



LI CHENG UK  
GOVERNMENT PRIMARY SCHOOL

# EVALUATION ON PLANS FOR SPECIFIC GRANTS

2020-2021



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# Contents

<i>1. Capacity Enhancement Grant (2020-21)</i>	<i>P.3</i>
<i>2. Enhanced Additional Funding – Support for NCS Students (2020-21)</i>	<i>P.4</i>
<i>3. Learning Support Grant (2020-21)</i>	<i>P.5</i>
<i>4. Learning Support Grant for NCS (2020-21)</i>	<i>P.7</i>
<i>5. School-based After-school Learning and Support Grant (2020-21)</i>	<i>P.8</i>
<i>6. Student Guidance Service Grant (2020-21)</i>	<i>P.10</i>
<i>7. Life-wide Learning Grant (2020-21)</i>	<i>P.13</i>
<i>8. Student Activities Support Grant (2020-21)</i>	<i>P. 33</i>
<i>9. Overview of the Use of Grants and Funding (2020-21)</i>	<i>P. 36</i>

## 1. Capacity Enhancement Grant (2020-21)

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 25

Amount of the Grant: **\$780,416.00**

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 timetabling of teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To give support to teachers on carrying out the duties concerning subject matters	- Recruit 3 teaching assistants ( Dip Level) to render assistance in subject-related work and resource preparation	- 70% of the subject-related work and resource preparation can be supported by the teaching assistants	1 school year 9/2020-8/2021	Salary of: - 3 Teaching Assistants (Diploma Level) \$17,100 x 1.05 x 12 x 3 = \$215,460.00 x 3 = \$597,998.05# #No Salary is paid from 15.4.2021 – 5.5.2021 due to resignation of 1 Teaching Assistant (Diploma Level)	Refer to P.4
- To assist teachers with clerical work associated with their stream administrative duties	- Recruit 1 school affair assistant to help teachers with clerical work	- 70% of the clerical workload of teachers can be supported by the School Affair Assistant		- 1 School Affair Assistant I \$ 13,735 x 1.05 x 5 = \$72,108.75*	
- 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: \$18,540.00 <b>Grand Total: \$688,646.80</b> <b>Balance: \$91,769.20</b>	

Remarks:

\*The 7-month salary of School Affair Assistant I (\$13,735 x 1.05 x 7 = \$100,952.25) will be drawn from the Learning & Support Grant (2020-2021).

## **Evaluation**

- 1) All subject panel heads and teachers agreed that the teaching assistants (TAs) recruited (3 TAs of Diploma Level and 1 SAAI) 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) Positive feedback from all 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, 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) All the teachers 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) 94.1% 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 (2020 –21)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 25

Amount of the Grant: \$1,996,905.00

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. the development of new school-based Chinese Language Curriculum (P.1 to P.6)</p> <p>b. the operation of Chinese elite Classes (P.1 t P.6)</p>	<p>Recruit 3 temporary teachers (pt. 19) to:</p> <ul style="list-style-type: none"> <li>- Support adoption of new school-based curriculum to enhance teaching and learning</li> <li>- Take up regular Chinese classes so that more experienced teachers could have the manpower to operate elite classes</li> <li>- Incorporate one speaking and one listening lesson among the 10 Chinese lessons each week</li> </ul>	<ul style="list-style-type: none"> <li>- 75% of Chinese teachers agree that pupils can attain better academic performance in each of the four language skills</li> <li>- 60% of Chinese teachers agree that pupils show improvement in speaking and listening</li> </ul>	<p>1 school year</p> <p>(9/2020-8/2021)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> <li>- 2 temporary teachers (pt.17) (\$35,040 + \$1,500) x 12 x 2 = \$876,960.00</li> <li>- 1 temporary teacher (pt.16) (\$33,350 + \$1,500) x 12 = \$418,200.00</li> </ul> <p><b>Total: \$1,295,160.00</b></p> <p>Remarks: MPF monthly salary over \$30,000 is \$1,500.00</p>	Refer to P. 6
<p>To provide:</p> <p>Chinese learning workshops for parents</p>	<p>Invite appropriate service provider (NGO) to conduct Chinese learning workshops (a total of 10 sessions, one hour@) for about 20 parents throughout the school year.</p>	<ul style="list-style-type: none"> <li>- 80% of the participating parents are satisfied with and benefit from the learning workshops.</li> <li>- Questionnaires will be distributed to collect feedback and views from parents.</li> </ul>	<p>(9/2020 – 7/2021)</p>	<p>Expenditure: \$39,500.00</p>	
				<p><b>Grand Total:</b> <b>\$1,295,160.00+\$39,500.00</b> <b>= \$1,334,660.00</b> <b>Balance: \$662,245.00</b></p>	

## Evaluation

- 1) 100% of subject teachers agreed that with the development of the school-based Chinese Curriculum, pupils should be able to attain better academic performance in each of the four language skills, disregarding the school suspension period due to the COVID-19 pandemic situation.
- 2) The 3 additional temporary teachers recruited could support the adoption of school-based curriculum by contributing in the design and production of school-based learning materials. They also assisted in the implementation of subject-based activities including the Speech Festival, Cultural Day, creative writing and festival-related activities.
- 3) The 3 additional temporary teachers enabled the operation of Chinese Elite and Remedial classes from P.1 to P.6. In the Elite and Remedial classes, students could benefit from learning in a small class size of not more than 20. They got sufficient attention from the teachers and were more engaged in learning activities in the Chinese lessons.
- 4) Over 90% of subject teachers agreed that the incorporation of one speaking and one listening lesson using the school-based learning booklets should have enhanced students' listening and speaking skills. Unfortunately, due to the COVID-19 pandemic this year, some speaking lessons were cancelled, and students had less chances to listen and speak Chinese.
- 5) The Chinese learning workshops for parents were held in both school terms. They covered a number of topics including Chinese traditions and festivals, useful Chinese learning mobile apps and daily life Cantonese expressions. They enabled parents to understand more about the local culture and thus helped them integrate into the community. 100 % of the participating parents found the workshops useful and effective. Some parents expressed their wish to have similar workshops in the future.

### 3. Learning Support Grant (2020-21)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 25

Amount of the Grant: \$1,348,003.00

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
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention and group dynamics	- Recruit 1 temporary teacher 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 pupils can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.	1 school year (9/2020-8/2021)	Salary of: - 1 temporary teacher (pt 16) 7-month salary: $(\$33,350 + \$1,500) \times 7$ = \$243,950.00  5-month salary: $(\$33,350 + \$1,500) \times 5$ = \$174,250.00 <b>Total:</b> <b>\$243,950.00+ \$174,250.00</b> <b>= \$418,200.00</b>	Refer to P. 8
	- Recruit 3 teaching assistants (2 Dip Level & 1 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 students' learning needs and subsequently render appropriate academic support services.	- 90% of teachers agree that teaching assistants can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning materials and activities to cater for the wide spectrum of learning needs as well as helping students to strive for improvement.	1 school year (9/2020-8/2021)	Salary of: - 2 Teaching Assistants (Diploma Level) $\$17,100 \times 1.05 \times 12 \times 2$ = \$215,460.00 x 2 = \$430,920.00  - 1 Teaching Assistant (Cert Level) $13,995 \times 1.05 \times 12$ = \$176,337.00 <b>Total:</b> <b>\$430,920.00+ \$176,337.00</b> <b>= \$607,257.00</b>	

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
	<ul style="list-style-type: none"> <li>- Organize 2 group programmes on sensory integration therapy to improve partakers' learning skills through group dynamics.</li> <li>- # Organize 1 group programme on Social Skills Training for NCS students who experience social difficulties</li> <li>- # Organize mindfulness workshops for NCS students to equip them techniques to reduce negative effects of stress</li> <li>- #Cooperate with NGO to organize Positive Parenting Workshops (a total of 4 sessions) and a Parental Talk on 'How to Nourish your Child's Attention?'</li> </ul>	<ul style="list-style-type: none"> <li>- The group programmes can facilitate 80% of the participants to re-organize and re-process sensory information in order to have a more accurate response to external stimuli.</li> <li>- The group programmes can facilitate 80% of the participants to improve their social skills so that they can become socially competent to interact with others.</li> <li>- The workshops can facilitate 80% of the participants to improve their ability to deal with stress.</li> <li>- 80% of the participating parents are satisfied with and benefit from the learning workshops</li> </ul>	<ul style="list-style-type: none"> <li>9/2020 - 5/2021</li> <li>3/2021 - 7/2021</li> <li>7/2021</li> <li>4/2021 - 5/2021</li> </ul>	<p>Expenditure of the group programmes: \$25,000 x 2 <b>= \$50,000.00</b></p> <p>Expenditure of the group programmes: <b>\$35,100.00</b></p> <p>Expenditure of the workshops: <b>\$26,080.00</b></p> <p>Expenditure of the workshops: <b>\$400.00 + \$500.00</b> <b>= \$900.00</b></p> <p><b>Total:</b> <b>\$50,000.00+\$35,100.00+</b> <b>\$26,080.00+\$900.00</b> <b>= \$112,080.00</b></p>	
- To assist teachers with clerical work associated with their stream administrative duties	- Recruit 1 school affair assistant to help teachers with clerical work	- 70% of the clerical workload of teachers can be supported by the School Affair Assistant	1 school year (9/2020-8/2021)	- 1 School Affair Assistant I \$ 13,735 x 1.05 x 7 <b>= \$109,952.25*</b>	
				<b>Grand Total: \$1,238,489.25</b> <b>Balance: \$109,513.75</b>	

Remarks:

\*The 5-month salary of School Affair Assistant I (\$13,735 x 1.05 x 5 = \$72,108.75) will be drawn from the Capacity Enhancement Grant (2020-2021).

#Actual expenses originally expected to be drawn from Learning Support Grant for NCS (2020-21).



## **Evaluation**

- 1) 97.8% 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) 90.9% 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.
- 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 (2020-21)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 25

Amount of the Grant: \$325,468.00

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	- 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.	- 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.	1 school year (9/2020-8/2021)	Salary of: - 1 teaching assistant (Cert level) $\$13,995 \times 1.05 \times 1 + 11,850.6$ <b>= \$26,545.35</b> $\$5,598 \times 1.05 + \$13,995 \times 1.05 \times 9$ <b>= \$138,130.65</b>  <b>Total:</b> <b>\$26,545.35 + \$138,130.65</b> <b>= \$164,676.00*</b> No salary is paid from 26.10.2020-18.11.2020 due to resignation of the teaching assistant (Cert level)	Refer to P. 10
	- Organize 1 group programme on Social Skills Training for NCS students who experience social difficulties	- The group programmes can facilitate 80% of the participants to improve their social skills so that they can become socially competent to interact with others.	3/2021 - 7/2021	*Actual expenses drawn from Learning Support Grant (2020-21)	
	- Organize mindfulness workshops for NCS students to equip them techniques to reduce negative effects of stress	- The workshops can facilitate 80% of the participants to improve their ability to deal with stress.	7/2021	*Actual expenses drawn from Learning Support Grant (2020-21)	

	- Cooperate with NGO to organize Positive Parenting Workshops (a total of 4 sessions) and a Parental Talk on 'How to Nourish your Child's Attention?'	- 80% of the participating parents are satisfied with and benefit from the learning workshops.	4/2021 - 5/2021	*Actual expenses drawn from Learning Support Grant (2020-21)	
				<b>Grand Total: \$164,676.00</b> <b>Balance: \$160,792.00</b>	

### **Evaluation**

- 1) 91.3% 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 Lego Therapy, 80% of the participants could improve their social skills so that they could become socially competent to interact with others.
- 3) Among the participants in the mindfulness workshop, 80% of them agreed that they had learnt techniques to reduce negative effect of stress. Similar workshops can be arranged next year to promote mental wellbeing of students next year.
- 4) 100% of the participating parents were satisfied with and benefitted from the parent workshops and parental talk. They could learn techniques of positive parenting and different skills to nourish children's attention. They were glad that our school could provide these workshops for them.

## 5. School-based After-school Learning and Support Grant (2020-21)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 25

Amount of the Grant: \$ 115,600.00

- 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
<p>Help students develop their confidence so as to enhance learning</p> <p>To enhance students' interpersonal skills through interactive games</p> <p>To develop students' generic skills through various learning activities</p> <p>To promote harmony in diversity</p> <p>To foster respect for different ethnic groups</p> <p>To develop students' self-esteem and social skills</p>	<p>Cultural and language courses included:</p> <ol style="list-style-type: none"> <li>1. Nepali interest class I (P.1-3)</li> <li>2. Nepali interest class II (P.4-6)</li> <li>3. Urdu interest class I (P.1-3)</li> <li>4. Urdu interest class II (P.4-6)</li> <li>5. Filipino interest class (P.1-6)</li> <li>6. Hindi interest class (P.1-6)</li> <li>7. Putonghua interest class I (P.1-3)</li> <li>8. Putonghua interest class II (P.4-6)</li> </ol>	<p>The attendance rate of each group is over 80%</p> <p>80% of students participated actively in the language classes</p> <p>75% of students gain satisfaction and become more confident</p>	1 <sup>st</sup> term 10/2020- 2/2021	<p>Expenditure of Nepali interest class I (P.1-3): <b>\$ 12,500.00</b></p> <p>Expenditure of Nepali interest class II (P.4-6): <b>\$ 12,500.00</b></p> <p>Expenditure of Urdu interest class I (P.1-3): <b>\$ 12,500.00</b></p> <p>Expenditure of Urdu interest class II (P.4-6): <b>\$ 12,500.00</b></p> <p>Expenditure of Filipino interest class (P.1-6): <b>\$ 29,600.00 - *\$1,176.19</b></p>	Refer to P.12
			2 <sup>nd</sup> term 3/2021- 6/2021	<p>Expenditure of Hindi interest class (P.1-6): <b>\$ 12,500.00</b></p> <p>Expenditure of Putonghua interest class I (P.1-3): <b>\$ 23,800.00</b></p> <p>Expenditure of Putonghua interest class II (P.4-6): <b>\$ 23,800.00</b></p>	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<ul style="list-style-type: none"> <li>- To broaden students' learning experience outside the classroom</li> <li>- To enhance students' communication skills, self-confidence and learning motivation</li> <li>- To raise their sense of belonging so as to facilitate students' whole-person and all round development</li> </ul>	<ul style="list-style-type: none"> <li>- Visits</li> <li>8. Ocean Park Learning Trip (P. 1 – 3)</li> <li>9. Ocean Park Learning Trip (P. 4 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of students interest in joining the activities in the learning trip</li> <li>- Students explore and discover how to care for the people in need and enhancing their sense of mutual help</li> </ul>	<p>1/2020</p> <p>4/2020</p>	<p>Expenditure of Ocean Park Learning Trip P.1-3: <b>\$ 0.00</b></p> <p>Expenditure of Ocean Park Learning Trip P.4-6: <b>\$ 0.00</b></p>	
				<p><b>Grand Total: \$138,523.81</b></p> <p><b>Balance: (\$22,923.81)</b></p>	

\*\$1,176.19 will be drawn from School-based After-school Learning and Support Grant in due course.

## Evaluation

1. 230 students had benefitted from the programme. They included 51 CSSA recipients, 68 SFAS full-grant recipients and 111 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 111 students to join the programme.
2. The deficit of \$22,923.81 was paid by Student Activities Support Grant.
3. Due to the COVID-19 pandemic situation, visits to Ocean Park were cancelled.
4. The average attendance rate of after-school cultural and language courses was about 70%. About 70% of the participants participated actively in the workshops. 65% of them gained satisfaction and became more confident in speaking the languages.
5. 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 (2020-21)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 25

Amount of the Grant: **\$1,160,148.00**

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
<p>- To cultivate students' positive characters through implementation of responsive and supportive services</p>	<p>- Implementation of responsive services:</p> <ul style="list-style-type: none"> <li>• casework</li> <li>• developmental group programmes focusing on:               <ul style="list-style-type: none"> <li>~ concentration skills training</li> <li>~ interpersonal and intrapersonal skills training</li> <li>~ self-management skills training</li> <li>~ self-confidence enhancement</li> <li>~ emotion management</li> <li>~ leadership training</li> <li>~ volunteer training workshop</li> <li>~ transition programmes</li> </ul> </li> </ul> <p>- Implementation of supportive services:</p> <ol style="list-style-type: none"> <li>1. Professional support for teachers:           <ul style="list-style-type: none"> <li>• case sharing</li> <li>• case conference</li> <li>• level meetings</li> <li>• Angel Teacher Programme</li> </ul> </li> </ol>	<p>- 80% of teachers agree that the counselling service and developmental group programmes can equip students with skills to encounter difficulties</p> <p>- 80% of teachers agree that the professional support for teachers is effective in disseminating ideas to foster positive characters among students.</p>	<p>9/2010-6/2021</p>	<p>Student Guidance Personnel service package: <b>\$724,574.67</b></p>	<p>Refer to P.16 – P. 18</p>

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"> <li>• Parenting Skills Training</li> <li>• Communication Skills Training</li> <li>• Establishing Strong Parent-child Bonding</li> <li>• Enhancing Home-school Collaboration</li> <li>• Chinese Learning Programme</li> <li>• Subject-based Workshops</li> </ul> <p>- Themes of educational talks:</p> <ul style="list-style-type: none"> <li>• P1 – emotion management</li> <li>• P2 – social skills</li> <li>• P3 – money management</li> <li>• P4 – learning strategies</li> <li>• P5 – social integration</li> <li>• P6 – environmental education</li> <li>• KS2 – encountering cyber influence</li> </ul> <p>- Themes for sex education:</p> <ul style="list-style-type: none"> <li>• KS1 – protect our body</li> <li>• KS2 – puberty</li> <li>• stories about life fighters</li> </ul> <p>- Theme for life education:</p> <ul style="list-style-type: none"> <li>• stories about life fighters</li> </ul> <p>- Themes for health education:</p> <ul style="list-style-type: none"> <li>• KS1 – healthy lifestyle</li> <li>• KS2 – say no to drugs/smoking</li> </ul>	<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>9/2010-6/2021</p>	<p>Parental talk: <b>\$900.00</b></p> <p>Puberty talks for P.4-P.6 students: <b>\$5,400.00</b></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"> <li>• Play-based Activities</li> <li>• After School Culture and Language Groups</li> <li>• Learning in Community Programme</li> <li>• Study Tour to Mainland China Programme</li> <li>• social services</li> <li>• education excursion, visits and workshops</li> </ul> <p>- Implementation of preventive measures:</p> <ul style="list-style-type: none"> <li>• Personal Growth Education – Strive for Improvement Programme</li> <li>• Apple of My Eyes Award Scheme</li> <li>• One Student One Post Programme</li> <li>• Mentorship Programme</li> <li>• thematic talks</li> </ul>	<p>- 80% of teachers agree that the preventive measures are effective in recognizing students' individual strengths and challenges.</p>	<p>9/2010-6/2021</p>	<p>Play-based activities:</p> <p>i. Juggling Class <b>\$10,400.00</b></p> <p>ii. Board Games Workshop <b>\$12,600.00</b></p> <p>Learning in Community Programme: <b>\$0.00</b></p> <p>Materials for conducting guidance activities: <b>\$35,387.00</b></p>	
				<p><b>Grand Total: \$789,261.67</b> <b>Balance: \$370,886.33</b></p>	



# Evaluation

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

### 1. Implementation of responsive services:

98% of teachers agreed that the counselling service and developmental group programmes effectively equipped students with skills to encounter difficulties. Case work could help students to cope with behavioural, emotional, and developmental difficulties as well as maladjustment whereas group work could develop participants' social, studying, and self-management skills. In addition, students' development in emotion, empathy and self-confidence is also catered for. As a result, students were more capable in handling different sources of stress such as their emotions and relations with others. Therefore, the services should be continued next academic year.

### 2. Implementation of supportive services:

#### a. Professional support for teachers:

100% of teachers agreed that the professional support for teachers was 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 misbehaviour, maladjustment as well as social and family problems. Furthermore, all teachers concurred that those at-risk students 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. Parental education programmes:

100% of parents agreed that the parental education programmes were effective in disseminating ideas to foster positive characters among their children.

To enable parents to foster their children's positive characters, the school provided a series of parental education programmes to equip them with knowledge and skills. Resulting from the flare-up of Covid-19, most of the programmes were carried out through Zoom. Parents were satisfied with the content and usefulness of the programmes. They commended that the programmes were useful to enhance their knowledge about age-appropriate child development, skills in communication and parenting skills such as developing and practicing positive discipline techniques, as well as promoting home-school collaboration. 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.

### 1. Educational talks, sex education, life education and health education

The talks were about integration, social skills development, cyber influence, money management, emotion management, and environmental education. Meanwhile, the themes for sex education, life education and health education were about physical development, life fighters and healthy lifestyle respectively. Teachers found that all these could meet students' developmental and learning needs and they were effective in facilitating students' whole-person development.

2. Integration activities

a. Play-based Activities

The play-based activities such as board games and juggling were organized to help students to know more about the characteristics of different ethnic groups and foster their communication skills. Participated students showed respect and understanding for other ethnic groups after attending the activities which emphasized on the uniqueness of various ethnicity.

b. After School Culture and Language Groups

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

c. Learning in Community Programme, Study Tour to Mainland China Programme, Social services and Education excursion, visits, and workshops

Owing to the flare-up of Covid-19 since January 2020, gathering bans were imposed by the government and face-to-face classes were suspended and resumed at various intervals. Such arrangements were not favourable to the implementation of educational outings. Hence, the school had to drop the plans of organizing the Learning in Community Programme, Educational Excursion to Tai Kwun, Educational Visits to Golden Bauhinia Square and Legislative Council, Study Tour to Mainland China Programme and social services.

d. Of the programmes implemented, teachers concurred that the integration activities were effective in encouraging interaction between students and the local community.

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.

Implementation of preventive measures:

1. Personal Growth Education – Strive for Improvement Programme

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

2. Apple of My Eyes Award Scheme

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

3. One Student One Post Programme

The programme could help students to develop positive characters. Students could build up their responsibilities and develop a sense of belonging to the class through the programme.

4. Mentorship Programme

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

5. Thematic talks

To strengthen SIP curriculum, thematic talks were arranged. The talks were delivered in the form of educational videos, resulting from the guidelines set out by the Education Bureau owing to the outbreak of Covid-19. Students were attentive to the content. Teachers noticed that the talks had helped students to understand more about other ethnic groups. They could help to successfully develop pupils' different core values.

## 7. Life-wide Learning Grant (2020-21)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 25

Amount of the Grant: \$1,569,006.00

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
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>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)</b>											
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	- Out-of-classroom experiential learning activities were cancelled due to COVID-19 and many museums/visiting places were closed.	NIL	E1, E2	✓				

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				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>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)</b>											
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	Feb-Jun	P.5-6	Study tour was cancelled due to COVID-19	NIL	E3, E4	✓				
	- To participate in STEM Workshop via the Zoom platform (The local STEM competition was cancelled.)	- To nurture students' creativity - To enable students to apply their skills and learning in real-world context	April	P.4-6	All the students were able to apply the STEM elements in the STEM Workshop.	NIL (The expense of \$500 was drawn from ECA fund)						
	- To organise STEM workshops and STEM Day	- To prepare students in STEM subjects and the habits of mind (creativity, collaboration, agency, and persistence) vital for the 21 <sup>st</sup> century learners	Jun	P.1-6	All the students were interested in participating in the activities on STEM Day and they were able to apply the STEM elements in making various scientific products.	\$28,420	E1, E5	✓				

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
<b>1.2</b>	<b>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)</b>											
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) All the students reflected that they gained satisfaction and became more confident.	\$3,082.50	E5			✓		
	- Chinese Dance Training	- To enrich students' learning experiences - To foster their understanding of the Chinese culture	Sep-Jun	P.3-6	1) About 80% of students agreed that their understanding of the Chinese culture was enhanced.	\$2,808.00	E5			✓		

					2) About 90% of the 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 90% of the students agreed that their understanding of the Chinese culture was enhanced.  2) About 90% of students were interested in joining the training programme.	\$2,800.00	E5			✓		
	- Chinese Martial Arts 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 90% of students were interested in joining the training programme.	\$4,178.57	E5			✓		

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				
<b>1.2</b>	<b>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)</b>											
1.2.1 ECA	- Chinese Ink Painting Training	- To enrich students' learning experiences - To foster their understanding of the Chinese culture	Sep-Jun	P.4-6	1) All the students agreed that their understanding of the Chinese culture were enhanced.  2) All the students were interested in joining the training programme.	\$5,900	E5			✓		
	- African Drum Training	- To enrich students' learning experiences - To enhance their ability in music appreciation	Sep-Jun	P.4-6	1) About 93% of the students acquired basic techniques from the programme and their abilities in	\$2,123.33	E5			✓		



					music appreciation was enhanced. 2) About 93% of the students were interested in joining the training programme.							
	- Hand Chimes Training	- To enrich students' learning experiences - To enhance their ability in music appreciation	Sep-Jun	P.4-6	1) All the students acquired basic techniques from the programme and their abilities in music appreciation was enhanced. 2) All the students were interested in joining the training programme.	\$3,700	E5			✓		
	- Cricket Training	- To enrich students' learning experiences - To develop their potential	Sep-Jun	P.4-6	1) About 90% of the students were interested in joining the training programme. 2) Teachers reflected that 95% of the students' potential was developed.	\$2,88	E5			✓		

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
<b>1.2</b>	<b>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)</b>											
1.2.1 ECA	- Volleyball 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 95 % of students' potential was developed..	\$1,015	E5			✓		
	- Athletic Training (3 Groups)	- To enrich students' learning experiences - To develop their potential	Sep-Dec	P.3-6	- Observation Surveys	NIL	E5			✓		
	- Rope Skipping Training	- To enrich students' learning experiences - To develop their potential	Sep-Jun	P.2-6	1) About 95% of the students were interested in joining the training programme.	\$12,750	E5			✓		

					2) Teachers reflected that all the students' potential was developed.								
	- Arts and Meditation Workshops	- To enrich students' learning experiences - To enhance their ability in Visual Arts appreciation	Sep-Jun	P.1-P.6	1) About 99% of students acquired basic techniques from the programme and their abilities in visual art appreciation was enhanced.  2) About 98 of students were interested in joining the training programme.	\$81,550	E5			✓			
	- Pastel Nagomi Art	- To enrich students' learning experiences - To enhance their ability in Visual Arts appreciation	Sep-Jun	P.4-P.6	1) All the students acquired basic techniques from the programme and their abilities in visual arts appreciation was enhanced.  2) All the students were interested in joining the training programme.	\$7,800	E5			✓			

	- Rope skipping Demonstration	<ul style="list-style-type: none"> <li>- To enrich students' learning experiences</li> <li>- To develop their potential</li> </ul>	Jun	P.2, P.5	<ul style="list-style-type: none"> <li>1) All the students agreed that the activity could enrich their learning experience.</li> <li>2) About 90% of the students agreed that their potential was developed.</li> </ul>	\$7,200	E5			✓		
	- Cultural Day	<ul style="list-style-type: none"> <li>- To improve understanding and co-operation among people from different cultures.</li> <li>- To instill in Chinese culture as well as cultivate a sense of belonging</li> </ul>	Jun	P.1-6	<ul style="list-style-type: none"> <li>1) All the students agreed that the activities could help them to understand different cultures.</li> <li>2) All the students agreed that they could co-operate with people from different cultures.</li> <li>3) All the students agreed that a sense of belonging to China was cultivated.</li> </ul>	\$49,800	E1, E5			✓		

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		
<b>1.3</b>	<b>To organize or participate in non-local exchange activities or competitions to broaden students' horizons</b>													
1.3.1 STEM and Cultural Exchange Study Tour	- To organize STEM and Cultural Exchange Study Tour to Mainland China	- To foster student's understanding of Chinese History and recent development - To widen the students' horizon on technological innovation	Feb-Jun	P.5	1) Study tour was cancelled due to COVID-19.	NIL	E1, E2	✓	✓					

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				
<b>1.4</b>	<b>Others</b>											
1.4.1 Team Building	- To organize a musical performance to celebrate the grand opening of our new assembly hall	- To foster a sense of belonging to mother school - To enhance team spirit among stakeholders - To provide favourable opportunity for home-school cooperation	May	P.1-6	The musical performance was cancelled due to COVID-19	NIL	E5			✓		
1.4.2 Mock Interviews	- To organize Mock Interviews for P.6 students	- To provide preparatory scenarios for P.6 students so as to equip them with the necessary interview skills for attending secondary school interviews	Nov	P.6	All the students had chances of attending the Mock Interviews and 90% of the students reflected that they had more confidence than before when attending the S.1 secondary school interview.	\$23,400	E5	✓				
						<b>Expenses for Category 1</b>	<b>\$236,815.40</b>					

<b>Domain</b>	<b>Item</b>	<b>Purpose</b>	<b>Actual Expenses (\$)</b>
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
2.1 STEM	- Scientific experiments (GS Teaching Aids)	- Material for hands-on experiments	\$39,114.40
	- Magazine (STEM) (Stemazine)	- For self-learning in STEM	29,250.00
2.2 E-learning	- Software and tools (Lego SPIKE)	- To train students for competitions - To foster out-of-classroom experiential learning of the students	\$48,200.00
2.3 Drama and Musical	- Costumes	- To perform in drama and musical	NIL
2.4 Musical Instruments & Accessories	- Equipment and tools for Hand Chimes Group (Music scores, Hand Chimes 1 Octave, music stands, etc.)	- To facilitate the performance of Hand Chimes	\$2,080.00
	- Xylophone 3.5 OCT	- For practice of Percussion Group	\$29,560.00
2.5 Self-learning	- Educational materials	- To promote self-learning	\$39,087.50
2.6 ECA Materials	- Teaching materials for Pastel Nagomi Art Class	- To foster Pastel Nagomi Art learning of the students	\$4,080.00
	- Coding Learning set (microbit) for Smart Home	- To foster Code learning of the students	\$11,880.00
2.7 Cultural Day	- 中國傳統遊戲學習教材, 中國繩結學習套裝, 刺繡學習套裝, 抓石子學習套裝	- Materials for Cultural Day	\$4,653.00
<b>Expenses for Category 2</b>			<b>\$207,904.90</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$444,720.30</b>
<b>Balance</b>			<b>\$1,124,285.70</b>

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

<b>Code for Expenses</b>	
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring expert / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares)
E9	Others (please specify)

**Number of Student Beneficiaries**

Total number of students in the school:	696
Number of student beneficiaries:	696
Percentage of students benefitting from the Grant (%):	100%



## 8. *Student Activities Support Grant (2020-21)*

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 25

Amount of the Grant: \$91,700.00

Purposes: 1. To support students with financial needs to participate in life-wide learning activities for whole-person development.

### I. Financial Overview

A	Allocation in the Current School Year:	\$91,700.00
B	Expenditure in the Current School Year:	\$75,343.41
C	Unspent Amount to be Returned to the EDB (A – B):	\$16,356.59

### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	55	\$33,966.29
Full-grant under the School Textbook Assistance Scheme	53	\$32,731.15
Meeting the school-based financially needy criteria	14	\$8,645.97 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	122	\$75,343.41 (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 <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual 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				
<b>1. Local activities:</b> 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	STEM interest group	Cross-Disciplinary (STEM)	10	13,800.00	✓				
2	English Drama Course	Arts (Others)	11	3,082.50			✓		
3	After-school Urdu II Intermediate Language & Culture Class	Language & Culture (Others)	8	3,857.14		✓			
4	Chinese Martial Arts Group	Physical Education	5	2,321.43			✓		
5	Sand Art Workshop	Arts (Visual Arts)	5	10,000.00			✓		
6	Lion Dance Group	Physical Education	9	4,200.00			✓		
7	Chinese Ink Painting Group	Arts (Visual Arts)	6	2,600.00			✓		
8	African Drum Group	Arts (Music)	10	4,246.67			✓		
9	After-school Putonghua I Elementary and II Intermediate Language & Culture Class	Language & Culture (Others)	13	19,066.67		✓			
10	Chinese Dance Group	Physical Education	7	1,512.00			✓		

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> 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.

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual 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				
11	Rope Skipping Training	Physical Education	8	4,500.00			✓		
12	Volley Ball Training	Physical Education	9	1,305.00			✓		
13	Hand Chimes	Arts (Music)	5	3,700.00			✓		
14	Cricket Training	Physical Education	16	1,152.00			✓		
<b>Expenses for Category 1</b>				75,343.41					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	N/A								
2									
<b>Expenses for Category 2</b>				---					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1	N/A								
2									
<b>Expenses for Category 3</b>				---					
<b>Total</b>			122	75,343.41					

Remark: Due to the COVID-19 **pandemic situation**, study tour was cancelled. Therefore, around 17% of the Student Activities Support Grant allocated in 2020-21 could not be used.

*Overview of the Use of Grants and Funding (2020-2021)*

Grants & Funding		Job Nature	Staff / Service	Budget
1.	Capacity Enhancement Grant	3 Teaching Assistants (Diploma level x 3)	TA1, TA2, TA3	\$597,998.05
		1 School Affair Assistant I	SAA1	\$72,108.75 (5-month salary)
		Timetabling Service	Buy service	\$18,540.00
	<b>\$780,416.00</b>		<b>Total:</b>	<b>\$688,646.80</b>
2.	Enhanced Additional Funding	3 Temporary Teachers (pt17 x 2 & pt16x1)	T1, T2, T3	\$1,295,160.00
	-Support for NCS Students	Chinese Learning Workshop	Buy service	\$39,500.00
	<b>\$1,996,905.00</b>		<b>Total:</b>	<b>\$1,334,660.00</b>
3.	Learning and Support Grant	1 Temporary Teacher (pt16 x 1)	T4	\$418,200.00
		3 Teaching Assistants (Diploma Level x 2) (Cert Level x1)	TA4, TA5, TA6	\$607,257.00
		2 Group Programmes, Mindfulness Workshops for NCS students & 4 Positive Parenting Workshops	Buy service	\$112,080.00
		1 School Affair Assistant I	SAA1	\$100,952.25 (7-month salary)
	<b>\$1,348,003.00</b>		<b>Total:</b>	<b>\$1,238,489.25</b>
4.	Learning and Support Grant for NCS	1 Teaching Assistants (Cert level x 1)	TA7	\$164,676.00
	<b>\$325,468.00</b>		<b>Total:</b>	<b>\$164,676.00</b>
5.	School-based After-school Learning and Support Grant	Cultural and Language Courses	Buy service	\$138,523.81.00
		Learning Trips to Ocean Park		\$0.00
	<b>\$115,600.00</b>		<b>Total:</b>	<b>\$138,523.81</b>

Grants & Funding		Job Nature	Staff / Service	Budget
6.	Student Guidance Service Grant	Student Guidance Personnel Service Package	SGP	\$724,574.67
		Parental Education Programmes		\$900.00
		Educational Talks		\$5,400.00
		Play-based Activities	Buy service	\$23,000.00
		Learning in Community Programme		\$0
	Materials for Conducting Guidance Activities		\$35,387.00	
	<b>\$1,160,148.00</b>		<b>Total:</b>	<b>\$789,261.67</b>
7.	Life-wide Learning Grant	Life-wide Learning Activities	Buy Service	\$236,815.40
		Procurement of Equipment, Consumables and Learning Resources for Promoting Life-Wide Learning		\$207,904.90
		<b>\$1,569,006.0</b>		<b>Total:</b>
8.	Student Activities Support Grant	Local activities: Life-wide Learning Activities	Buy Service	\$75,343.41
		Non-Local Activities		\$0
		Procurement of Basic and Essential Learning Materials and Equipment for Participating in Life-Wide Learning		\$0
		<b>\$91,700.00</b>		<b>Total:</b>