



Li Cheng Uk
Government Primary School

EVALUATION ON PLANS FOR SPECIFIC GRANTS

2021-2022



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1. Capacity Enhancement Grant (2021-22)

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$785,878.00

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
<ul style="list-style-type: none"> - To give support to teachers on carrying out the duties concerning subject matters - To assist teachers in catering for diversified learning needs of students through academic intervention and group dynamics - To buy service on preparing the school time table 	<ul style="list-style-type: none"> - Recruit 3 teaching assistants (Dip Level) to render assistance in subject-related work and resource preparation - Recruit 1 school affair assistant 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 - Choose a suitable service provider for timetabling service. 	<ul style="list-style-type: none"> - 70% of the subject-related work and resource preparation can be supported by the teaching assistants - 90% of teachers agree that the school affair 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. - 80% of the teachers find the timetabling service satisfactory 	1 school year 9/2021-8/2022	Salary of: <ul style="list-style-type: none"> - 3 Teaching Assistants (Diploma Level) <ul style="list-style-type: none"> i. (1.9.2021 - 31.8.2022) $\\$17,100 \times 1.05 \times 12 \times 1$ $= \\$215,460.00$ ii. (18.10.2021 - 31.8.2022) $(\\$17,100 \times 13/30 \times 1.05) + (\\$17,100 \times 1.05 \times 10)$ $= \\$187,330.50$ iii. (7.3.2022 – 31.8.2022) $(\\$17,100 \times 25/31 \times 1.05) + (\\$17,100 \times 1.05 \times 5)$ $= \\$104,254.84$ $\\$215,460 + \\$187,330.50 + \\$104,254.84$ $= \mathbf{\\$507,045.34}$ - 1 School Affair Assistant I $\\$ 13,735 \times 1.05 \times 5$ $= \mathbf{\\$72,108.75^*}$ Actual expenses for timetabling service: \$10,800.00 Grand Total: \$589,954.09 Balance: \$195,923.91	Refer to P. 4

Remarks:

*The 7-month salary of School Affair Assistant I ($\$13,735 \times 1.05 \times 7 = \$100,952.25$) will be drawn from the Learning Support Grant (2021-2022).

Evaluation

- 1) 97.8% of the 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) 100% of the teachers showed that the TAs could give full support in organizing activities inside and outside school during the academic year.
- 3) With the assistance of the TAs, 95.6% of the teachers agreed that they 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) 84.4% of 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) As positive feedback was received from the majority of teachers regarding the support of TAs on various aspects, the school would continue to recruit 3 TAs and 1 SAAI next year with CEG.
- 6) 97.8% of the teachers agreed that the timetabling service provider had rendered satisfactory and effective service to the school in regard to the arrangement of their timetables. Therefore, the school would continue to buy service from the timetabling service provider for preparing timetables next academic year.

2. Enhanced Additional Funding – Support for NCS Students (2021-22)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,500,000.00

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 to P.6)</p> <p>c. the operation of Chinese Remedial Classes</p>	<p>Recruit 2 temporary teachers (pt. 18) 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 <p>Recruit 2 Teaching Assistants (Dip Level) to support teachers on Chinese Remedial Classes</p>	<ul style="list-style-type: none"> - 75% of Chinese teachers agree that students can attain better academic performance in each of the four language skills - 60% of Chinese teachers agree that students show improvement after attending the Chinese Remedial Classes 	<p>1 school year</p> <p>(9/2021-8/2022)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 2 temporary teachers (pt. 17) 7-month salary (Sept to Mar): $(\\$35,040 + \\$1,500) \times 7 \times 2 = \\$255,780 \times 2 = \mathbf{\\$511,560.00}$ 5-month salary (Apr to Aug): $(\\$35,915 + \\$1,500) \times 5 \times 2 = \\$187,075 \times 2 = \mathbf{\\$374,150.00}$ <p>\$511,560.00 + \$374,150.00 = \$885,710.00</p> <p>Salary of :</p> <ul style="list-style-type: none"> - 2 Teaching Assistants (Diploma Level) $\\$17,100 \times 1.05 \times 12 \times 2 = \\$215,460.00 \times 2 = \mathbf{\\$430,920.00}$ 	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 one-hour sessions) for about 20 parents throughout the school year so that they can assist their children in learning Chinese at home</p>	<ul style="list-style-type: none"> - 80% of the participating parents are satisfied with and benefit from the Chinese learning workshops. - Questionnaires will be distributed to collect feedback and views from parents. 	(9/2021 – 7/2022)	<p>Expenditure:</p> <p>\$26,500.00</p>	
				<p>Grand Total:</p> <p>\$1,316,630.00 + \$26,500.00 = \$1,343,130.00</p> <p>Balance: \$156,870.00</p>	

Evaluation

- 1) 84% of the subject teachers agreed that with the development of the school-based Chinese Curriculum, students were able to attain better academic performance in each of the four language skills, disregarding the period of school suspension owing to the pandemic situation. Most of the teachers thought that the reading and writing booklets could promote the learning of Chinese characters and help students to improve the reading skills such as locating specific information. They also suggested that the school could purchase online Chinese learning platform(s) or multi-media software(s) to help students improve the four skills (Reading, Writing, Listening and Speaking).
- 2) The 2 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, Chinese Day, creative writing, storytelling competition, and festival-related activities.
- 3) The 2 Teaching Assistants recruited could support teachers on the P. 3 to P. 6 Chinese Remedial Classes as 78% of the subject teachers agreed that students showed improvement after attending the Chinese Remedial Classes. Students could benefit from learning in a small class size of not more than 20. More individual support could be provided for students to enhance their learning of Chinese. Moreover, they were observed to have more participation and interaction in class.
- 4) The Chinese learning workshops for parents were held in both school terms. They covered a number of topics including Chinese traditions and festivals, traditional Chinese paper arts, Chinese calligraphy and Cantonese expressions about groceries shopping, etc. The workshops 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. Most of them expressed their wish to have similar workshops in the future.

3. Learning Support Grant (2021-22)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,241,478.00

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

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

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<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 (pt.17) 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>	<p>- 90% of teachers agree that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.</p>	<p>1 school year (9/2021-8/2022)</p>	<p>Salary of: - 2 temporary teachers (pt. 17) 7-month salary (Sept to Mar): $(\\$35,040 + \\$1,500) \times 7 \times 2$ $= \\$255,780 \times 2 = \mathbf{\\$511,560.00}$</p>	<p>Refer to P. 8</p>
	<p>- Recruit 1 teaching assistant (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>	<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 materials and activities to cater for the wide spectrum of learning needs of students as well as helping students to strive for improvement.</p>	<p>1 school year (9/2021-8/2022)</p>	<p>5-month salary (Apr to Aug): $(\\$35,915 + \\$1,500) \times 5 \times 2$ $= \\$187,075 \times 2 = \mathbf{\\$374,150.00}$</p> <p>$\\$511,560.00 + \\$374,150.00$ = $\\$885,710.00$</p> <p>Salary of: - 1 Teaching Assistant (Diploma Level) $\\$17,100 \times 1.05 \times 12 \times 1$ = $\\$215,460.00$</p>	
	<p>- Recruit 1 school affair assistant 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>- 90% of teachers agree that the school affair 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>1 school year (9/2021-8/2022)</p>	<p>Salary of: - 1 School Affair Assistant I $\\$13,735 \times 1.05 \times 7$ = $\\$100,952.25^*$</p>	

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	- Organize 2 group programmes on sensory integration therapy to improve partakers' learning skills through group dynamics.	- The group programs 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.	9/2021 8/2022	- Expenditure of the group programmes: \$25,000 x 2 =\$50,000.00	
	- Organize 2 mindfulness workshops to equip students with the techniques to handle stress effectively and improve their attention.	- The group programmes can facilitate 80% of the participants to improve their ability to stay engaged and cope with stress.	9/2021- 8/2022	- Expenditure of the workshops: \$25,800 + \$20,480 =\$46,280.00	
				Grand Total: \$1,202,122.25 + \$50,000.00 + \$46,280.00 = \$1,298,402.25 Balance: -\$56,924.25	

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 (2021-2022)

Evaluation

- 1) 97.4% of teachers agreed that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.
- 2) 97.4% 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) 97.4% of teachers agreed that the school affair assistant 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 of NCS students as well as helping students to strive for improvement.
- 4) According to the report from the tutors of the Sensory Integration Therapy Group Programme, 85% of the participants could re-organize and re-process sensory information and provide more accurate response to external stimuli.
- 5) 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. 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.
- 6) According to teachers' observation, over 90% of the students have improved their ability to stay engaged and cope with stress after participating in the mindfulness workshops.

4. Learning Support Grant for NCS (2021-22)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$304,215.00

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 (9/2021-8/2022)	Salary of: - 1 teaching assistant (Cert level) \$13,995 x 1.05 x 12 = \$176,337.00	Refer to P. 9
				Grand Total: \$176,337.00 Balance: \$127,878.00	

Evaluation

- 1) 97.4% of teachers agreed that the teaching assistant could reduce their administrative workload and support them to prepare suitable and diversified materials and activities for teaching and learning so as to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.

5. School-based After-school Learning and Support Grant (2021-22)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$ 196,200.00

- Purposes:
1. To improve the disadvantaged students' learning effectiveness
 2. To broaden their learning experiences outside the classroom
 3. To raise their understanding of the community and sense of belonging with a view to 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>Cultural and language courses included:</p> <ol style="list-style-type: none"> 1. Nepali interest class I (P.1-3) 2. Nepali interest class II (P.4-6) 3. Urdu interest class I (P.1-3) 4. Urdu interest class II (P.4-6) 5. Filipino interest class (P.1-6) 6. Hindi interest class (P.1-6) 7. Putonghua interest class I (P.1-3) 8. Putonghua interest class II (P.4-6) 	<p>The attendance rate of each group is over 80%.</p> <p>80% of students participate actively in the language classes.</p> <p>75% of students agree that they can understand better the cultures of various ethnic groups.</p>	1 st term 11/2021- 1/2022	<p>Expenditure of Nepali interest class I (P.1-3): \$ 25,300.00</p> <p>Expenditure of Nepali interest class II (P.4-6): \$ 25,300.00</p> <p>Expenditure of Urdu interest class I (P.1-3): \$ 26,800.00</p> <p>Expenditure of Urdu interest class II (P.4-6): \$ 26,800.00</p> <p>Expenditure of Filipino interest class (P.1-6): \$ 27,800.00</p>	Refer to P.11
			2 nd term 5/2022- 7/2022	<p>Expenditure of Hindi interest class (P.1-6): \$ 19,000.00</p> <p>Expenditure of Putonghua interest class I (P.1-3): \$ 19,490.00</p> <p>Expenditure of Putonghua interest class II (P.4-6): \$ 19,490.00</p>	

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 provide experiential learning opportunities for students which focus on the nature and living things - To foster students' sense of appreciation for the nature 	<ul style="list-style-type: none"> - Visits <ul style="list-style-type: none"> 1. Learning Trip to Theme Parks (P. 1 – 3) 2. Learning Trip to Theme Parks (P. 4 – 6) 	<ul style="list-style-type: none"> - 80% of students are interested in joining the activities in the learning trip and they agree that the trip can provide them with a chance to appreciate the nature. - 80% of students agree that the learning trip can broaden their learning experience regarding the nature and living things. 	<ul style="list-style-type: none"> 1/2022 4/2022 	<ul style="list-style-type: none"> Expenditure of Learning Trip to Theme Parks (P.1-3): \$ 0.00 Expenditure of Learning Trip to Theme Parks (P.4-6): \$ 0.00 	
				Grand Total: \$189,980.00 Balance: \$6,220.00	

Evaluation

- 1) 231 students had benefitted from the programme. They included 45 CSSA recipients, 76 SFAS full-grant recipients and 110 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 110 students to join the programme.
- 2) Due to the COVID-19 pandemic situation, visits to Theme Parks were cancelled.
- 3) The average attendance rate of after-school cultural and language courses was about 80%. Over 75% of the participants participated actively in the respective interest classes. 80% of them agreed that they could understand better the cultures of various ethnic groups by pursuing the after-school cultural and language courses.
- 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 can promote racial harmony, after-school cultural and language interest classes can be arranged again in the next academic year.
- 5) As Putonghua would be included in our school curriculum in 2022-2023 school year, Putonghua interest classes would not be provided after school. Instead, Spanish would be provided in the next academic year.

6. Student Guidance Service Grant (2021-22)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 24

Amount of the Grant: Around \$1,143,301.00

Purposes: 1. To empower students to become responsible, empathetic and socially adept young individuals
2. To foster the sense of responsibility and self-discipline in daily life

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cultivate students to become responsible, empathetic and socially adept through implementation of responsive and supportive services	<ul style="list-style-type: none"> - Implementation of responsive services: <ul style="list-style-type: none"> • case work • developmental group programmes focusing on: <ul style="list-style-type: none"> ~ interpersonal and intrapersonal skills training ~ self-management skills training (healthy life style and physical development) ~ emotional management (empathy, responsibility, cooperation, etc.) ~ leadership training ~ volunteer training workshop ~ transition programmes for P.1 students - 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 	<ul style="list-style-type: none"> - 80% of teachers agree that the counselling service and developmental group programmes can build up students' positive characters - 80% of teachers agree that the professional support for teachers is effective in disseminating ideas to foster positive characters among students. 	9/2021-6/2022	Student Guidance Personnel service package: \$758,370.00 Developmental group programmes: - P.1 Adaptation Programme \$11,830.00 - Fitness Workshops \$24,700.00 \$11,830.00 + \$24,700.00 = \$36,530.00	Refer to P. 15

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To foster the sense of responsibility and self-discipline through provision of educational talks</p>	<p>2. Parental education programmes:</p> <ul style="list-style-type: none"> • Parenting Skills Training • Communication Skills in Parent-child Interaction • Establishing Strong Parent-child Bonding • Enhancing Home-school Collaboration • Chinese Learning Programme <p>- Themes of educational talks:</p> <ul style="list-style-type: none"> • Law abiding behaviour <ul style="list-style-type: none"> ~ Respect rule of law ~ National Security Law • Healthy use of internet • Empathy Attitudes 	<p>- 80% of parents agree that the parental education programmes are effective in disseminating ideas to foster positive characters among their children and strengthen the parent-child bonding.</p> <p>- 80% of teachers agree that the provision of educational talks can cultivate them to use the internet healthily and be responsible and self-disciplined</p> <p>-</p>	<p>9/2010-6/2021</p>	<p>Parental education programmes:</p> <ul style="list-style-type: none"> - Parental talks: <ol style="list-style-type: none"> 1. How to deal with separation anxiety 2. How to talk to kids about life and death 3. Prevention on internet addiction \$6,750.00 - Parent Volunteer Training Workshop \$36,600.00 <p>\$6,750.00 + \$36,600.00 = \$43,350.00</p> <p>Educational talks:</p> <ol style="list-style-type: none"> 1. Educational Talk on Law-abidingness (P.1—6) \$9000.00 2. P.3 Sex Education \$1,960.00 3. P.4-6 Sex Education - \$7,800.00 4. P.6 Educational Talk conducted by BGCA (Prevention on internet addiction) internet \$0.00 5. P.6 Educational Talk conducted by Feeding Hong Kong (Empathy Attitudes) \$0.00 <p>\$9000.00 + \$1,960.00 + \$7,800.00 = \$18,760.00</p>	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To cultivate socially adept behaviour to face the challenges in life through preventive measures</p>	<p>- Integration activities:</p> <ul style="list-style-type: none"> • Play-based Activities • Learning in Community Programme • Study Tour to Mainland China • 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 Programme • Whole-school approach program- Homework Completion Award Scheme • One Student One Post Programme • Mentorship Programme • Thematic talks 	<p>- 80% of teachers agree that the preventive measures are effective in cultivating students’ socially adept behaviour</p>	<p>9/2010-6/2021</p>	<p>Play-based activities:</p> <ul style="list-style-type: none"> - Juggling Workshop \$18,700.00 - Board Games Workshop \$27,500.00 - Lightweight Clay Workshop \$12,000.00 - Mental Health Workshop \$17,800.00 <p>\$15,200.00+\$27,500.00 +\$12,000.00+\$17,800.00 = \$76,000.00</p> <ul style="list-style-type: none"> - Learning in Community Programme - - Study Tour to Mainland China - Social Services - Education Excursion Visits and Workshops \$0.00 (Cancelled due to COVID-19 Pandemic) <p>Materials for conducting guidance activities: \$4,562.00</p>	
				<p>Grand Total: \$937,572.00 Balance: \$205,729.00</p>	

Evaluation

1) Implementation of responsive services:

More than 90% of the teachers agreed that the responsive services through counselling services and developmental group programmes could build up students' positive characters. For example, the P.1 adaptation workshop and Mock Interview Workshop arranged for P.1 and P.6 students respectively could facilitate smooth transition of the students concerned into new learning environments. Besides, the fitness workshops could successfully enhance students' awareness of healthy life style and help them build up their positive self-esteem.

2) Implementation of supportive services:

90% of the teachers agreed that the professional support for teachers was effective in disseminating ideas to foster positive characters among students, and those meetings could help them to understand deeper the needs of the students and render timely services for them.

3) Parental education programmes:

95% of the parents agreed that the parental education programmes were effective in disseminating ideas to foster positive characters among their children. The parental talks regarding Prevention on Internet Addiction and Life Education could equip parents with useful information and knowledge to enhance their confidence to discuss these two serious topics with their kids.

4) Educational talks:

90% of the teachers agreed that the provision of educational talks could foster students to be responsible and self-disciplined. A talk on law-abidingness behaviours was arranged for each level to explain the importance of being law-abiding citizens and nurture students' socially adept behaviours. Besides, students were also taught to be responsible for their behaviours.

5) Integration activities:

Due to the COVID-19 development in the community, some of the activities such as social services, volunteer training and visits were cancelled. Different play-based activities were smoothly conducted via ZOOM or face-to-face lessons to provide more opportunities for students to communicate and cooperate with schoolmates from different ethnic groups. Participated students showed respect and understanding for other ethnic groups. Teachers agreed that 93% of the students were interested in the activities which enhanced their whole-person development.

6) Implementation of preventive measures:

90% of the teachers agreed that the preventive measures were effective in cultivating students' socially adept behaviour. Through the Strive for Improvement Programme, different core values such as empathy, respect and responsibility were taught; the Homework Completion Award and One Student One Post Programme were effective in encouraging students to be responsible.

7. Student Activities Support Grant (2021-22)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 24

Amount of the Grant: \$99,750.00

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:	\$99,750.00
B	Expenditure in the Current School Year:	\$92,566.95
C	Unspent Amount to be Returned to the EDB (A – B):	\$7,183.05

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	129	\$36,274.72
Full-grant under the School Textbook Assistance Scheme	128	\$56,292.23
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
TOTAL	257	\$92,566.95 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

No.	Brief Description and Objective of the Activity	Domain	Person-times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Performance of Christmas Party	ECA	257	\$4,258.10	✓	✓	✓		
2	Provision of Life Education Workshop 21-22	Different KLAs/ Cross-KLA	244	\$7,320.00	✓	✓			
3	Chinese Dance Group	ECA	12	\$5,747.37	✓	✓	✓		
4	African Drum Group	ECA	9	\$3,900.00	✓	✓	✓		
5	Hand Chimes	ECA	10	\$4,111.11	✓	✓	✓		
6	73 rd Hong Kong Schools Speech Festival (Chinese Solo Verse Speaking)	Different KLAs/ Cross-KLA	14	\$2,030.00	✓	✓	✓		
7	73 rd Hong Kong Schools Speech Festival (English Solo Verse Speaking)	Different KLAs/ Cross-KLA	12	\$1,740.00	✓	✓	✓		
8	Chinese Ink Painting	ECA	8	\$3,142.86	✓	✓	✓		
9	Art Talent Group P1-P3	ECA	8	\$2,200.00	✓	✓	✓		
10	Art Talent Group P4-P6	ECA	10	\$2,500.00	✓	✓	✓		
11	Hip Hop Dance Group P3-P6	ECA	4	\$1,861.54	✓	✓	✓		

12	Maths Olympic P2-P3	ECA	10	\$3,055.56	✓	✓	✓		
13	Pastel Nagomi Art P4-P6	ECA	10	\$2,083.33	✓	✓	✓		
14	Sand Art Group	ECA	5	\$9,000.00	✓	✓	✓		
15	Lion Dance Group	ECA	16	\$4,000.00	✓	✓	✓		
16	Drama Training	ECA	12	\$3,726.00	✓	✓	✓		
17	Chinese Martial Arts Group	ECA	6	\$3,000.00	✓	✓	✓		
18	Volleyball Team	ECA	8	\$3,300.00	✓	✓	✓		
19	Athletic Team	ECA	13	\$5,200.00	✓	✓	✓		
20	STEAM interest class	Different KLAs/ Cross-KLA	10	\$15,800.00	✓	✓	✓		
Expenses for Category 1			678	\$87,975.86					
2. Non-Local activities: To subsidize students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Organize cultural exchange study tour to Mainland China - To provide more opportunities for students to keep abreast of the latest development of China, thus enriching their knowledge and strengthening their sense of belonging to the country	Cultural Exchange Study Tour	---	\$0 (Cancelled due to Covid-19 Pandemic)					
Expenses for Category 2			0	\$0					

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Scoreboard and responder	Different KLAs/ Cross-KLA	257	\$1,741.09	✓				
2.	Music Group-Costume & Props.		6	\$2,850.00					
Expenses for Category 3			257	\$4,591.09					
Grand Total:				\$92,566.95					
Balance:				\$7,183.05					

Overview of the Use of Grants and Funding (2021-2022)

Grants & Funding		Job Nature	Staff / Service	Expenditure
1.	Capacity Enhancement Grant	3 Teaching Assistants (Diploma level x 3)	TA1, TA2, TA3	\$507,045.34
		1 School Affair Assistant I	SAA1	\$72,108.75 (5-month salary)
		Timetabling Service	Buy service	\$10,800.00
	\$785,878.00		Total:	\$589,954.09
2.	Enhanced Additional Funding -Support for NCS Students	2 Temporary Teachers (pt17 x 2)	T1, T2	\$885,710.00
		2 Teaching Assistants (Diploma Level x 2)	TA4, TA5	\$430,920.00
		Chinese Learning Workshops	Buy service	\$26,500.00
	\$2,167,825.00		Total:	\$1,343,130.00
3.	Learning and Support Grant	2 Temporary Teachers (pt17 x 2)	T3, T4	\$885,710.00
		1 Teaching Assistant (Diploma Level x 1)	TA6	\$215,460.00
		1 School Affair Assistant I	SAA1	\$100,925.25 (7-month salary)
		2 Group Programmes (Sensory Integration Therapy)	Buy service	\$50,000.00
		2 Mindfulness Workshops	Buy service	\$46,280.00
		\$1,294,925.00		Total:
4.	Learning and Support Grant for NCS	1 Teaching Assistant (Cert level x 1)	TA7	\$176,337.00
	\$304,215.00		Total:	\$176,337.00
5.	School-based After-school Learning and Support Grant	Cultural and Language Courses	Buy service	\$189,980.00
		Learning Trips to Theme Parks		\$0.00
	\$196,200.00		Total:	\$189,980.00

Grants & Funding		Job Nature	Staff / Service	Expenditure
6.	Student Guidance Service Grant	Student Guidance Personnel Service Package	SGP	\$758,370.00
		Developmental Group Programmes		\$36,530.00
		Parental Education Programmes		\$43,350.00
		Educational Talks		\$18,760.00
		Play-based Activities	Buy service	\$76,000.00
		Learning in Community Programme		\$0.00
		Study Tour to Mainland China		\$0.00
		Social Services		\$0.00
		Education Excursion, Visits and Workshops		\$0.00
	Materials for Conducting Guidance Activities		\$4,562.00	
	\$1,143,301.00		Total:	\$937,572.00
7.	Student Activities Support Grant	Student Beneficiaries under C.S.S.A.		\$36,274.72
		Student Beneficiaries under Full-grant under the School Textbook Assistance Scheme		\$56,292.23
		\$99,750.00		Total: