



**Li Cheng Uk
Government
Primary School**

Evaluation on Plans for Specific Grants 2022-2023



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Contents

<i>1. Capacity Enhancement Grant (2022-23)</i>	<i>P.3</i>
<i>2. Enhanced Additional Funding – Support for NCS Students (2022-23)</i>	<i>P.5</i>
<i>3. Learning Support Grant (2022-23)</i>	<i>P.8</i>
<i>4. Learning Support Grant for NCS (2022-23)</i>	<i>P.10</i>
<i>5. School-based After-school Learning and Support Grant (2022-23)</i>	<i>P.12</i>
<i>6. Student Guidance Service Grant (2022-23)</i>	<i>P.14</i>
<i>7. Student Activities Support Grant (2022-23)</i>	<i>P.18</i>
<i>8. Overview of the Use of Grants and Funding (2022-23)</i>	<i>P.24</i>

1. Capacity Enhancement Grant (2022-23)

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
<p>- To give support to teachers on carrying out the duties concerning subject matters</p> <p>- To assist teachers in catering for diversified learning needs of students through academic intervention and group dynamics</p> <p>- To buy service on preparing the school time table</p>	<p>- Recruit 3 teaching assistants (Dip Level) to render assistance in subject-related work and resource preparation</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>- Choose a suitable service provider for timetabling service</p>	<p>- 70% of the teachers agree that the subject-related work and resource preparation can be supported by the teaching assistants</p> <p>- 90% of the 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>- 80% of the teachers find the timetabling service satisfactory</p>	<p>1 school year</p> <p>9/2022-8/2023</p>	<p>Salary of:</p> <p>- 5 Teaching Assistants (Diploma Level)</p> <p>i. (1.9.2022 - 4.1.2023) $(\\$17,530 \times 3 \times 1.05) (\\$17,530 \times 27/31 \times 1.05)$ $+ (\\$17,530 \times 4/31 \times 1.05) + (\\$1,345.66 \times 1.05 \text{ AL})$ $= \\$75,038.94$</p> <p>ii. (3.10.2022 - 1.1.2023) $(\\$17,530 \times 29/31 \times 1.05) + (\\$17,530 \times 2 \times 1.05)$ $+ (\\$17,530 \times 1/31 \times 1.05)$ $= \\$54,625.73$</p> <p>iii. (3.10.2022 – 31.8.2023) $(\\$17,530 \times 29/31 \times 1.05) + (\\$17,530 \times 10 \times 1.05)$ $= \\$201,283.98$</p> <p>iv. (22.2.2023 – 31.8.2023) $(\\$17,530 \times 7/28 \times 1.05) + (\\$17,530 \times 30.5/31 \times 1.05) + (\\$17,530 \times 5 \times 1.05)$ $= \\$114,743.75$</p> <p>v. (14.3.2023 – 31.8.2023) $(\\$17,530 \times 8/31 \times 1.05) + (\\$17,530 \times 5 \times 1.05)$ $= \\$96,782.56$</p> <p>$\\$75,038.94 + \\$54,625.73 + \\$201,283.98 + 114,743.75 + \\$96,782.56$ $= \mathbf{\\$542,474.96}$</p>	<p>Refer to P. 4</p>

				- 1 School Affair Assistant I* $\$ 14,080 \times 1.05 \times 6 + (\$14,080 \times 12 \times 0.05 \times 6/12)\#$ = \$88,704.00 + \$4,224.00 = \$92,928.00* [#10% gratuity – MPF 5%] Actual expenses for timetabling service: \$11,880.00	
				Grand Total: \$647,282.96 Balance: \$133,133.04	

Remarks:

*The 6-month salary of School Affair Assistant I ($\$ 14,080 \times 1.05 \times 6 + (\$14,080 \times 12 \times 0.05 \times 6/12) = \$88,704.00 + \$4,224.00 = \$92,928.00$) will be drawn from the Learning Support Grant for SEN (2022-2023).

Evaluation

- 1) 81.6% of the teachers agreed that the teaching assistants (TAs) recruited (5 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) 89.5% 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, 81.6% 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) 63.2% 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 (2022-23)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,537,500.00 + \$700,679.00 (Surplus Carried Forward) = \$2,238,179.00

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 1 temporary teacher (pt. 18) and 1 temporary teacher (pt. 19)</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 3 Teaching Assistants (Dip Level) to support teachers on Chinese Remedial Classes</p>	<ul style="list-style-type: none"> - 75% of the Chinese teachers agree that students can attain better academic performance in each of the four language skills - 60% of the Chinese teachers agree that students show improvement after attending the Chinese Remedial Classes 	<p>1 school year</p> <p>(9/2022-8/2023)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 1 temporary teacher (pt. 18) (Sept – Aug) (\$37,685 + \$1,500) x 12 = \$470,220.00 - 1 temporary teacher (pt. 19) (Sept – Aug) (\$39,560 + \$1,500) x 12 = \$492,720.00 <p>\$470,220.00 + \$492,720.00 = \$962,940.00</p> <p>Salary of :</p> <ul style="list-style-type: none"> - 3 Teaching Assistants (Diploma Level) <ul style="list-style-type: none"> i. (1.9.2022 - 31.8.2023) (\$17,530 x 1.05 x 12) = \$220,878.00 ii. (9.11.2022 – 31.8.2023) (\$17,530 x 21.5/30 x 1.05) + (\$17,530 x 30/31 x 1.05) + (\$17,530 x 8 x 1.05) = \$178,256.08 iii. (14.12.2022 – 31.8.2023) (\$17,530 x 18/31 x 1.05) + (\$17,530 x 8 x 1.05) = \$157,939.65 = \$557,073.73 	Refer to P. 6

<p>To provide:</p> <p>a. Chinese learning workshops for parents</p> <p>b. Online Chinese Learning Platform for students</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> <p>Invite appropriate service provider to provide online Chinese learning platform for P.1-P.6 students to enhance students' interest in learning Chinese</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. - Positive feedback from teachers and students 	<p>(9/2022 – 7/2023)</p>	<p>Expenditure: \$26,500.00</p> <p>Expenditure: \$48,888.00</p> <p>Total: \$26,500.00 + \$48,888.00 = \$75,388.00</p>	
				<p>Grand Total: \$962,940.00 + \$557,073.73 + \$75,388.00 = \$1,595,401.73 Balance: \$642,777.27</p>	

Evaluation

- 1) 88% 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: listening, speaking, reading and writing (disregarding the period of school suspension in the first term 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. Also, from the feedback solicited from students as well as Chinese subject teachers, nearly all of them agreed that the online Chinese Learning Platform could enhance their interest and motivation in learning Chinese. Therefore, they suggested that the school could continue purchasing online Chinese learning platform.
- 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 Co-curricular activities, the Speech Festival, Cultural Day, Chinese Day, Tang poetry competition and festival-related activities.
- 3) The 3 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, the evolution of Chinese clothing, the famous Chinese architecture 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. Quite a number of the parents also suggested that it was beneficial for their children to participate in the workshops so as to promote parent-child relationship and learn Chinese in sync with each other.

3. Learning Support Grant (2022-23)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,315,252.00

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 1 temporary teacher (pt.18) and 1 temporary teacher (pt.29) 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 (9/2022-8/2023)</p>	<p>Salary of: - 1 temporary teacher (pt. 18) $(\\$37,685 + \\$1,500) \times 12$ = \$470,220.00 - 1 temporary teacher (pt. 29) $[(\\$62,950 + \\$1,500) \times 29/31] + [(\\$62,950 + \\$1,500) \times 10]$ $= \\$60,291.94 + 644,500$ = \$704,791.94 \$470,220.00 + \$704,791.94 = \$1,175,011.94</p>	<p>Refer to P. 10</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 1 group programme 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.	9/2022 - 8/2023	- Expenditure of the group programmes: \$18,000 x 2 =\$36,000.00	
	- Organize individual training to improve partakers' fine and gross motor skills, self-management skills, sensory integration as well as attention skills.	- The individual training can facilitate 80% of the participants to improve their fine and gross motor skills, self-management skills, sensory integration as well as attention skills.	5/2023 - 6/2023	- Expenditure of the individual training: =\$38,800.00	
				Grand Total: \$1,175,011.94 + \$36,000.00 + \$38,800.00 = \$1,249,811.94 Balance: \$65,440.06	

Evaluation

- 1) 100% of the teachers agreed that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.
- 2) 91.2% of the 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, 81.25% of the participants could better re-organize and re-process sensory information and provide more accurate response to external stimuli.
- 4) According to the report from the therapist of the individual training and teachers' observation, 80% of the participants have improved their fine and gross motor skills, self-management skills, sensory integration as well as attention skills.
- 5) The extra manpower offered more individual support to students with special learning needs. Students benefited from smaller class size in P.4-6 Maths Remedial Programme. More individual support could be provided as well as tailor-made learning materials and appropriate pedagogy could be used to cater for their diverse learning needs.

4. Learning Support Grant for NCS (2022-23)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$309,690.00 (Surplus carried forward) + \$309,690.00 = \$619,380.00

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 support in learning activities 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 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 (9/2022-8/2023)	Salary of: - 1 teaching assistant (Cert level) (\$14,345 x 1.05 x 12) + (\$14,345 x 12 x 0.05)# = \$180,747.00 + \$8,607.00# = \$189,354.00 [#10% gratuity – MPF 5%]	Refer to P. 12
	- 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 non-academic support services	- 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.	1 school year (9/2022-8/2023)	Salary of: - 1 School Affair Assistant I (6-month salary) \$ 14,080 x 1.05 x 6 + (\$14,080 x 12 x 0.05 x 6/12)# \$88,704.00 + \$4,224.00 = \$92,928.00* [#10% gratuity – MPF 5%]	
	- Organize 1 group programme on social skills therapy with construction toys to improve partakers; social skills through group dynamics.	- The group programs can facilitate 80% of the participants to enhance their social and problem-solving skills.	9/2022 - 8/2023	- Expenditure of the group programmes: \$21,600 x 2 = \$43,200.00	

	- Organize 1 group programme on social skills training to improve partakers; social skills through group dynamics.	- The group programs can facilitate 80% of the participants to enhance their social and communication skills.	5/2023 - 6/2023	- Expenditure of the group programmes: = \$27,360.00	
				Grand Total: \$352,842.00 Balance: \$266,538.00	

Remarks:

*The 6-month salary of School Affair Assistant I \$ 14,080 x 1.05 x 6 + (\$14,080 x 12 x 0.05 x 6/12) = \$92,928.00 will be drawn from the Capacity Enhancement Grant (2022-2023)

Evaluation

- 1) 94.1% of the teachers agreed that the teaching assistant could reduce their administrative workload and support them to prepare suitable and diversified materials and activities for teaching and learning so as to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.
- 2) 94.1% of the 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.
- 3) According to the report from the tutors of the social skills therapy with construction toys, 78.9% of the participants have improved their social and problem-solving skills. The SEN features of some participants may impede the effectiveness of the group. Continuous training is advised to be provided for those participants.
- 4) According to the report from the tutors of the social skills training group, 75% of the participants have improved their social and communication skills. Individual training may be more effective for the participants due to their weak attention and ability.

5. School-based After-school Learning and Support Grant (2022-23)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$ 234,000.00

- 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. Spanish interest class (P.1-6) 	<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 10/2022-1/2023	<p>Expenditure of Nepali interest class I (P.1-3): \$ 22,000.00</p>	Refer to P.11
			2 nd term 3/2023-6/2023	<p>Expenditure of Nepali interest class II (P.4-6): \$ 22,000.00</p>	
				<p>Expenditure of Urdu interest class I (P.1-3): \$ 21,500.00</p>	
				<p>Expenditure of Urdu interest class II (P.4-6): \$ 21,500.00</p>	
				<p>Expenditure of Filipino interest class (P.1-6): \$ 21,500.00</p>	
				<p>Expenditure of Hindi interest class (P.1-6): \$ 19,400.00</p>	
				<p>Expenditure of Spanish interest class I (P.1-6): \$ 24,000.00</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 1. Learning Trip to Cube O Discovery Park (P. 1 – 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. 	17.6.2023	Expenditure of Learning Trip to Cube O Discovery Park (P.1-6): \$ 49,830.00	
				Grand Total: \$201,730.00 Balance: \$32,270.00	

Evaluation

- 1) Since the number of students who met the criteria for joining the cultural and language classes was far less than the required number, the vacancies were filled up by recipients of CSSA and SFAS. As some of the eligible students didn't want to miss the school bus or they had to attend the activities in the mosques, they didn't want to stay after school. The school also exercised its discretion to grant 80 students the opportunity to join the programme by drawing lots.
- 2) Due to the COVID-19 pandemic situation in the first term, the learning trip to the Cube O Discovery Park was postponed to the 2nd term.
- 3) In the 2022–2023 school year, Putonghua was included in our school curriculum. Therefore, Putonghua interest classes would not be provided after school. Instead, the school had launched a new cultural and language class in Spanish for the students to enhance their understanding of a different ethnic group.
- 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.

6. Student Guidance Service Grant (2022-23)

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"> ~ self-management skills training (healthy life style) ~ emotion management ~ leadership training ~ volunteer training workshop ~ transition programmes for P.1 and P.6 ~ puberty and sexuality education ~ Mental health and well-being - 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 • staff development 	<ul style="list-style-type: none"> - 95% of the teachers agree that the counselling service and developmental group programmes can equip students with skills to overcome challenges in different stages of development - 95% of the teachers agree that the professional support for teachers is effective in helping them to understand students' developmental needs 	9/2022-6/2023	<p>Student Guidance Personnel service package: \$788,499.00</p> <p>Developmental group programmes:</p> <ul style="list-style-type: none"> ✧ P.1 Adaptation Programme \$9,600.00 ✧ P.6 Mock Interview Workshop \$34,920.00 ✧ Fitness Workshop \$5,400.00 <p>Supportive service for teachers:</p> <ul style="list-style-type: none"> ✧ Professional training workshop (Prevention on Child Abuse) \$2,000.00 	Refer to P. 16

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. Parent education programmes:</p> <ul style="list-style-type: none"> • Workshop for P.1 parents • Prevention on cyber bullying • Parental support to learning • Subject-based training talks • Parents Volunteer Team • Parent-child activities • Parent Interest Class <p>- Themes of educational talks:</p> <ul style="list-style-type: none"> • Law abiding behaviours and socially adept behaviours • Core values (Empathy, courtesy and diligence) <p>- Integration activities:</p> <ul style="list-style-type: none"> • Play-based Activities • Learning in Community Programme (Volunteer Team training and visits) • social services 	<p>- 92% of the parents agree that the parental education programmes are effective in developing their positive parenting skills</p> <p>- 90% of the teachers agree that the provision of educational talks can cultivate students to be responsible and empathic person</p> <p>- 95% of the teachers agree that the integration activities can encourage students to be responsible citizens</p>		<p>Parental education programmes:</p> <ul style="list-style-type: none"> ✧ Parental Talk (Separation Anxiety, Learning Skills and Prevention on Cyber Bullying) \$3,900.00 ✧ Parent Volunteer Workshop \$30,300.00 ✧ Parent-child Community Visit \$2,000.00 <p>Educational talks:</p> <ul style="list-style-type: none"> ✧ P.1-2 Sex Education Workshop \$3,000.00 ✧ P.3 Sex Education Workshop \$1,740.00 ✧ P.4-6 Sex Education Workshop \$6,000.00 ✧ Sharing Forum on Empathy (Disabled Athlete) \$1,800.00 <p>Play-based activities:</p> <ul style="list-style-type: none"> ✧ Juggling Workshop \$17,250.00 ✧ Lightweight Clay Workshop \$45,000.00 ✧ Board Games Workshop \$37,500.00 ✧ Mental Health Workshop \$21,200.00 <p>Learning in Community Programme:</p> <ul style="list-style-type: none"> ✧ Volunteer Training Workshop \$13,000.00 	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cultivate socially adept behaviour to face the challenges in life through preventive measures	- Implementation of preventive measures: <ul style="list-style-type: none"> • School-based Values Education Program • Whole-school approach program- Homework Completion Award Scheme • One Student One Post Programme • Mentorship Programme • Thematic talks • Courtesy Programme 	- 89% of the teachers agree that the preventive measures are effective in cultivating students' positive core values and characters such as responsible, empathetic, polite and socially adept behaviours	9/2022-6/2023	Materials for conducting guidance activities: \$0.00 (Will be purchased next academic year)	
				Grand Total: \$1,023,109.00 Balance: \$120,192.00	

Evaluation

1) Implementation of responsive services:

More than 92% of the teachers agreed that the responsive services through counselling services and developmental group programmes could build up students' positive characters. For example, the transition programmes arranged for P.1 and P.6 students this year could facilitate smooth transition of the students concerned into new learning environments. Furthermore, the fitness workshops were arranged for target students in Upper levels in the first term and junior students in the second term. 95% of teachers agreed that these services could successfully promote the concept of healthy life style and encourage students to build up positive self-image and healthy habit.

2) Implementation of supportive services:

More than 95% of the teachers agreed that the professional support was effective for them to understand students' developmental needs. Besides, these staff development activities were beneficial to their professional growth as well.

3) Parent education programmes:

97% of the teachers agreed that the parent education programmes were effective in developing parents' positive parenting skills. The parental talks regarding Separation Anxiety, Handling of Cyber Bullying and Learning Skills could equip parents with knowledge and skills in handling related issues.

4) Educational talks:

90% of the teachers agreed that the provision of educational talks could cultivate students to be a responsible and empathic person. Talks on crime prevention were arranged for P.4-6 students which could avoid students involve in crime due to innocent and temptation. Also, sharing forums which were conducted by disabled and the puppet show about integration and harmony in diversity could nurture students to become empathetic.

5) Integration activities:

4 kinds of play-based activities were smoothly conducted to provide more opportunities for students to communicate and cooperate with schoolmates of different nationalities and cultural backgrounds. Nevertheless, a volunteer team was also smoothly conducted in this year. Members were successfully conducted 2 social services and they learned how to serve others and contribute into the society. 95% of teachers agreed that these activities could foster students to become responsible citizens and contribute to the community.

6) Implementation of preventive measures:

More than 90% of the teachers agreed that the preventive measures as organized in those activities and programmes could cultivate students' positive core values and characters such as responsibility, empathy, courtesy and socially adept behaviour. For example, one of the members of the Courtesy Programme shared that he understood how disappointed it would be if someone showed no responses to you after the greeting.

7. Student Activities Support Grant (2022-23)

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 24

Amount of the Grant: \$107,800.00

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:	\$107,800.00
B	Expenditure in the Current School Year:	\$107,529.15
C	Unspent Amount to be Returned to the EDB (A – B):	\$270.85

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	125	\$54,903.89
Full-grant under the School Textbook Assistance Scheme	138	\$52,625.26
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
TOTAL	263	\$107,529.15 (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	Provision of Life Education Workshops 2022-2023 s.y. 1st Term Payment	Different KLAs/Cross-KLA	145	\$5,049.11	✓	✓	✓		
2	聖誕聯歡會舞台表演2022-23 s.y.	ECA	261	\$9,548.31	✓	✓	✓		
3	第七屆圓玄一中盃Rummikub魔力橋數學棋小學邀請賽	Different KLAs/Cross-KLA	1	\$145.00	✓	✓			
4	Team Challenge Competition	Different KLAs/Cross-KLA	4	\$400.00	✓	✓	✓		
5	Library Prefect Training Workshop	Different KLAs/Cross-KLA	4	\$450.00	✓	✓			
6	P3C Green Picnic 保良局北潭涌渡假營	ECA	11	\$332.44	✓	✓	✓		
7	P1A-D School Picnic 嘉道理農場	ECA	40	\$2,738.74	✓	✓	✓		
8	P2-3 School Picnic 保良局北潭涌渡假營	ECA	59	\$2,738.12	✓	✓	✓		
9	P4,P5 九西田徑比賽將軍澳運動場	ECA	6	\$1,440.00	✓	✓	✓		
10	Cultural Day 2022-23 s.y.	Different KLAs/Cross-KLA	223	\$19,280.21	✓	✓	✓		

11	1st Term Pastel Nagomi Art 22-23 s.y.	ECA	4	\$2,200.00	✓	✓	✓		
12	1st Term Arts Talent Group (Junior)	ECA	1	\$336.11	✓	✓	✓		
13	1st Term Arts Talent Group (Senior)	ECA	7	\$2,823.33	✓	✓	✓		
14	1st Term Microbit Group	ECA	3	\$1,787.50	✓	✓	✓		
15	1st Term Chinese Ink Painting Group	ECA	7	\$2,823.33	✓	✓	✓		
16	1st Term Maths Olympiad (P4-P5)	ECA	2	\$1,008.33	✓	✓	✓		
17	Travelling expenses of Library Prefect Training Workshop for P.6 students	Different KLAS/Cross-KLA	4	\$450.00	✓	✓	✓		
18	Travelling expenses of Rummikub Competition on 8.10.22	Different KLAS/Cross-KLA	1	\$145.00	✓	✓			
19	A Foodstep Journey at Food Angel Experience Centre (P.3 students)	Different KLAS/Cross-KLA	39	\$3,973.58	✓	✓	✓	✓	
20	P6C G.S. Educational Visit 香港故宮文化博物館	Different KLAS/Cross-KLA	15	\$610.00	✓	✓	✓		
21	P2D G.S. Educational Visit 香港文化博物館	Different KLAS/Cross-KLA	7	\$238.00	✓	✓	✓		
22	P2A G.S. Educational Visit 香港文化博物館	Different KLAS/Cross-KLA	9	\$229.50	✓	✓	✓		
23	P2C G.S. Educational Visit 香港文化博物館	Different KLAS/Cross-KLA	8	\$296.73	✓	✓	✓		
24	P2B G.S. Educational Visit 香港文化博物館	Different KLAS/Cross-KLA	7	\$238.00	✓	✓	✓		
25	長沙灣廣場Christmas Performance (P.1-P.6 students)	Different KLAS/Cross-	4	\$177.78	✓	✓	✓		

		KLA							
26	InnoTech Expo 2022 (P.1-P.6 Students)	Different KLAs/Cross- KLA	8	\$407.27	✓	✓	✓		
27	機械人編程大賽 (P.4 - P.6 Students)	Different KLAs/Cross- KLA	4	\$386.67	✓	✓	✓		
28	Musical Group (P.4-P.6 Students)	ECA	151	\$9,026.72	✓	✓	✓		
29	Provision of Life Education Workshops 2022-2023 s.y. 2nd Term Payment	Different KLAs/Cross- KLA	95	\$3,325.00	✓	✓	✓		
30	Robofest比賽 (P.4-P.6 Students)	Different KLAs/Cross- KLA	2	\$325.78	✓	✓	✓		
31	P.4-P.6 Students Educational Visit 西九龍文化區M+博物館	Different KLAs/Cross- KLA	5	\$173.91	✓	✓	✓		
32	P.6D Students Educational Visit 香港故宮博物館	Different KLAs/Cross- KLA	16	\$426.67	✓	✓	✓		
33	Robofest比賽 (P.4-P.6 Students)	Different KLAs/Cross- KLA	2	\$135.11	✓	✓	✓		
34	P.6B Students Educational Visit 香港故宮博物館	Different KLAs/Cross- KLA	11	\$293.33	✓	✓	✓		
35	P.6A Students Educational Visit 香港故宮博物館	Different KLAs/Cross- KLA	14	\$339.39	✓	✓	✓		
36	P.4-P.6 嘉諾撒小學籃球友校接力邀請賽車費	Different KLAs/Cross- KLA	2	\$322.22	✓	✓	✓		
37	P.4-P.6 九龍西區排球比賽交通費	Different KLAs/Cross- KLA	4	\$246.15	✓	✓	✓		
38	P.4-P.6 MTCGPS 友校接力邀請賽	Different KLAs/Cross- KLA	1	\$225.00	✓	✓	✓		

39	P.4-P.6 中文科參觀活動(屏山文物徑)	Different KLA/Cross-KLA	16	\$424.00	✓	✓	✓		
40	Musical Group (P.4-P.6 Students)	ECA	151	\$4,991.74	✓	✓	✓		
41	P.6C & 6D Education Visit (香港海防博物館)	Different KLA/Cross-KLA	31	\$749.17	✓	✓	✓		
42	49-66 seater coach booking for 14.4.2023 李鄭屋官小 <-> 深水埗官小 - 國家安全教育同樂日	Different KLA/Cross-KLA	12	\$355.56	✓	✓	✓		
43	P.4-P.6 九龍西區排球比賽交通費	ECA	4	\$352.31	✓	✓	✓		
44	Three coach booking for 12.4.2023 李鄭屋官立小學 - 香港太空館 P.5 G.S. Educational Visit	Different KLA/Cross-KLA	48	\$907.09	✓	✓	✓		
45	49-66 seater coach booking for 12.4.2023 李鄭屋官立小學 - 香港歷史博物館 (P.4A&P.4D常識科參觀)	Different KLA/Cross-KLA	17	\$230.51	✓	✓	✓		
46	49-66 seater coach booking for 13.4.2023 李鄭屋官立小學 - 香港歷史博物館 (P.4B&P.4C常識科參觀)	Different KLA/Cross-KLA	30	\$444.44	✓	✓	✓		
47	National Learning Trip to Walled Village in Kam Tin for P.5 students	Different KLA/Cross-KLA	48	\$9,556.16	✓	✓	✓		
48	小六畢業日營	Different KLA/Cross-KLA	43	\$12,900.00	✓	✓	✓		
Expenses for Category 1			1,587	\$106,003.32					
2. Non-Local activities: To subsidies students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
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	General Studies-STEAM teaching materials P1-P6 students	Different KLAS/Cross-KLA	261	\$1,525.82	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
Expenses for Category 3			261	\$1,525.82					
Grand Total:				\$107,529.14					

Overview of the Use of Grants and Funding (2022-2023)

Grants & Funding		Job Nature	Staff / Service	Expenditure
1.	Capacity Enhancement Grant	5 Teaching Assistants (Diploma level x 5)	TA1, TA2, TA3, TA4, TA5	\$542,474.96
		1 School Affair Assistant I	SAA1	\$92,928.00 (6-month salary)
		Timetabling Service	Buy service	\$11,880.00
	\$785,878.00		Total:	\$647,282.96
2.	Enhanced Additional Funding -Support for NCS Students	2 Temporary Teachers (pt. 18 & pt. 19)	T1, T2	\$962,940.00
		3 Teaching Assistants (Diploma Level x 3)	TA4, TA5, TA6	\$557,073.73
		Chinese Learning Workshops	Buy service	\$26,500.00
		Online Chinese Learning Platform	Buy service	\$48,888.00
	\$2,238,179.00		Total:	\$1,595,401.73
3.	Learning and Support Grant	2 Temporary Teachers (pt. 18 & pt. 29)	T3, T4	\$1,175,011.94
		1 Group Programme (Sensory Integration Therapy)	Buy service	\$36,000.00
		Individual training	Buy service	\$38,800.00
	\$1,315,252.00		Total:	\$1,249,811.94
4.	Learning and Support Grant for NCS	1 Teaching Assistant (Cert level x 1)	TA7	\$189,354.00
		1 School Affair Assistant I	SAA1	\$92,928.00 (6-month salary)
		1 Group Programme (Social Skills Therapy with Construction Toys for Target P.1-P.6 Students)	Buy service	\$43,420.00
		1 Group Programme (Social Skills Training for 4 P.1 Target Students)	Buy service	\$27,360.00
	\$613,905.00		Total:	\$352,842.00

Grants & Funding		Job Nature	Staff / Service	Expenditure
5.	School-based After-school Learning and Support Grant	Cultural and Language Courses	Buy service	\$151,900.00
		Learning Trips to Cube O Discovery Park (P.1 – P. 6)		\$49,830 .00
	\$234,000.00		Total:	\$201,730.00
6.	Student Guidance Service Grant	Student Guidance Personnel Service Package	SSW	\$788,499.00
		Developmental Group Programmes	Buy service	\$49,920.00
		Professional training workshop for teachers	Buy service	\$2,000.00
		Parent Education Programmes		\$36,200.00
		Educational Talks		\$12,540.00
		Play-based Activities	Buy service	\$120,950.00
		Learning in Community Programme (Volunteer Training Workshop)		\$13,000.00
		Materials for Conducting Guidance Activities		\$0.00
	\$1,143,301.00		Total:	\$1,023,109.00
7.	Student Activities Support Grant	Student Beneficiaries under C.S.S.A.		\$54,903.89
		Student Beneficiaries under Full-grant under the School Textbook Assistance Scheme		\$52,625.26
	\$107,800.00		Total:	\$107,529.15