

School-based After-school Learning and Support Programmes 2022/23 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 51 (including A. 2 CSSA recipients, B. 45 SFAS full-grant recipients and C. 4 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
	A	B	C						
<i>After-school Tutorial Classes</i>	1	16	4	92%	Oct 2022 to June 2023	\$70,000	Questionnaire	<i>Best Learning</i>	
<i>War Game</i>	0	14	0	100%	Nov 2022	\$3,696	Questionnaire	<i>WarZone</i>	
<i>Card Holder Making Workshop</i>	1	3	0	100%	July 2023	\$880	Questionnaire	<i>Po Leather Workshop</i>	
<i>Mock Exam Practice</i>	0	12	0	100%	Jan 2023	\$3,300	test	<i>Hok Yau Club and HK Economic Journal</i>	
Total no. of activities: 3									
@No. of man-times	2	45	4						
**Total no. of man-times	51				Total Expenses	\$77876			

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 involvement				✓		

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): _____

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

The attendance of the after-school tutorial classes was satisfactory. The classes mainly provided academic support, Chinese and English, to the target students. However, sometimes it was difficult to make sure every student attended the classes on time as they may be required to attend detention classes or other activities held by the school. Other activities held at school clashed with the tutorial classes. Besides, some tutors are inexperienced, and they may not be able to manage the class discipline well.

For other activities like war game and cardholder making workshop, the feedback was generally good. However, sometimes we had difficulty in asking the target students to participate in the activities.