HK\$75,500.00	

12. One-off Grant for Promotion of Chinese Culture Immersion Activities

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$300,000.00

Teacher in charge: Ms. CHEUNG Sin

Objective: To enhance students' learning of Chinese culture

Objective(s)	Strategies	Performance Indicators / Methods of Evaluation	Schedule	Actual Expenses
- Enhance students' understanding of the history, culture, customs, urban and rural developments, economic development, technology, and nature conservation in Mainland China, enhancing their national identity	<u>Mainland Exchange Programme</u> Join the Mainland Exchange Programme held by EDB	- By observation: Most students actively participate in the activities - By questionnaires: 80% of the participants give positive feedback of the activities	1/2024 and 3/2025	The tour was conducted in January 2025 and sponsored by the Sister School Scheme
- Learn about traditional Chinese culture by watching face-changing, martial arts, acrobatics and other related performances - Celebrate Lunar New Year through papercutting, writing red couplets, and other related activities	<u>Cultural Day</u> Make Chinese handicrafts and write red couplets Watch face-changing, martial arts, or acrobatic performance	- By observation: Most students actively participate in the activities - By questionnaires: 80% of the participants give positive feedback of the activities	1/2025	Cultural Day: \$48,500
- Learn about the history of Hong Kong and the origin and evolution of Chinese characters - Learn about the history of Hong Kong and Chinese traditional culture by DIY hand-painted oil paper umbrella - Learn about the history of Hong Kong and experience Zentangle painting	Cross-Curricular Excursion P.2 Visit the Jao Tsung-I Academy and DIY oracle bone script seal P.3 Visit the Jao Tsung-I Academy and DIY Hand-painted Oil Paper Umbrella P.4 Visit the Jao Tsung-I Academy and experience Zentangle painting	- By observation: Most students actively participate in the activities - By questionnaires: 80% of the participants give positive feedback of the activities and history	25/10/2024 and 21/2/2025	P.2 and P.3 Excursion: \$29,650 P.4 Excursion: \$26,380

Objective(s)	Strategies	Performance Indicators / Methods of Evaluation	Schedule	Actual Expenses
- Broaden students' horizons to know about scenic or historical spots in Hong Kong and to learn about the history of Hong Kong - Experience the life of local fishermen	P.6 Visit the cultural or historical attractions of Tai O and experience weaving fishing nets and making Tofu Pudding			P.6 Excursion: \$17,800
- To cultivate students' appreciation of Chinese opera and enhance their interest in traditional opera	“Love Our Home, Treasure Our Country” - Cantonese Opera in Schools Programme	- By observation: Most students are actively engaged in the opera class and performance - By questionnaires: 80% of the participants give positive feedback of the activities	11/2024 - 5/2025	Opera props: \$1,860 Musical instruments: \$6,226 Cantonese Opera Class: \$14,400 Cantonese opera props: \$332
- Through learning to draw ink paintings, students learn techniques such as brushstroke changes, ink colour matching, composition arrangement and design, and gain a deeper understanding of our country's culture and strengthen our national identity.	“Love Our Home, Treasure Our Country” – Chinese Ink Painting Programme	- By observation: Most students actively participate in the drawing class and the related activities - By questionnaires: 80% of the participants give positive feedback of the drawing class and the related activities	10/2024 - 6/2025	Ink painting class: \$6,500 Materials and clothing, etc.: \$14,000
			Grand Total:	\$165,648.00
			Balance:	\$134,352.00

Evaluation

- 1) Most students were highly engaged in the activities in the Mainland Exchange Programme.
- 2) Through teachers' observation on Cultural Day, most students active participated in the activities. The students' questionnaires showed that they enjoyed both the performances and the cultural experience activities, and reflected that they learned to respect the cultures of different countries.
- 3) Through teachers' observation, most students were highly engaged in the activities during the Cross-curricular Excursion. According to the questionnaire, 58% of students extremely agreed and 42% of students agreed that visiting Tai O and Jao Tsung-I Academy enhanced their understanding of Chinese culture and history.
- 4) Over 80% of the students thoroughly enjoyed the Cantonese Opera class. They not only learned the skills required to perform Cantonese Opera but also gained a deeper understanding of Chinese culture and its traditional musical instruments. Finally, they showcased their talent through a video-recorded performance.
- 5) All participants in the ink painting class reflected they have learnt the drawing techniques such as brushstroke changes, ink colour matching, composition arrangement and design. They have gained a deeper understanding of our country's culture.
- 6) On 22 January 20025, LCU students, along with more than 2,000 teachers and students from government primary schools and guests, painted ink paintings on round fans with the theme of the 24 solar terms, setting a Guinness World Record for "Most people painting round fans simultaneously".

13. School-based After-school Learning and Support Programmes (2024-25)

School-based Grant—Programme Report

Name of School: Li Cheng Uk Government Primary School

Staff-in-charge: CHAN Yuk-wah Contact Telephone No.: 23868049

A. The number of students (count by heads) benefitted under this Programme is 229 (including A. 56 Comprehensive Social Security Assistance (CSSA) recipients, B. 124 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 49 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/D ate activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Cultural & Language Classes- Urdu I	1	3	4	1 st term: 93% 2 nd term: 87%	24-10-2024 to 11-2-2025; 20-2-2025 to 29-5-2025	\$25,600.00	Questionnaire	HK Council of Early Childhood Education & Services	The number of participants (eligible and non-eligible) is very low. Students were interested in learning other languages.
Cultural & Language Classes- Urdu II	1	8	2	1 st term: 90% 2 nd term: 80%	22-10-2024 to 6-2-2025; 25-2-2025 to 20-5-2025	\$25,600.00	Questionnaire	HK Council of Early Childhood Education & Services	All students participated actively in the language classes. All students agree that they have interest in learning other languages.

Cultural & Language Classes- French	6	15	9	1 st term: 91% 2 nd term: 93%	24-10-2024 to 11-2-2025; 20-2-2025 to 29-5-2025	\$30,000.00	Questionnaire	HK Council of Early Childhood Education & Services	93.34% of students participated actively in the language classes. 90% of students agree that they have interest in learning other languages.
Cultural & Language Classes- Spanish	7	2	15	1 st term: 87% 2 nd term: 91%	24-10-2024 to 11-2-2025; 20-2-2025 to 29-5-2025	\$28,200.00	Questionnaire	Spanish World HK Limited (Spanish)	90.7% of students participated actively in the language classes. 90.9% of students agree that they have interest in learning other languages.
Cantonese Class I (Speaking and Listening)	11	14	5	1 st term: 84% 2 nd term: 91%	24-10-2024 to 11-2-2025; 20-2-2025 to 29-5-2025	\$30,000.00	Questionnaire	HK Council of Early Childhood Education & Services	81.82% of students participated actively in the language classes. 83.03% of students agree that their ability in speaking and listening Chinese was improved.
Cantonese Class II (Speaking and Listening)	5	18	7	1 st term: 87% 2 nd term: 85%	22-10-2024 to 6-2-2025; 25-2-2025 to 20-5-2025	\$30,000.00	Questionnaire	HK Council of Early Childhood Education & Services	86.67% of students participated actively in the language classes. 83.33% of students agree that their ability in speaking and listening Chinese was improved.

Abacus Mental Math Class	9	20	1	1 st term: 85% 2 nd term: 92%	24-10-2024 to 11-2-2025; 20-2-2025 to 29-5-2025	\$28,200.00	Questionnaire	HK Council of Early Childhood Education & Services	91.99% of students participated actively in the Abacus Mental Math classes. 83.98% of students agree that their mathematical abilities were enhanced.
Learning Trip to Ocean Park	16	44	0	P.1-P.3: 90% P.4-P.6: 97%	8-2-2025	\$76,000.00	Questionnaire	HK Council of Early Childhood Education & Services	All students are interested in joining the activities in the learning trip 95.65% of P.1-P.3 students and 92% of P.4-P.6 students agree that the learning trip can broaden their learning experience regarding the nature and living things.
Total no. of activities: 8									
@No. of man-times	56	124	49		Total Expenses	\$276,400			
**Total no. of man-times	229								

Remarks:

- The number of students who met the criteria for joining the Urdu language classes (recipients of CSSA and SFAS full grants) was significantly lower than required. As a result, we filled the vacancies with disadvantaged students identified by our school under the discretionary quota. Some eligible students chose not to participate because they did not want to miss their school bus or had activities at local mosques, making it difficult for them to stay after school. The school also exercised its discretion to allow 8 students to join the program through a lottery system; however, there were still vacancies, and we could not find any additional reserved students to fill them. Consequently, one of the Urdu language classes will be canceled.
- To promote harmony in diversity and foster understanding and respect among different ethnic groups, the syllabus for the after-school cultural and language classes was highly diverse. In addition to language instruction, it also included children's songs, folk tales, festivals, and traditional foods from various countries. To further enhance cultural inclusion and racial harmony, after-school cultural and language interest classes can be organized for the next academic year.

- To further enhance students' number sense and promote Chinese culture, an Abacus Mental Math Class will be organized again.

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer

services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

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

14. Report on the Use of the Student Activities Support Grant (2024-2025)

I. Financial Overview

A	Allocation in the Current School Year:	\$84,700.00
B	Expenditure in the Current School Year:	\$83,172.39
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,527.61

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	88	\$24,235.66
Full-grant under the School Textbook Assistance Scheme	149	\$41,035.38
Meeting the school-based financially needy criteria	65	\$17,901.34 (capped at 25% of the total allocation for the school year)
Total	302	\$83,172.39

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Provision of Lion Dance Group 1 st Term	ECA	3	\$4,885.71	✓	✓	✓		
2	Provision of Martial Art Group 1 st Term	ECA	8	\$7,600.00	✓	✓	✓		
3	Provision of Sand Art Workshop 1 st Term	ECA	6	\$15,466.67	✓	✓	✓		
4	Provision of Cheering Dance Group 1 st Term	ECA	6	\$5,025.00	✓	✓	✓		
5	Provision of Chinese Ink Painting 1 st Term	ECA	12	\$5,028.57	✓	✓	✓		
6	Provision of Art Talent Group (Junior) 1 st Term	ECA	9	\$4,950.00	✓	✓	✓		
7	Provision of Art Talent Group (Senior) 1 st Term	ECA	10	\$4,994.05	✓	✓	✓		

8	Sports Day Guest Speech (P.3-P.6)	Different KLAs/Cross-KLA	222	\$2,018.18	✓	✓	✓		
9	General Studies Subject-based Talk (P.1-P.3)	Different KLAs/Cross-KLA	133	\$662.79	✓	✓	✓		
10	Transportation Fee to Chinese Drum Competition	Different KLAs/Cross-KLA	5	\$544.12	✓	✓			
11	Transportation Fee for Flag-raising Team attending Advanced Course for foot Drills	Different KLAs/Cross-KLA	11	\$966.95		✓	✓		
12	Transportation Fee to West-Kowloon Primary School Volleyball Competition	Different KLAs/Cross-KLA	4	\$780.00		✓	✓		
13	Transportation Fee to West-Kowloon Primary School Basketball Competition	Different KLAs/Cross-KLA	4	\$290.91	✓	✓	✓		
14	Transportation Fee to HK Schools Music and Speech Competition	Different KLAs/Cross-KLA	13	\$472.73	✓	✓			
16	Provision of Volleyball Group Fitness Training (2nd Term)	ECA	4	\$3,506.25		✓	✓		
17	Provision of Rope Skipping Team Training (2nd Term)	ECA	13	\$6,840.00		✓	✓		
18	P.6 Graduation Camp	Different KLAs/Cross-KLA	63	\$17,428.97		✓			

(Please insert rows above if the space provided is insufficient.)

Expenses for Category 1			528	\$81,460.90					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Materials for STEAM Project	Different KLAS/Cross-KLA	302	\$1,711.49	✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			302	\$1,711.49					
Total			830	\$83,172.39					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	LEE Kwong-yung, SPSM
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15. Report on the Use of the Life-wide Learning Grant (2024-2025)

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses *	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development t (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes													
1	Musical	Sep-Jun	P.4-P.6	16	\$41,000.00	\$2,562.50	E5	ECA	90% of students were interested in joining Musical Group. 95% of students became more confident and skilful.			✓		
2	Chinese Drum	Sep-Jun	P.4-P.6	17	\$30,000.00	\$1,764.71	E5	ECA	100% of students were interested in joining Chinese Drum Group. 100% of students agreed that they had more exposure to Chinese culture.			✓		
3	African Drum	Sep-Jun	P.4-P.6	16	\$26,600.00	\$1,662.50	E5	ECA	100% of students were interested in joining African Drum Group. 90% of students became more confident and skilful.			✓		

4	Cultural Dance	Sep-Jun	P.4-P.6	15	\$29,000.00	\$1,933.33	E5	ECA	100% of students were interested in joining Cultural Dance Group. 90% of students became more confident and skilful.			✓		
5	Cheering Dance	Sep-Jun	P.2-P.3	12	\$17,085.00	\$1,423.75	E5	ECA	100% of students were interested in joining Cheering Dance Group. 100% of students became more confident and skilful.			✓		
6	Chinese Dance	Sep-Jun	P.2-P.3	13	\$26,130.00	\$2,010.00	E5	ECA	95% of students were interested in joining Chinese Dance Group. 95% of students became more confident. They also agreed that they learnt the Chinese dancing steps and had more understanding in Chinese culture.			✓		
7	Chinese Martial Arts	Sep-Jun	P.4-P.6	13	\$15,200.00	\$1,169.23	E5	ECA	100% of students were interested in joining Chinese Martial Arts Group. 100% of students became more confident. 100% of students had more understanding and exposure to Chinese culture.			✓		
8	Lion Dance	Sep-Jun	P.4-P.6	7	\$16,714.29	\$2,387.76	E5	ECA	80% of students were interested in joining Lion Dance Group. 100% of students became more confident and skilful.			✓		

9	Sand Art	Sep-Jun	P.4-P.6	8	\$33,833.33	\$4,229.17	E5	ECA	88% of students were interested in joining Sand Art Group. 88% of students became more confident and skilful.			✓		
10	Chinese Ink Painting and Chinese Art Work	Sep-Jun	P.4-P.6	21	\$13,671.43	\$651.02	E5	ECA	90% of students were interested in joining Chinese Ink Painting Group. 90% of students became more confident. 90% of students had more understanding or exposure to Chinese culture.			✓		
11	Arts Talent Group (Senior)	Sep-Jun	P.4-P.6	15	\$13,671.43	\$651.02	E5	ECA	100% of students were interested in joining Art Talent (Senior) Group and they all agreed that their skills in visual arts had been enhanced.			✓		
12	Arts Talent Group (Junior)	Sep-Jun	P.2-P.3	42	\$13,750.00	\$327.38	E5	ECA	98% of students were interested in joining Art Talent (Junior) Group. 98% of students agreed that their skills in visual arts had been enhanced.			✓		
13	Rope Skipping	Sep-Jun	P.4-P.6	16	\$10,440.00	\$652.50	E5	ECA	100% of students were interested in joining Rope Skipping Group. 100% of students became more confident and skilful.			✓		
14	Volleyball	Sep-Jun	P.4-P.6	16	\$38,775.00	\$2,423.44	E5	ECA	100% of students were interested in joining Volleyball Group. 100% of students became more confident and skilful.			✓		

15	School Picnic	Nov	P.1-P.6	631	\$24,400.00	\$38.67	E2	ECA	Over 80% of the participants agreed that they enjoyed the picnic and they could explore the nature.			✓		
16	Christmas Party	Dec	P.1-P.6	636	\$3,061.00	\$4.81	E7	ECA	Over 80% of the participants agreed that they enjoyed the Christmas party and they could appreciate harmony at festival.			✓		
17	Life -wide Learning Excursions	Oct and Feb	P.1-P.6	631	\$15,300.00	\$24.25	E5	Life-wide Learning	Over 90% of the participants agreed that they can learn new knowledges in the life -wide learning excursions.			✓		
18	Fitness Program	Sep-Jun	P.4-P.6	15	\$15,743.75	\$1,049.58	E5	PE	100% of students were interested in joining fitness program. 100% of students improved their fitness level.			✓		
19	Athletic Interests Class	Sep-Jun	P.4-P.6	40	\$44,200.00	\$1,105.00	E5	PE	100% of students were interested in joining Athletic Interest Class.			✓		
20	Athletic Team Training	Sep-Jun	P.4-P.6	40	\$46,000.00	\$1,150.00	E5	PE	100% of students were interested in joining Athletic Team training. 100% of students improved their Athletic skill.			✓		
21	Futsal Group (Dec 2024 -Feb 2025)	Dec-Feb	P.4-6	18	\$5,200.00	\$288.89	E5	ECA	100% of students were interested in joining Futsal Group. 100% of students became more confident and skilful.			✓		
22	Booth Game for MIL	Sep	P.1-P.6	631	\$14,000.00	\$22.19	E5	ECA	Over 90% of the participants enjoyed the activities and they can learn new knowledges in the booths.			✓		

23	Library Talks (推廣運動圖書)	Nov	P.4- P.6	333	\$4,000.00	\$12.01	E5	ECA	Over 80% of the audience like the talk and book recommendation of Top China badminton player activity can enhance the understanding of the achievements of China athletes in the world.	✓	✓			
24	Script, costumes, songs, backdrops, props and lighting for a musical	Sep-Jun	P.4- P.6	16	\$44,500.00	\$2,781.25	E7	ECA	100% of students liked the script, costumes, songs, backdrops, props and lighting in the musical			✓		
25	Life-wide Learning Educational Visit	Sep-Jun	P.1- P.6	631	\$68,239.29	\$108.14	E2	Life-wide Learning	Over 90% of the participants agreed that they can learn new knowledges in the life -wide learning excursions.	✓	✓	✓		
26	Sport Days Guest Speech	Feb	P.1- P.6	631	\$1,981.82	\$3.14	E5	PE	95.3% of the participants agree that the sharing sessions can help to nurture their positive values and mindset.	✓	✓			
27	P.6 Graduation Camp	Jul	P.6	126	\$24,691.03	\$195.96	E1	Value Education	Over 80% of the participants agreed that they enjoyed the Graduation Camp and they could collaborate with others.		✓			

28	A smart Duster Activities (智能粉刷)	Feb-Jun	P.4-P.6	5	\$15,450.00	\$3,090.00	E7	Cross-KLA	Students successfully wrote code to move the smart duster left and right and they effectively operated the smart duster to erase writing on the small blackboard.	✓					
29	Foot Drill Raising Team Training	Sep-Jun	P.4-P.6	21	\$51,360.00	\$2,445.71	E6	Value Education	100% of the participants agreed that the training nurtured their values in becoming responsible and disciplined team member.	✓					
30	Language Class (Cantonese and Urdu)	Feb-Jun	P.1-P.6	68	\$40,600.00	\$597.06	E1	Chinese and Urdu Language	83.03% of students agree that their ability in speaking and listening Chinese was improved and all students agree that they have interest in learning other languages after thy attended the Urdu language class.	✓					
31	General Subject-based Talk (Shark Foundation)	Apr	P.1-P.3	296	\$828.28	\$2.80	E1	General Studies	100% of students were interested in the talk, as many prepared questions for the guest speaker to answer. There was also high participation in poster design.	✓					
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				4,996	\$745,460.17										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons														
1	同升國旗共慶 華誕活動參加 費用	Oct			\$3,750.00			National Education							
2	Teacher Tour Fee for Exchange Visit	Oct and Nov			\$6,546.00										
3	Student Visa Fee Reimbursement	Oct, Nov and Feb			\$10,960.00										

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.2	0	\$21,256.00	
Expenses for Category 1	4,996	\$766,716.17	

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Purchase African Drums	ECA Materials	\$7,000.00
2	國旗 (144cm x 96cm) and 區旗 (96cm x 64cm)	Teaching Materials for National Education	\$2,100.00
3	香港系列桌遊及繪本	Teaching Materials for Exchange Visit	\$828.00
4	Magazine for Students	Teaching Materials for Library Studies	\$15,492.00
5	ECA Cultural Dance Costumes	ECA Materials	\$17,250.00
6	定制彩色印刷利是封	Teaching Materials for Chinese New Year	\$1,690.00
7	Chinese Dance Equipment	ECA Materials	\$1,415.00
8	1. DIY 古詩詞貼畫製作材料包 2. DIY 吉祥燈籠材料包 3. DIY 兔子燈籠材料包	Teaching Materials for Mid-autumn Festival	\$5,070.90
9	1. 大狼筆 2. 中狼筆 3. 小狼筆	ECA Materials	\$330.50
10	Red Shoes for Chinese Dance Group, Performance Materials for ECA Lion Dance Group, ECA Lion Dance and martial arts costumes, ECA Chinese Drum costumes ECA African Costumes	ECA Materials	\$10,260.00
11	1. 2024-2025 Cultural Day Handicraft - 彩繪花燈 3. 蛇形錢箱(動物瓷錢罌)	Teaching Materials for Chinese New Year	\$3,262.50
12	1. Tinsels 2. Couplets 3. 新年桌牌 4. 新年掛布	Teaching Materials for Chinese New Year	\$2,760.00

13	年桔盆栽錢箱	Teaching Materials for Chinese New Year	\$1,785.00
14	1. 國畫專用狼毫毛筆 2. 100g 書法練習墨汁 3. 宣紙團扇 4. 兒童練功服 5. Trade-in 中楷毛筆	Teaching Materials for National Education	\$4,436.50
15	白膠漿(40ml) - Materials for Cultural Day	Teaching Materials for Cultural Day	\$1,609.20
16	升旗章	Teaching Materials for National Education	\$270.00
17	Steam Project Materials	Teaching Materials for Steam Education	1881.51
18	Graduation Ceremony Performance Materials	ECA Materials	\$2,897.00
19	Stationary Set	ECA Materials	\$13,782.80
20	Martial Art Group Equipment	ECA Materials	\$2,400.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$96,520.91
Expenses for Categories 1 & 2			\$863,237.08

Category 3: Number of Student Beneficiaries

Total number of students in the school:	641
Number of student beneficiaries:	641
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms LEE Kwong-yung
Post of Contact Person for LWL:	SPSM

* Input using the following codes; more than one code can be used for each item.		
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify)
E5	Fees for hiring expert / professionals / coaches	