

## 1. Plan on the Use of Capacity Enhancement Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 20

Amount of the Grant: **\$452,000.00**

Purposes: 1. Relieve teachers' burden on non-teaching duties so as to enhance students' learning  
2. Develop students' talent in different areas

Objectives	Strategies	Performance Indicators	Time	Actual Expenses	
1. To relieve non-teaching duties from teachers so that they can concentrate more on their teaching	<b>Recruit 2 teaching assistants to:</b> <ul style="list-style-type: none"> <li>- Design and update school web in order to provide better information to parents and public.</li> <li>- Design graphic work according to school needs</li> <li>- Assist teachers in administrative work</li> <li>- Take care of sick students.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' non-teaching duties are relieved</li> <li>- Students can get extra support</li> <li>- School web is updated accordingly</li> </ul>	1 school year (9/2019-8/2020)	<b>Salary of:</b> <ul style="list-style-type: none"> <li>- <b>1 teaching assistant (Diploma Level)</b></li> <li>- <b>1 teaching assistant (Matriculated Level)</b></li> </ul>	$\$17,100.00 \times 12 \text{ months} \times 1.05$ <b>=<u>\$215,460.00</u></b>  $\$15,555.00 \times 10 \text{ months and } 23 \text{ days} \times 1.05$ <b>=<u>\$175,639.43.00</u></b>  <b>Sub-total: \$430,920.00</b>
2. To provide whole- person development to students so that they can stretch their potentials	<b>Recruit coaches:</b> <ul style="list-style-type: none"> <li>- Provide trainings to students in Music and Drama</li> </ul>	<ul style="list-style-type: none"> <li>- Students enjoy the activities</li> <li>- Students can build up their self-esteem and have confidence to perform in front of their peers</li> <li>- Students can persevere in their goals</li> <li>- Students potentials are developed</li> <li>- Students have good achievements in competitions</li> </ul>	1 school year (9/2019-8/2020)	<b>Salary for recruiting coaches:</b> <ul style="list-style-type: none"> <li>- CCA Musical group</li> <li>- Percussion Band</li> </ul>	$\$ 58,000.00$ $\$ 82,650.00$  <b>Sub-total: \$140,650.00</b>
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**Evaluation:**

- The teaching assistants provided great support to teachers including updating school webpage, student data input, student examination results input and data input for school administrative work. They also helped teachers in photo-taking for school events and took care of students who were sick. Regarding designing graphic work, the teaching assistants did very well in designing the food stalls on Cultural Day, the souvenirs for Guest of Honour on Graduation Day and the souvenirs for 130<sup>th</sup> Anniversary. Teachers who had to take up these duties had more time on preparation of teaching.
- According to the evaluation by teachers, teachers gave positive feedback to the performance of students joining the Percussion Band and Musical Group. They gave a very high rating in students building up self-esteem and confidence to perform in front of their peers. They also agreed that students' potentials were fully developed. It was also observed that students enjoyed the activities in Percussion Band and Musical Group and showed perseverance in their training. However, due to school suspension, 71st Hong Kong Schools Music Festival and Hong Kong School Drama Festival were cancelled. Students of these two groups were not given the chance to perform what they had learnt.
- Our school faced some difficulties in the employment of the teaching assistant of matriculated level. The first teaching assistant reported duty in mid-September, 2020. However, due to her personal reason, the contract was terminated in early November. Our school had to recruit another teaching assistant to fill in the vacancy. Since the total serving period of both teaching assistants was less than 12 months, the actual expenses of recruiting one teaching assistant of matriculated level was less than planned.
- All teachers agreed to use the grant to recruit teaching assistants and buy service from professionals in order to release teachers' non-teaching duties.

**2. Plan on the Use of Special Grants in Supporting NCS Students**

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 20

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

Purpose: Enhance non-Chinese students' proficiency in learning Chinese

Objectives	Strategies	Performance Indicators	Time	Actual Expenses		
1. To develop effective learning and teaching strategies to enhance students' learning in Chinese	<p>Recruit 2 <b>temporary teachers</b> to:</p> <ul style="list-style-type: none"> <li>– Offer better support to students by integrating the split class policy (P.1-6 Chinese Classes) for the Chinese Curriculum</li> <li>– Create space for Chinese Curriculum Coordinator to further develop the school-based Chinese curriculum for non-Chinese students</li> </ul> <p>Recruit 2 <b>teaching assistants</b> to:</p> <ul style="list-style-type: none"> <li>– Offer better support to students by introducing co-teaching in Chinese lessons</li> <li>– Enhance pupils' learning by offering remedial lessons, after school tuition, Saturday classes and reading programmes</li> </ul> <p>Recruit 1 <b>general clerk</b>:</p> <ul style="list-style-type: none"> <li>– Assist teacher in-charge to prepare the documents related to the program, and data input</li> <li>– Laise and communicate with NCS parents</li> </ul>	<ul style="list-style-type: none"> <li>– Teachers can perform school-based Chinese curriculum adaptation and tailor made teaching and assessment materials to cater for learner diversity.</li> <li>– Teaching and assessment materials were developed to cater for learner diversity.</li> <li>– Students show improvement in the learning of Chinese both in attitude and attainment.</li> <li>– Teaching Assistants can assist teachers in the lessons, run school activities, prepare teaching resources and teaching aids.</li> <li>– Teaching Assistants can give extra support for NCS pupils during remedial lessons, after school tuition, Saturday classes and reading programmes.</li> <li>– General Clerk can give extra support for NCS pupils and parents.</li> <li>– General Clerk can assist teachers in handling matters related to the program.</li> </ul>	– 1 school year (9/2019-8/2020)	<p>Salary of:</p> <p>– 2 <b>temporary teachers</b></p> <p><b>Teacher 1</b></p> <p><b>Teacher 2</b></p> <p>– 2 <b>teaching assistants (Diploma Level)</b></p> <p>– 1 <b>general clerk</b></p>	<p><b>\$38,595.00 x 12 months x 1.05 = \$486,297.00</b></p> <p><b>\$40,515.00 x 12 months x 1.05 = \$510,489.00</b></p> <p><b>\$17,100.00 x 12 months x 1.05 x2 = \$430,920.00</b></p> <p><b>Sept – Dec \$13,340.00 x 21 days x 1.05</b></p> <p><b>Jan – Feb \$13,960.00 x 2 months x 1.05</b></p> <p><b>Mar – Aug \$14,125.00 x 6 months x 1.05 = \$121,706.77</b></p>	<b>Total: \$1,480,500.00</b>

**Evaluation**

- In order to cater for the great learning diversity for the Chinese subject, 10 Local Chinese Curriculum Groups were formed in the school year, two for P.1, P.2, P.3 and P.6 respectively and one for P.4 and P.5 respectively. Pupils learnt in small class of not more than 20 pupils according to their abilities. Thus, the school recruited two temporary teachers to teach School-based Curriculum Groups in this year.
- Teachers teaching these groups reflected that they could teach more according to the abilities of the pupils. Pupils also enjoyed learning in small groups because they could have more interaction with the teacher and their groupmates.
- Teachers reflected that TAs could provide more individual support to pupils during and after lessons especially in oral training during Homework Period. Post-lesson Chinese groups could enhance pupils' abilities in reading and speaking.
- This year, TAs helped to enrich some teaching materials including power point for magic bag, flash cards and worksheets for P.4 to P.6 new Chinese curriculum. These teaching materials enriched the Chinese reading and writing resources for pupils and enhance their Chinese language skills.
- The new Chinese curriculum for P.4-P.6 Non-Chinese Students was adapted according to the Chinese Language Curriculum for Non-Chinese Speaking Students issued by the EDB. In order to match with the amendment of 'The Second Language Learning Framework for Chinese Language Courses', the Chinese subject teachers continued to review the school-based curriculum for P.1-6 to suit the needs of the target students in learning Chinese. Moreover, for P.1 to P.6 Local Chinese Curriculum Groups, more advanced Chinese curriculum was implemented in order to stretch their potentials.
- To let students to explore more about the Chinese culture, teachers designed some Chinese cultural activities for P.1-P.6 pupils. Due to school suspension, only students of P.1, P.3 and P.4 students participated Chinese cultural activities like 'Writing Chinese Calligraphy', 'Chinese Festivals' and 'Visiting Hong Kong Heritage'. Students joined these activities which enhance their understanding of Chinese culture. Moreover, reading materials which related to those cultural topics were purchased to let students understand more about the Chinese culture.
- To enhance pupils' understanding of the culture of Hong Kong, six visits under the theme 'Hong Kong Life Experience' were arranged. The topics included visiting supermarkets, markets and Lunar New Year Fair. Students communicated with the owner or shopkeepers of these stalls in Chinese. A visit to Lunar New year Fair for P.3 pupils and a visit to Stanley for P.5 pupils were arranged in the first term. Through teachers' observation and feedback from the students, students enjoyed these activities and they were able to listen or speak with others in Chinese during the activities. Unfortunately, due to the coronavirus pandemic in the 2<sup>nd</sup> term, the visits for the other levels were cancelled.
- Our school continued to participate in School Support Programme by Hong Kong University this school year. P.2 and P.5 Chinese teachers of School-based Curriculum had Collaborative Lesson Preparation (CLP) meetings with the support officers from the University of Hong Kong. During the CLP meetings, they had discussions on designing self-directed learning tasks and lesson preparation. Through the students' learning tasks, quizzes and dictations results, most students could use different learning strategies to complete their tasks and assessments. Their Chinese ability was improved.
- Our school faced some difficulties in the employment of the General Clerk (NCS). There were no suitable candidates to fill in the vacancy before the commencement of the school year. Eventually, our school got approval to employ a Chinese-speaking General Clerk. The recruitment process completed in late November and the General Clerk reported duty in December, 2020.

**Arrangement of the Uncommitted Fund**

- The remaining fund will be allocated for procurement of Chinese reading materials.

### 3. Plan on the Use of Learning Support Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 20

Amount of the Grant: Around **\$1,540,000.00**

Purposes: Give support to students with special educational needs

Objectives	Strategies	Performance Indicators	Time	Actual Expenses	
<p>1. To build up a supportive culture for students with SEN so that teachers can:</p> <p>- Use appropriate strategies to enhance students' learning and to cater for students' individual needs</p>	<p><b>Recruit 1 temporary teacher to:</b></p> <ul style="list-style-type: none"> <li>- Be the class teacher of classes with more SEN students</li> <li>- Teach classes with SEN students at lower primary classes and provide better support to students</li> <li>- Conduct pre-lessons and provide individual support to SEN students</li> <li>- Provide extra care to SEN students at school activities</li> <li>- Prepare teaching resources and teaching aids</li> </ul> <p><b>Recruit 1 part-time teachers to:</b></p> <ul style="list-style-type: none"> <li>- Offer better support to students by offering extra manpower in the classroom to assist SEN to learn English and Maths.</li> <li>- Provide extra care to SEN students at school activities</li> </ul> <p><b>Recruit 3 teaching assistants to:</b></p> <ul style="list-style-type: none"> <li>- Offer better support to students by offering extra manpower in the classroom to assist SEN to learn English and Maths</li> <li>- Conduct post-lesson tuitions and individual support to SEN students</li> <li>- Help teacher input scores for data analysis as well as the logistic arrangements of the Occupation Therapy (OT) and Speech Therapy (ST) classes to support SEN students</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers can provide extra support to SEN students</li> <li>- Provide individual support to cater for learner diversity</li> </ul> <ul style="list-style-type: none"> <li>- SEN students can get extra support in learning</li> <li>- SEN students can participate in school activities with the guidance provided by part-time teachers</li> </ul> <ul style="list-style-type: none"> <li>- Teaching Assistants can conduct post-lesson tuition, assist teachers in the lessons, help teachers prepare teaching resources and teaching aids</li> <li>- Data will be ready for teachers to do the analysis which is conducive to the betterment of teaching and learning</li> </ul>	<p>1 school year (9/2019-8/2020)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> <li>- <b>1 temporary teacher (pt17)</b></li> <li>- <b>1 part-time teacher (pt 17)</b></li> <li>- <b>3 teaching assistants (Diploma Level)</b></li> </ul>	<p><b>\$36,765.00 x 11 months and 29 days</b> <b>= \$461,952.23</b></p> <p><b>\$188,677.79 x 10 months and 8 days x 1.05</b> <b>= \$219,525.60</b></p> <p><b>\$17,100.00 x 12 x 1.05 x 3</b> <b>= \$646,380.00</b></p> <p><b>Sub-Total:</b> <b>\$1,327,857.80</b></p>

Sir Ellis Kadoorie (S) Primary School Evaluation for Specific Grants 2019-20

Objectives	Strategies	Performance Indicators	Time	Amount Spent
<p>2. To deliver support for students with SEN so that teachers, parents and students can gain:</p> <p>- Adequate trainings provided by Occupation Therapist and Social Worker from the Social Skill Training Group</p>	<p>Buy service from <b>NGO</b> to support students with <b>SEN</b>:</p> <p>- Provide behavioral adjustment trainings and study skills training for students</p> <p>- Workshops for parents and teachers</p>	<p>- Students with SEN show improvements from the trainings (Pre-test and Post-test reports)</p> <p>- Parents and teachers are satisfied with the training</p>	<p>- 1 school year (9/2019-8/2020)</p>	<p>- <b>Occupation Therapy Service</b>      <b>\$595×160 (hours)</b> = <b><u>\$95,200.00</u></b></p> <p>- <b>Social Skill Training</b>      <b>\$4,400.00 x 2 (groups)</b> = <b><u>\$8,800</u></b></p> <p>- <b>Support service for SEN Students</b>      <b>\$2,700.00 x 12 (groups)</b> = <b><u>\$32,400</u></b></p> <p><b>Sub-Total:</b> <b>\$136,400.00</b></p>
				<p><b>Total:</b> <b>\$1,425,537.50</b></p>

**Evaluation**

- For English Reading and Writing, the school offered co-teaching for P.1-2 classes. The NET, the subject teacher and one teaching assistant were assigned to the reading and writing lessons (3 lessons per week) to help pupils of different abilities. As a result, learner diversity was catered, and pupils were able to learn according to their abilities.
- Evaluation from teachers reflected that the three teaching assistants were very helpful. They completed their duties including preparing teaching materials, conducting after school tuition classes, assisting in school functions and activities and small group training for SEN pupils. Lessons with TAs support were especially beneficial for classes with SEN students. They provided extra manpower to help SEN pupils during lessons.
- The school recruited 1 extra part-time teacher to give help to the SEN students to give more individual support to the needy pupils. Pupils and parents welcomed this arrangement and reflected that pupils could learned better with this arrangement.
- The Occupational Therapist reflected that most of the students showed improvement in their coordination, attention span, gross and fine motor skills after the training and the demand for the service was still great. Most of pupils were eager to join the lessons and they found the lessons could help them to learn better. Due to school suspension, parents also involved in the real-time one-to-one training sessions with their children. Parents' involvement were especially beneficial to pupils' progress.
- Social skill training groups were very beneficial for ASD pupils. One of the groups changed to online lessons during school suspension. However, online training was not an ideal learning environment for ASD pupils. The demand for the service was still great. At least 2 training groups should be arranged in order to cater for the need of our ASD pupils in the next school year.
- School-based Counselling Psychologist Services was arranged for SEN pupils in the 2<sup>nd</sup> term. Due to school suspension, some of the sessions were arranged as real-time one-to-one sessions using Zoom. Both parents and pupils reflected that those sessions were helpful for them, especially pupils with anxiety problem. It would be ideal if similar support service would be arranged in the coming school year.

#### 4. Plan on the Use of the School-based After-school Learning and Support Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 20

Amount of the Grant: Around **\$40,000.00**

- Purposes: 1. Help students' in doing homework  
2. Help build up students' revision skills

Objectives	Strategies	Performance Indicators	Time	Actual Expenses	
1. To offer support to students so as to:  - Build up the attitude in persistency in finishing homework  - Build up practical skills in revision	Buy service from <b>NGO</b> to provide <b>Post Lesson Homework Tuition</b> for students so as to:  - Offer help to students when they are doing their homework  - Help students to do revision  - Purchase necessary materials or equipment for teaching	- 80% of the students agreed that the tutors are helpful  - A majority of the students agreed that they can finish homework in the Tuition Classes  - 50% of the students admitted that they learned how to do revision in the Tuition Classes after finishing homework	- 1 school year (9/2019-8/2020)	<b>School subsidize for Homework Tuition service</b>	<u><b>\$40,000.00</b></u>

#### Evaluation

- Five HW tuition groups in Phase I was conducted by the HK Education Service Centre. 119 pupils joined this service in the first term. For those who were entitled for the School-based After-school Learning and Support Grant, they could enjoy the service free of charge.
- Data reflected that more than 85% of the students agreed that the course could help them in doing their homework, the tutors could help them to finish their homework more efficiently. Tutors were helpful to help students with their homework.
- Because of the school suspension from February to May, there was no homework tuition and visits in 2<sup>nd</sup> term. In order to enhance students' learning ability, homework tuition and visit should be arranged for pupils in the next school year.

### 5. Plan on the Use of the Student Guidance Service Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 20

Amount of the Grant: Around **\$670,000.00**

Purposes: Implementation of Comprehensive Student Guidance Service in School

Objectives	Strategies	Performance Indicators	Time	Actual Expenses	
- Making use of the Student Guidance Service Grant to implement Comprehensive Student Guidance Service in our school	Recruit 2 Student Guidance Personnel and support service for a NGO: - Develop and maintain the school-based Whole School Approach Guidance System. - Following the policy of the Comprehensive Student Guidance Service (EDB) and provide suitable guidance activities/programmes to pupils/parents/teachers. - Implement school based Moral and Civic Education Curriculum - Assist in school operation	- Fulfill the job duties and scope of the Comprehensive Student Guidance Service under the following four aspects : Policy and Organization/ Personal Growth Education Integrated with Moral and Civic Education Curriculum/ Supportive Service/ Responsive Service - Be responsible to the school duties and collaborate with the school management. - Refer to the Plan of Moral and Civic Education - provide extra duties and support to our pupils/parents/teachers	- 1 school year (9/2019-8/2020)	<b>Administrative cost and Salary of 2 Student Guidance Personnel from NGO</b>	<b><u>\$644,920.00</u></b>

#### Evaluation on the Use of Student Guidance Service Grant

- The employed SGPs worked effectively on implementing the Whole School Approach Programme to motivate students to perform well in self-discipline and tackle the difficulties in interpersonal matters or emotional needs with the appropriate skills.
- Students enjoyed gaining chops in the Whole School Approach Chop Award Scheme as they could redeem tangible prizes by using the chops that they gained. Students were also eager to know if they could obtain bronze, silver, gold or diamond award in the scheme. In the original plan, a mysterious party would be conducted to award students who reached the diamond level. However, we have to cancel the Mysterious Party was cancelled because of the epidemic and school suspension.
- Our SGPs also helped a lot on handling crisis cases efficiently. They provided suitable support to the needy students for example, emotion counselling, apply financial support and profession advice etc. Their effort played an important role in enhancing home-school collaboration. Participating parents enjoyed those practical workshops and talks very much as they found that the content was practical and useful.
- During the first half of the school year, they organized 7 workshops and talks for parents. Topics like protecting environment, maintaining good parent-child relationship, mental health and first aid etc.
- For students, they also organized 8 talks in relation to Moral and Civic Education topics which enhance the effectiveness on cultivating values to students. Under the epidemic, they launched a special programme called 'Care under the epidemic'. The helped much in finding channels for students to show their care to outside working units in the society which made the programme meaningful.



