**School-based After-school Learning and Support Programmes 2016/17 s. y.**

**School-based Grant - Programme Report**

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| Name of School: | SKH Tang Shiu Kin Secondary School |
| Staff-in-charge: | Mrs. Monica Wong, Mr. Yeung Ho Ching |  |  | Contact Tel. No.: | 25742326 |
| I) | The number of students (count by heads) benefitted under the Grant is |  25  |
| (including A. |  3  | CSSA recipients; B. |  17  | SFAS full-grant recipients and C. |  5  | under school’s discretionary quota) |

II) Information on Activities subsidised/complemented by the Grant:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| \* Name / Type of activity | #Actual no. of participating eligible students | Average attendance rate | Period/Date activity held | Actual expenses ($) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner/ service provider (if applicable) | Remarks if any (e.g. students’ learning and affective outcome) |
| A | B | C |
| Learning skill training (musical instrument) | 3 | 17 | 5 | 64.2% | 9/2016 – 7/2017 | $5400 x 25= 135,000 | * Students’ instrumental class attendance record
* Instrumental tutors’ feedback
* Music teacher’s feedback about internal music examinations
 | Edmond Cheng’s Music Center | * Some students could perform quite well and they were recommended to participate in the schools music festival or the public music examination in the coming year.
* Some students were picked up to join the school orchestra. This can further help them develop a healthy personality.
 |
| Total no. of activities: 1  |  |  |  |  |  |  |  |
| @No. of man-times | 3 | 17 | 5 |  | Total Expenses: | 135,000 |  |
| \*\*Total no. of man-times | 25 |

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

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

**C. Project Effectiveness**

***To the benefitted students, achievements of the activities conducted are rated as follows:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please put a “🗸” against the most appropriate box.** | Improved | **No****Change** | Declining | Not Applicable |
| **Significant** | **Moderate** | **Slight** |
| **Learning Effectiveness** |  |  |  |  |  |  |
|  | Students’ motivation for learning |  | 🗸 |  |  |  |  |
|  | Students’ study skills |  |  |  |  |  | 🗸 |
|  | Students’ academic achievement |  |  |  |  |  | 🗸 |
|  | Students’ learning experience outside classroom | 🗸 |  |  |  |  |  |
|  | Your overall view on students’ learning effectiveness |  | 🗸 |  |  |  |  |
| **Personal and Social Development** |  |  |  |  |  |  |
|  | Students’ self-esteem |  | 🗸 |  |  |  |  |
|  | Students’ self-management skills |  | 🗸 |  |  |  |  |
|  | Students’ social skills |  | 🗸 |  |  |  |  |
|  | Students’ interpersonal skills |  | 🗸 |  |  |  |  |
|  | Students’ cooperativeness with others |  | 🗸 |  |  |  |  |
|  | Students’ attitudes toward schooling |  | 🗸 |  |  |  |  |
|  | Students’ outlook on life |  | 🗸 |  |  |  |  |
|  | Your overall view on students’ personal and social development |  | 🗸 |  |  |  |  |
| **Community Involvement** |  |  |  |  |  |  |
|  | Students’ participation in extracurricular and voluntary activities | 🗸 |  |  |  |  |  |
|  | Students’ sense of belonging |  | 🗸 |  |  |  |  |
|  | Students’ understanding on the community |  |  |  |  |  | 🗸 |
|  | Your overall view on students’ community involvements |  |  |  |  |  | 🗸 |

# D. Comments on the project conducted

***Problems/difficulties encountered when implementing the project***

***(You may tick more than one box)***

|  |  |
| --- | --- |
| 🗸 | unable to identify the target students (i.e., students receiving CSSA, SFAS full grant); |
|  |  |
|  | difficult to decide on the 10% discretionary quota; |
|  |  |
| 🗸 | target students unwilling to join the programmes; |
|  |  |
|  | the quality of service provided by partner/service provider not satisfactory; |
|  |  |
|  | tutors inexperienced and student management skills unsatisfactory; |
|  |  |
| 🗸 | the amount of administrative work leads to apparent increase on teachers’ workload;  |
|  |  |
|  | complicated to fulfill the requirements for handling funds disbursed by EDB; |
|  |  |
|  | the reporting requirements too complicated and time-consuming; |
|  |  |
|  | Others (Please specify):  |  |

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

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