

School-based After-school Learning and Support Programmes 2024/25 s.y.

School-based Grant - Programme Report

Name of School: Chan Sui Ki (La Salle) College

Staff-in-charge: Ms H.K. Wong

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A. The number of students (count by heads) benefitted under the Grant is 19 (including A. 2 CSSA recipients, B. 15 SFAS full-grant recipients and C. 2 under school's discretionary quota).

B. Information on Activities to be 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						
After-school Tutorial Classes	2	15	2	85%	Oct 2024 to May 2025	107,100	Questionnaire	Education plus centre	
S6 Mock Exam Practice	0	4	0	100%	Dec 2024	2750	Test	Hok Yau Club	
Total no. of activities: 1									
@No. of man-times	2	19	2		Total Expenses	109,850			
**Total no. of man-times	23								

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.

@ 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)

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).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom						✓
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life						✓
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community						✓

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 select suitable non-eligible students to fill the 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): The quality of the tutors provided by the service provider may not be guaranteed. Some targeted students were not willing to take part in the tutorial classes

E. Do you have any feedback from students and their parents?

Are they satisfied with the service provided? (optional)

The Chinese and English after-school tutorial classes mainly provided academic support for the target students. The attendance of the after-school tutorial classes was satisfactory.

Some S1 students forgot to attend the classes. Due to the clashes of different school activities, some students were able to attend all sessions.

The performance of S2 class was slightly better than S1 classes since most S2 students agreed that the English tutor was very enthusiastic. It was found that some students joined the classes due to their parents.

It is observed that the performance of the class is better if the same tutor is responsible for the same class every time. Classroom discipline is important. Tutors are reminded to seek advice if assistance is needed during the lessons.

Most participants supported the school to offer similar programmes next year.