



LI CHENG UK GOVERNMENT PRIMARY SCHOOL

Evaluation on Plans for Specific Grants

2019-2020

Address:
43 Tonkin Street,
Sham Shui Po,
Hong Kong

Telephone: 2386 8243

Website: www.lcu.edu.hk



Contents

<i>1. Capacity Enhancement Grant (2019-20)</i>	<i>P.3</i>
<i>2. Enhanced Additional Funding – Support for NCS Students (2019-20)</i>	<i>P.5</i>
<i>3. Learning Support Grant (2019-20)</i>	<i>P.8</i>
<i>4. Learning Support Grant for NCS (2019-20)</i>	<i>P.10</i>
<i>5. School-based After-school Learning and Support Grant (2019-20)</i>	<i>P.11</i>
<i>6. Student Guidance Service Grant (2019-20)</i>	<i>P.13</i>
<i>7. Life-wide Learning Grant (2019-20)</i>	<i>P.17</i>
<i>8. Overview of the Use of Grants and Funding (2019-20)</i>	<i>P.27</i>

1. Capacity Enhancement Grant (2019-20)

Mean by which teachers have been consulted: Staff meetings

No. of operating classes: 26

Amount of the Grant: \$774,983.00

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
<p>- To give support to teachers on carrying out the duties concerning subject matters</p> <p>- To assist teachers with clerical work associated with their stream administrative duties</p> <p>- To buy service on preparing the school time table</p>	<p>- Recruit 3 teaching assistants (2 Dip Level & 1 Cert Level) to render assistance in subject-related work and resource preparation</p> <p>- Recruit 1 school affair assistant to help teachers with clerical work</p> <p>- Choose a suitable service provider for timetabling service.</p>	<p>- 70% of the subject-related work and resource preparation can be supported by the teaching assistants</p> <p>- 70% of the clerical workload of teachers can be supported by the School Affair Assistant</p> <p>- 80% of the teachers find the timetabling service satisfactory</p>	<p>1 school year</p> <p>9/2019-8/2020</p>	<p>Estimated salary of:</p> <p>- 2 Teaching Assistants (Diploma Level) $\\$17,100 \times 12 \times 1.05 \times 2$ $= \\$215,460.00 \times 2$ $= \\$430,920.00$</p> <p>- 1 Teaching Assistant (Cert Level) $\\$13,995 \times 9 \times 1.05$ $= \\$132,252.75$</p> <p>- 1 School Affair Assistant I $\\$13,531 \times 11 \times 1.05$ $= \\$156,283.05^*$ *The 1-month salary of School Affair Assistant I ($\\$13,531 \times 1 \times 1.05 = \\$14,207.55$) was drawn from Enhanced Additional Funding – Support for NCS Students</p> <p>Actual Expenses for timetabling service: $\\$9,810.00$</p> <p>Grand Total: \$729,265.80</p> <p>Balance: \$45,717.20</p>	<p>Refer to P.4</p>

Evaluation

- 1) All subject Panel Heads and teachers (100%) reflected that the teaching assistants (TAs) recruited (2 TAs of Diploma Level, 1 TA of Cert Level and 1 SAAI) could render support to them by preparing the subject-related work and resources like data collection, worksheets filing, enrollment in Speech Festival and competitions, revising learning materials, etc.
- 2) Positive feedback from all the teachers (100%) 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, teachers could spend more time on lesson preparation, developing school-based curriculum and designing various learning activities to further enhance students' generic skills and cater for learner diversity.
- 4) All the teachers (100%) agreed that the TAs could assist them with more than 70% of the clerical work associated with their stream administrative duties so that the teachers could carry out their administrative duties effectively.
- 5) 91.5% 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.

2. Enhanced Additional Funding – Support for NCS Students (2019 –20)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 26

Amount of the Grant: \$1,873,507.00

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 Expenses	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 2 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 attain better academic performance in each of the four language skills. - Pupils shows improvement in speaking and listening. 	<p>1 school year</p> <p>(9/2019-8/2020)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 2 Temporary Teachers (pt.16) (\$33,350 + \$1,500)x12x2 \$836,400.00 Back Pay \$31,372.00 <p>Total: \$836,400.00 + \$31,372.00 = \$867,772.00</p> <p>Remarks: MPF monthly salary over \$30,000.00 is \$1,500.00</p>	<p>Refer to P.7</p>

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>To assist:</p> <p>Panel heads and subject teachers in logistics and clerical work</p>	<p>Recruit 3 teaching assistants to:</p> <ul style="list-style-type: none"> - Assist the Chinese panel heads in logistics when implementing school-based Chinese learning activities 	<ul style="list-style-type: none"> - School-based Chinese activities are implemented smoothly. 		<p>Salary of:</p> <p>1 Teaching Assistant (Cert level) - Whole year \$176,337.00</p> <p>1 Teaching Assistant (Cert level) - 18 Dec 2019 to 31 Aug 2020 \$124,194.34</p> <p>1 Teaching Assistant (Cert level) - 2 Jan 2020 to 31 Aug 2020 \$115,707.05</p> <p>Total: \$176,337.00 + \$124,194.34 + \$115,707.05 = \$416,238.39</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 per session) 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>(9/2019-7/2020)</p>	<p>Expenditure: \$13,000.00</p>	
<p>To assist:</p> <p>Teachers with clerical work associated with their stream administrative duties</p>	<p>Recruit 1 school affair assistant to help teachers with clerical work</p>	<p>The clerical workload of teachers was supported by the School Affair Assistant.</p>	<p>8/2020 – 8/2020</p>	<p>School affair assistant: \$14,207.55 (The 11-month salary was drawn from CEG)</p>	
				<p>Grand Total: \$1,311,217.94 Balance: \$ 562,289.06</p>	

Evaluation

- 1) 90% of the teachers agreed that adoption of the new school-based curriculum enabled students to attain better academic performance in each of the four language skills.
- 2) 95% of the teachers agreed that the incorporation of one speaking and one listening lesson with the use of school-based learning booklets among the 10 Chinese lessons each week allowed students to improve their speaking and listening skills.
- 3) The recruitment of teaching assistants helped panel heads to implement different kinds of Chinese activities at school. 100% Chinese teachers agreed that the school-based Chinese activities (including festival-related activities) were implemented smoothly. The activities were filled with ambience of Chinese culture. Students demonstrated keen interest in Chinese culture. They learned much regarding Chinese customs and traditions, too.
- 4) 100% teachers agreed that the clerical workload of teachers could be supported by the School Affair Assistant. Hence, panels and teachers could spare time to devise tailored-made learning materials to cater for the needs of our students.
- 5) The Chinese Learning Workshops were carried out in the first term only because of class suspension in the second term from February to early June. Over 90% of the participating parents were satisfied with and benefitted from the learning workshops which could help them learn the Cantonese and Chinese culture. They were glad that our school could provide these workshops for them to facilitate their integration into the society. Therefore the Chinese Learning Workshops can be arranged again in the next academic year.

3. Learning Support Grant (2019-20)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 26

Amount of the Grant: \$1,272,920.00

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	Actual Expenses	Evaluation
<p>- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention and group dynamics</p>	<p>- Recruit 2 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.</p>	<ul style="list-style-type: none"> 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. 	<p>1 school year (9/2019-8/2020)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> 2 temporary teachers pt 15(2) 7-month salary: (From September 2019 to March 2020) $(\\$31,750 + \\$1,500) \times 7 \times 2$ = \$465,500.00 5-month salary: (From April 2020 to August 2020) $(\\$31,750 + \\$1,500) \times 5 \times 2$ = \$332,500.00 <p>Total: \$465,500 + \$332,500 = \$798,000.00</p>	<p>Refer to P.9</p>
	<p>- Recruit 2 teaching assistants (1 Cert level, 1 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.</p>	<ul style="list-style-type: none"> 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. 	<p>1 school year (9/2019-8/2020)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> 1 teaching assistants (Cert level) $\\$13,995 \times 12 \times 1.05$ = \$176,337.00 1 teaching assistants (Diploma level): (From 20 January 2020 to 31 August 2020) \$132,163.00 <p>Total: \$176,337 + \$132,163 = \$308,500.00</p>	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
	- Organize 2 group programmes on sensory integration therapy to improve partakers' learning skills through group dynamics.	- The group programmes can facilitate 80% participants to re-organize and re-process sensory information in order to have a more accurate response to external stimuli.	(11/2019 – 12/2019 & 3/2020 – 5/2020)	Expenditure of the group programme: - \$25,000	
				Grand Total: \$1,131,500.00 Balance: \$141,420.00	

Evaluation

- 1) 100% of teachers could 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) 100% of teachers agreed that teaching assistants could 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.
- 3) According to the report from the tutors of the Sensory Integration Therapy Group Programme, 80% of the participants could re-organize and re-process sensory information and provide more accurate response to external stimuli in the first term. Due to class suspension, the Sensory Integration Therapy Group Programme had been cancelled in the second term.
- 4) The extra manpower offered more individual support to students with special learning needs. Students were benefitted from smaller class size in P.4-6 Maths Remedial Programme and P.3-6 Chinese 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.

4. Learning Support Grant for NCS (2019-20)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 26

Amount of the Grant: \$300,000.00 (\$200,000 + \$100,000)

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 academic intervention and group dynamics	<p>- Recruit 1 teaching assistant (Cert 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 academic and non-academic support services.</p> <p>- Organize 1 group programme on Social Skills Training for NCS students who experience social difficulties</p>	<p>- 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.</p> <p>- The group programme can facilitate 80% of the participants to improve their social skills so that they can become socially competent to interact with others.</p>	<p>1 school year</p> <p>(9/2019-8/2020)</p> <p># 11/2019 - 12/2019</p>	<p>Salary of:</p> <ul style="list-style-type: none"> 1 teaching assistant (Cert level) \$13,995 x 12 x 1.05 = \$176,337.00 <p>Total: \$176,337.00</p> <p>Expenditure of the group programme: - \$7,700.00</p>	
				<p>Grand Total: \$184,037.00</p> <p>Balance: \$115,963.00</p>	

Evaluation

- 1) 100% of teachers agreed that the teaching assistant could 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.
- 2) According to the tutors of the Music Therapy Group Programme, 80% of the participants could improve their social skills so that they could become socially competent to interact with others. Due to class suspension, the Music Therapy Group Programme had been cancelled in the second term.

5. School-based After-school Learning and Support Grant (2019-20)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 26

Amount of the Grant: \$ 189,600.00

- 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 facilitate their whole-person development

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	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: <ul style="list-style-type: none"> • Nepali Interest Class I (P.1-3) • Nepali Interest Class I (P.4-6) • Urdu Interest Class I (P.1-3) • Urdu Interest Class II (P.4-6) • Filipino Interest Class (P.1-6) • Hindi Interest Class (P.1-6) • Putonghua Interest Class (P.1-6) 	<ul style="list-style-type: none"> - The attendance rate of each group is 80% - 80% of students participated actively in the workshops - 75% of students gain satisfaction and become more confident 	1 st term 10/2019- 2/2020 2 nd term 3/2020- 6/2020	Expenditure of Nepali Interest Class I (P.1-3): \$ 12,500.00 Expenditure of Nepali Interest Class I (P.4-6): \$ 12,500.00 Expenditure of Urdu Interest Class I (P.1-3): \$ 12,340.00 Expenditure of Urdu Interest Class II (P.4-6): \$ 12,340.00 Expenditure of Filipino Interest Class (P.1-6): \$ 12,000.00 Expenditure of Hindi Interest Class (P.1-6): \$ 8,800.00 Expenditure of Putonghua Interest Class (P.1-6): \$ 10,000.00	Refer to P.12

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<ul style="list-style-type: none"> - To broaden students' learning experience outside the classroom - 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 <ol style="list-style-type: none"> 1. Ocean Park Learning Trip (P.1-3) 2. Ocean Park Learning Trip (P.4-6) 	<ul style="list-style-type: none"> - 80% 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 	<p>1/2020</p> <p>4/2020</p>	<p>Expenditure of Ocean Park Learning Trip P.1-3: \$ 0.00</p> <p>Expenditure of Ocean Park Learning Trip P.4-6: \$ 0.00</p>	
				Grand Total: \$80,480.00	

Evaluation

1. 87 students had benefitted from the programme. They included 21 CSSA recipients, 19 SFAS full-grant recipients and 47 students under school's discretionary quota. Since the students who met the criteria of joining the programme were far less than the required number, the vacancies were filled up by recipients of CSSA and SFAS. The school had also exercised its discretion to grant 47 students to join the programme.
2. Due to class suspension in the second term, the after-school cultural and language courses were only carried out in the first term. The after-school cultural and language courses and visits to Ocean Park in the second term were cancelled.
3. The average attendance rate of after-school cultural and language courses was 88.3%. 80% of participants participated actively in the workshops. 85% of them gained satisfaction and became more confident in speaking the languages.
4. Aiming at promoting harmony in diversity and fostering understanding and respect for different ethnic groups, the syllabus of the after-school cultural and language classes was very diversified. Besides language teaching, children songs, folk stories, festivals and traditional food of the respective countries were also included. As understanding the languages and cultures of other ethnic groups is essential to racial harmony, after-school cultural and language interest classes can be arranged again in the next academic year.

6. Student Guidance Service Grant (2019-20)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 26

Amount of the Grant: Around \$ 1,066,607.00

Purposes: 1.To cultivate students' positive characters through implementation of responsive and supportive services

2. To meet students' developmental and learning needs through provision of educational talks, sex education, life education, health education and integration activities

3. To recognize students' individual strengths and challenges through preventive measures

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cultivate students' positive characters through implementation of responsive and supportive services	<ul style="list-style-type: none"> - Implementation of responsive services: <ul style="list-style-type: none"> • casework • developmental group programmes focusing on: <ul style="list-style-type: none"> ~ concentration skills training ~ interpersonal and intrapersonal skills training ~ self-management skills training ~ self-confidence enhancement ~ emotion management ~ leadership training ~ volunteer training workshop ~ transition programmes - Implementation of supportive services: <ol style="list-style-type: none"> 1. Professional support for teachers: <ul style="list-style-type: none"> • Case sharing • case conference • level meetings • Angel Teacher Program 	<ul style="list-style-type: none"> - 80% of teachers agree that the counseling service and developmental group programmes can equip students with skills to encounter difficulties - 80% of teachers agree that the professional support for teachers is effective in disseminating ideas to foster positive characters among students. 	9/2019-6/2020	Student Guidance Personnel service package: \$640,000.00 Developmental group programmes: - Volunteer Training Workshop \$10,000.00 - P.6 Mock Interview Workshop \$7,800.00 Total: \$10,000 + \$7,800 = \$17,800.00	Refer to P.15-16

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To meet students' developmental and learning needs through provision of educational talks, sex education, life education, health education and integration activities</p>	<p>2. Parental education programmes:</p> <ul style="list-style-type: none"> • Parenting Skills Training • Communication Skills Training • Establishing Strong Parent-child Bonding • Enhancing Home-school Collaboration • Chinese Learning Program • Subject-based Workshops <p>- Themes of educational talks:</p> <ul style="list-style-type: none"> • P1 – emotion management • P2 – social skills • P3 – money management • P4 – learning strategies • P5 – social integration • P6 – environmental education • KS2 – encountering cyber influence <p>- Themes for sex education</p> <ul style="list-style-type: none"> • KS1 – protect our body • KS2 - puberty <p>- Theme for life education: stories about life fighters</p> <p>- Themes for health education:</p> <ul style="list-style-type: none"> • KS1 – healthy lifestyle • KS2 – say no to drugs/smoking 	<p>- 80% of parents agree that the parental education programmes are effective in disseminating ideas to foster positive characters among their children.</p> <p>- 80% of teachers agree that the provision of educational talks, sex education, life education, health education, and integration activities can meet students' developmental and learning needs.</p>	<p>9/2019-6/2020</p>	<p>Parental education programmes: - P.1 Parental Talk \$1,800.00</p> <p>Educational talks: \$0.00</p>	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To recognize students' individual strengths and challenges through preventive measures</p>	<p>- Integration activities:</p> <ul style="list-style-type: none"> • Play-based Activities • After School Culture and Language Groups • Learning in Community Programme • Study Tour to Mainland China Programme • Social services • Education excursion, visits and workshops <p>- Implementation of preventive measures:</p> <ul style="list-style-type: none"> • Personal Growth Education – Strive for Improvement Program • Apple of My Eyes Award Scheme • One Student One Post Program • Mentorship Program • Thematic talks 	<p>- 80% of teachers agree that the preventive measures are effective in recognizing students' individual strengths and challenges.</p>	<p>9/2019-6/2020</p>	<p>Play-based activities:</p> <ul style="list-style-type: none"> - Beautiful Global Culture \$23,200.00 - Sensory Integration Therapy \$15,200.00 - Social Storytelling Workshop \$12,100.00 - Board Game Workshop \$11,115.00 - Sunny Kids \$9,000.00 <p>Total: \$23,200 + \$15,200 + \$12,100 + \$11,115 + \$9,000 = \$70,615.00</p> <p>Learning in Community Programme:</p> <ul style="list-style-type: none"> - Tai Kwun Visit \$2,670.00 <p>Study Tour to Mainland China Programme: \$0.00</p> <p>Social services: \$0.00</p> <p>Education excursion, visits and workshops: \$0.00</p> <p>Materials for conducting guidance activities: \$0.00</p>	
				<p>Grand Total: \$732,885.00 Balance: \$333,722.00</p>	

Evaluation

A. To cultivate students' positive characters through implementation of responsive and supportive services

1) Implementation of responsive services:

100% of teachers agreed that both case work and developmental group programmes effectively equipped students with skills to handle different sources of stress such as their emotions and relations with others. Case work could help students to cope with behavioural and emotional difficulties as well as maladjustment whereas group work could develop participants' social, studying and self-management skills. Therefore, the services should be continued next academic year.

2) Implementation of supportive services:

- a. 100% of teachers agreed that those programmes were effective in disseminating ideas to foster positive characters among students. They agreed that the programmes were effective in rendering appropriate support to students in need and were able to provide teachers with useful information. They regarded that the support from the meetings and sharing was effective for them to handle different kinds of cases such as misbehavior, maladjustment as well as social and family problems. Furthermore, all teachers concurred that those at-risk pupils were taken good care of through Angel Teacher Programme. The students gained valuable advice to encounter various difficulties. Continuation of the services is suggested.
- b. Resulting from the outbreak of COVID-19, classes had been suspended since late January 2020. Therefore, only the subject-based talks and P1 parental workshops were completed. Among the participants, 90% agreed that the parental education programmes were effective in disseminating ideas to foster positive characters among their children. They noticed that they were more capable to meet their children's developmental and emotional needs.

B. To meet students' developmental and learning needs through provision of educational talks, sex education, life education, health education and integration activities:

100% of teachers agreed that the provision of educational talks, sex education, life education, health education and integration activities could meet students' developmental and learning needs. These programmes were effective in enhancing students' personal growth.

- 1) All teachers found that the educational talks, sex education and health education could meet students' developmental and learning needs and they were effective in facilitating students' whole-person development.
- 2) Due to class suspension since late January 2020, Play-based Activities, After School Culture and Language Groups, education excursion, visits and workshops, and Learning in Community Programme were only carried out in the first term whereas Study Tour to Mainland China Programme and social services could not be executed. Of the programmes implemented, teachers concurred that the integration activities were effective in encouraging interaction between students and the local community. Hence, such provision should be continued.

C. To recognize students' individual strengths and challenges through preventive measures:

100% of teachers agreed that the preventive measures were effective in recognizing students' individual strengths and challenges. Furthermore, these programmes could help teachers get a fuller picture about students' needs and more information to cope with their needs.

- 1) Due to class suspension, Apple of My Eyes and One Student One Post were carried out in the first term, the first phase of Mentorship Programme was completed and two thematic talks were accomplished. Nevertheless, Personal Growth Education – Strive for Improvement Programme had been finished.
- 2) With students' full participation in the programmes, all teachers found that students put effort on pursuing to develop positive characters. They strived for excellence in terms of behavioural, social and academic growth. Therefore, the programmes should be continued.

7. Life-wide Learning Grant (2019-20)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 26

Amount of the Grant: \$ 756,702.00

Purposes: 1. To extend students' learning beyond the classroom

2. To develop students' lifelong learning capabilities and foster their whole-person development

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
1.1.1 Cross-KLA	Organise out-of-classroom experiential learning activities which are connected to the themes of the cross-curricular learning programmes for different levels	To illuminate the learning contents To allow students to learn in real-world context	Oct-Jun	P.1-6		NIL		✓				
1.1.2 STEM	To organise STEM Education study tour	To widen students' horizon through observing and sharing from overseas students during the study tour	Oct-Jun	P.5-6		NIL		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	To participate in local / overseas competitions	To nurture students' creativity To enable students to apply their skills and learning in real-world context	Sep-Jul	P.3-6	Competition had been postponed due to COVID-19	\$135,520	E7 -LEGO Education WeDo 2.0 Core Set -LEGO Education SPIKE Prime Set -LEGO MINDSTROMS Education EV3 Core	✓					
	To organise STEM workshops	To prepare students in STEM subjects and the habits of mind (creativity, collaboration, agency, and persistence) vital for the 21 st century learners	Oct-Jun	P.1-6		NIL		✓					
			Expenses on Item 1.1				\$135,520						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.2	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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
1.2.1 ECA	Drama Training	To enrich students' learning experiences to build up their confidence	Sep-Jun	P.2-6	1) About 85% of students acquired the skills to act in the drama. 2) 95% of students reflected that they gained satisfaction and became more confident.	\$ 3,497.14	E1				✓		
	Chinese Dance Training	To enrich students' learning experiences to foster their understanding of the Chinese culture	Sep-Jun	P.3-6	1) All students agreed that their understanding of the Chinese culture was enhanced.	\$12,600 Drawn from One-off Grant for Promotion of Chinese History and Culture					✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					2) All students were interested in joining the training programme.								
	Lion Dance Training	To enrich students' learning experiences to foster their understanding of the Chinese culture	Sep-Jun	P.4-6	1) About 80% of students agreed that their understanding of the Chinese culture was enhanced. 2) About 80% of students were interested in joining the training programme.	\$10,500 Drawn from One-off Grant for Promotion of Chinese History and Culture				✓			
	Chinese Martial Arts Training	To enrich students' learning experiences to foster their understanding of the Chinese culture	Sep-Jun	P.1-3	1) About 70% of students agreed that their understanding of the Chinese culture was	\$10,530 Drawn from One-off Grant for Promotion of Chinese				✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					enhanced. 2) About 70% of students were interested in joining the training programme.	History and Culture							
	Cricket Training	To enrich students' learning experiences to develop their potential	Sep-Jun	P.4-6	1) All students were interested in joining the training programme. 2) Teacher reflected that 90 % of students' potential was developed.	\$3,900	E1			✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
	African Drum Training	To enrich students' learning experiences to enhance their ability in music appreciation	Sep-Jun	P.4-6	<p>1) About 80% of students acquired basic techniques from the programme and their abilities in music appreciation was enhanced.</p> <p>2) About 85% of students were interested in joining the training programme.</p>	\$10,440	E1			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
	Chinese Ink Painting Training	To enrich students' learning experiences to foster their understanding of the Chinese culture	Sep-Jun	P.1-3	1) About 95% of students agreed that their understanding of the Chinese culture were enhanced. 2) All students were interested in joining the training programme	\$7,000 Paid by One-off Grant for Promotion of Chinese History and Culture			✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	^Hand Chimes	To enrich students' learning experiences to enhance their ability in music appreciation	Sep-Jun	P.4-6	1) About 90% of students acquired basic techniques from the programme and their abilities in music appreciation was enhanced. 2) students were interested in joining the training programme.	\$16,280	E1				✓		
Expenses on Item 1.2						\$34,117.14							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
1.3.1 STEM	Shanghai STEM and Cultural Exchange Study Tour	- To foster student's understanding of Chinese history and recent development To widen the students' horizon on technological innovation	Sep-Jun	P.5		NIL		✓	✓			
						Expenses on Item 1.3	\$0					
1.4	Others											
1.4.1 Team Building	To organise a musical performance to celebrate the grand opening of our new assembly hall	- To foster sense of belonging to mother school - To enhance team spirit among stakeholders - To provide favourable opportunity for home-school cooperation	May	P.1-6		NIL				✓		
						Expenses on Item 1.4	\$0					
						Expenses for Category 1	\$169,637.14					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
2.1 STEM	Scientific experiments	Material for hand-on experiments	NIL
2.2 E-learn	Software and tools	To train students for competitions	NIL
	Banner Printing Machine	To produce props, banners and backdrops	\$39,800
2.3 Drama and Musical	Costumes	To perform in drama and musical	\$8,000
	Equipment and tools for lion dance group	To perform lion dance	Drawn from One-off Grant for Promotion of Chinese History and Culture
Expenses for Category 2			\$47,800
Expenses for Categories 1 & 2			\$217,437.14
Balance			\$539,264.86

* : Input using the following codes; more than one code can be used for each item.E-*

Code for Expenses			
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)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Number of Student Beneficiaries

Total number of students in the school:	719
Number of student beneficiaries:	250
Percentage of students benefitting from the Grant (%):	34.77%

Overview of the Use of Grants and Funding (2019-2020)

Grants & Funding		Job Nature	Staff / Service	Actual Expenses
1.	Capacity Enhancement Grant	2 Teaching Assistants(Diploma level x 2)	TA1, TA2	\$430,920.00
		1 Teaching Assistants(Cert level x 1)	TA3	\$132,252.75
		1 School Affair Assistant I	SAA1	\$156,283.05 (11-month salary)
		Timetabling service	Buy service	\$9,810.00
	\$774,983.00		Total:	\$729,265.80
2.	Enhanced Additional Funding -Support for NCS Students	2 Temporary Teachers (pt16 x 2)	T1, T2	\$867,772.00
		3 Teaching Assistants (Cert level x 3)	TA4, TA5, TA6	\$416,238.39
		Chinese learning workshops for parents	Buy service	\$13,000.00
		1 School Affair Assistant I	SAA1	\$14,207.55 (1-month salary)
	\$1,873,507.00		Total:	\$1,311,217.94
3.	Learning and Support Grant	2 Temporary Teachers (pt15 x 2)	T3, T4	\$798,000.00
		2 Teaching Assistants (Cert level x 1) (Diploma level x1)	TA7, TA8	\$308,500.00
		1 Group Programme	Buy service	\$25,000.00
	\$1,272,920.00		Total:	\$1,131,500.00
4.	Learning and Support Grant for NCS	1 Teaching Assistants(Cert level x 1)	TA9	\$176,337.00
		1 Group Programme	Buy service	\$7,700.00
	\$300,000.00		Total:	\$184,037.00
5.	School-based After- school Learning and Support Grant	Language courses	Buy service	\$80,480.00
		Learning Trips		\$0.00
	\$189,600.00		Total:	\$80,480 .00

Grants & Funding		Job Nature	Staff / Service	Actual Expenses
6.	Student Guidance Service Grant	Student Guidance Personnel service package	SGP	\$640,000.00
		Developmental group programme		\$17,800.00
		Parental Education Programme		\$1,800.00
		Educational talks		\$0.00
		Play-based activities	Buy service	\$70,615.00
		Learning in Community Programme		\$2,670.00
		Materials for conducting guidance activities		\$0.00
1,066,607.00		Total:	\$732,885.00	
7.	Life-wide Learning Grant	Life-wide learning activities	Buy Service	\$169,637.14
		Procurement of equipment, consumables and learning resources for promoting life- wide learning		\$47,800.00
	\$756,702.00		Total:	\$217,437.14