

School-based After-school Learning and Support Programme
Annual Report 2015/2016

(I) Aim: The aim of this scheme is to develop the abilities of our students in different areas, such as communications with parents, teachers as well as peer groups, and the control of emotions. The scheme also aims to facilitate our students' whole-person development and personal growth. Through this scheme, we expect to achieve the following:

1. To build up students' self-confidence in coping with their daily lives and studies.
2. To improve students' social skills to communicate with their peer groups and adults.
3. To provide recognition of positive behaviour.
4. To promote students' moral competence.
5. To promote students' emotional competence.
6. To provide learning support to strengthen students' academic performance.

(II) Target Group: Students from low-income families.

(III) Content: In order to fulfill the purpose of the scheme, the following activities were organised:

- i. From September to October, 2015, rock-climbing training programmes were given to F. 1 to 6. It was expected to build up their self-confidence and fortitude through the programmes and many students welcomed the training and experienced great peer support during the training.
- ii. Several enhancement programmes were offered to students to support students' learning in English, Maths and Liberal Studies. These programmes were operated in small tutorial groups to cater for their diverse needs. From the results of the survey conducted among the student participants, the programmes were well received and the attendance was satisfactory in general. However, the attendance rate of the lunchtime English Enhancement Group was unstable because of clashes with other lunchtime activities from time to time.
- iii. Two learning skill workshops were run for our students in F.1 and F.2. One was conducted in Chinese for the Chinese speaking students, whereas the other one was in English for the Non-Chinese speaking students. The workshops were delivered effectively and students found them very practical.
- iv. Some chess sets were bought for use during the post-exam period and summer holidays to enhance students' problem-solving skills and communication skills. These sets will still be used in the next school year during lunchtime.

(IV) Expenditure:

| Period | Class | Content | No. of disadvantaged participants | Amount spent (\$) |
|-------------------|--------------|--------------------------------|--|--------------------------|
| Sept – Oct, 15 | F.1 – 6 | Rock-climbing | 91 | 14,238.40 |
| Oct, 15 – May, 16 | F.1 – 6 | English Enhancement Programmes | 15 | 33,297.50 |
| June, 16 | F.1 – 2 | Learning Skill Workshops | 19 | 9,998.00 |
| Oct, 15 – May, 16 | F.3 – 4 | Other Enhancement Programmes | 2 | 17,480.00 |
| June, 16 | F.1 – 5 | Chess Sets | 79 | 3,008.00 |

Total: \$ 78,021.90

Total Amount granted (15/16): \$ 76,800.00 [A]

Surplus brought forward from previous year (14/15) \$ 16,732.99 [B]

Total Amount of funding available for the school year (15/16) : [A] + [B] \$ 93,532.99 [C]

Total Expenditure in the school year (15/16) \$ 78,021.90 [D]

Surplus: [C] – [D] \$ 15,511.09