



Li Cheng Uk Government Primary School
Evaluation of Specific Grants
2023-2024

Contents

<i>1. Capacity Enhancement Grant (2023-24)</i>	<i>P.3</i>
<i>2. Enhanced Additional Funding – Support for NCS Students (2023-24)</i>	<i>P.5</i>
<i>3. Learning Support Grant (2023-24)</i>	<i>P.8</i>
<i>4. Learning Support Grant for NCS (2023-24)</i>	<i>P.10</i>
<i>5. Student Guidance Service Grant (2023-24)</i>	<i>P.13</i>
<i>6. Parent Education Grant (2023-24)</i>	<i>P. 17</i>
<i>7. One-off Grant for Mental Health of Parents and Students (2023-24)</i>	<i>P.20</i>
<i>8. Report on the Use of the Life-wide Learning Grant (2023-24)</i>	<i>P. 22</i>

1. Capacity Enhancement Grant (2023-24)

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$815,216.00

- Purposes:
1. To release teachers' workload
 2. Give support to subject panel heads on curriculum support and other teachers whenever needed
 3. To reduce the administrative workload on time tabling of teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<ul style="list-style-type: none"> - To give support to teachers on carrying out the duties concerning subject matters - To assist teachers in catering for diversified learning needs of students through academic intervention and group dynamics - To buy service on preparing the school time table 	<ul style="list-style-type: none"> - Recruit 3 teaching assistants (Dip Level) to render assistance in subject-related work and resource preparation - Recruit 1 school affair assistant to offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand NCS students' learning needs and subsequently render appropriate academic and non-academic support services - Choose a suitable service provider for timetabling service 	<ul style="list-style-type: none"> - 70% of the teachers agree that the subject-related work and resource preparation can be supported by the teaching assistants - 90% of the teachers agree that the school affair assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement. - 80% of the teachers find the timetabling service satisfactory 	1 school year 9/2023-8/2024	Salary of: <ul style="list-style-type: none"> - 3 Teaching Assistants (Diploma Level) <ul style="list-style-type: none"> i) (11.9.2023 – 31.8.2024) $(\\$18,345 \times 11 \times 1.05) + (\\$18,345 \times 20/30 \times 1.05)$ $= \\$211,884.75 + \\$12,841.50$ $= \\$224,726.25$ ii) (11.9.2023 – 31.8.2024) $(\\$18,345 \times 11 \times 1.05) + (\\$18,345 \times 20/30 \times 1.05)$ $= \\$211,884.75 + \\$12,841.50$ $= \\$224,726.25$ iii) (25.9.2023 – 31.8.2024) $(\\$18,345 \times 11 \times 1.05) + (\\$18,345 \times 6/30 \times 1.05)$ $= \\$211,884.75 + \\$3,852.45$ $= \\$215,737.20$ - 1 School Affair Assistant I (6-month salary) $\\$ 14,734 \times 1.05 \times 6 + (\\$14,734 \times 12 \times 0.05)\#$ $= \\$92,824.20 + \\$8,840.40$ $= \\$101,664.60$ [#10% gratuity – MPF 5%] Actual Expenses for timetabling service: \$12,800.00	Refer to P. 4

	Grand Total: \$779,654.30	
	Balance: \$35,561.70	

Remarks:

*Another 6-month salary of School Affair Assistant I will be drawn from the Learning Support Grant for SEN (2023-2024).

Evaluation

- 1) 90.7% of the teachers agreed that the teaching assistants (TAs) recruited (3 TAs of Diploma Level and 1 SAAI) could render support to them by preparing the subject-related work and resources like data collection, worksheet filing, enrollment in Speech Festival and competitions, revising teaching and learning materials, etc.
- 2) 95.3% of the teachers showed that the TAs could give full support in organizing activities inside and outside school during the academic year.
- 3) With the assistance of the TAs, 86.1% of the teachers agreed that they could spend more time on lesson preparation, developing school-based curriculum and designing various teaching and learning activities to further enhance students' generic skills and cater for learner diversity.
- 4) 90.7% of the teachers agreed that the TAs could assist them with clerical work associated with their stream administrative duties so that the teachers could carry out their administrative duties effectively.
- 5) As positive feedback was received from the majority of teachers regarding the support of TAs on various aspects, the school would continue to recruit the TAs next year with CEG.
- 6) 97.8% of the teachers agreed that the timetabling service provider had rendered satisfactory and effective service to the school in regard to the arrangement of their timetables. Therefore, the school would continue to buy service from the timetabling service provider for preparing timetables next academic year.

2. Enhanced Additional Funding – Support for NCS Students (2023-24)

Means by which teachers have been consulted: Staff meetings

Number of operating classes: 24

Amount of the Grant: \$1,608,994.00 + \$629,703.25 (Surplus Carried Forward) = \$2,238,697.25

Purposes: 1. Enhance students' performance in Chinese learning
2. Provide support to subject panel heads and all Chinese teachers

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>To support:</p> <p>a. the development of school-based Chinese Language Curriculum (P.1 to P.6)</p> <p>b. the operation of Chinese elite Classes (P.1 to P.6)</p> <p>c. the operation of After-school Chinese Remedial Classes</p>	<p>Recruit 2 temporary teachers (pt. 29 & pt. 19) to:</p> <ul style="list-style-type: none"> - Support adoption of school-based curriculum to enhance teaching and learning - Take up regular Chinese classes so that more experienced teachers could spare the manpower to operate elite classes <p>Recruit 3 Teaching Assistants (Dip Level) to support teachers on After-school Remedial Classes</p>	<ul style="list-style-type: none"> - 75% of Chinese teachers agree that students can attain better academic performance in each of the four language skills - 60% of Chinese teachers agree that students show improvement in the 4 skills of listening, speaking, reading and writing after attending the After-school Remedial Classes 	<p>1 school year</p> <p>(9/2023-8/2024)</p>	<p>Salary of:</p> <ul style="list-style-type: none"> - 1 temporary teacher (pt. 29) 7-month salary (\$65,875 + \$1,500) x 7 x 1 =\$471,625.00 5-month salary (\$67,851 + \$1,500) x 5 x 1 =\$346,755.00 =\$818,380.00 - 1 temporary teacher (pt. 19) 7-month salary (\$41,400 + \$1,500) x 7 x 1 =\$300,300.00 5-month salary (\$42,642 + \$1,500) x 5 x 1 =\$220,710.00 =\$521,010.00 Total: \$818,380.00 + \$521,010.00 = \$1,339,390.00 - 3 Teaching Assistants (Diploma Level) i. (1.9.2023 – 26.5.2024) (\$18,345 x 8 x 1.05) + 	Refer to P.7

				$(\$18,345 \times 26/31 \times 1.05)$ = \$170,253.44	
				ii. (1.9.2023 – 31.8.2024) $(\$18,345 \times 12 \times 1.05) +$ $(\$18,345 \times 12 \times 0.05)\#$ = \$242,154.00 [#10% gratuity – MPF 5%]	
				iii. (1.9.2023 – 31.8.2024) $(\$18,345 \times 12 \times 1.05) +$ $(\$18,345 \times 12 \times 0.05)\#$ = \$242,154.00 [#10% gratuity – MPF 5%]	
				Total: \$170,253.44 + \$242,154.00 + \$242,154.00 =654,561.44	
				Grand total: = \$1,339,390.00+\$654,561.44 = \$1,993,951.44	
To provide: a. Chinese learning workshops for parents b. Online Chinese Learning Platform for students	Invite appropriate service provider (NGO) to conduct Chinese learning workshops (a total of 10 one-hour sessions) for about 20 parents throughout the school year so that they can assist their children in learning Chinese at home Invite appropriate service provider to provide online Chinese learning platform for P.1 – P. 6 to enhance students' interest in learning Chinese	<ul style="list-style-type: none"> - 80% of the participating parents are satisfied with and benefit from the learning workshops. - Questionnaires will be distributed to collect feedback and views from parents. <ul style="list-style-type: none"> - Positive feedback solicited from at least 80% of the teachers and students. 	9/2023 – 7/2024	Expenditure: \$26,500.00 \$48,880.00	

				Grand Total: \$1,993,951.44 + \$26,500.00 + \$48,880.00 = \$2,069,331.44 Balance: \$169,365.81	

Evaluation

- 1) 100 % of the Chinese subject teachers agreed that the 2 temporary teachers recruited supported our adoption of the school-based curriculum. These 2 temporary teachers were very experienced Chinese teachers. They could cope with the different requirements in the teaching of Chinese to our NCS students, and they often gave valuable opinions and shared their experience in teaching Chinese Language.
- 2) 94.4 % of the teachers agreed that with the adoption of the school-based curriculum, students generally could attain better academic results in the four language skills. The school-based reading booklet exposed our students to a variety of reading materials while the writing tasks of different text types in the writing booklet could enhance students' writing skills.
- 3) 94.4 % of the teachers agreed that the temporary teachers were effective in taking up regular Chinese classes to spare manpower for the operation of the elite classes.
- 4) 100 % of the teachers agreed that elite classes were effective in stretching the students with higher ability. Elite classes could cater for learner diversity.
- 5) 100 % of the teachers agreed that the teaching assistants could assist them in carrying out different activities such as the Speech Festival, competitions and educational visits, etc. And by doing this, the teaching assistants helped in the promotion of learning Chinese.
- 6) 77.8 % of the teachers agreed that the online learning platform (Rainbow One) could enhance students' interests in learning Chinese. 72.2 % of the teachers believed that at least 80% of their students enjoyed using the online platform in learning Chinese. Making use of the online learning platform was one of the ways to help students develop self-directed learning.
- 7) 100 % of the teachers agreed that the Chinese Parent Workshop could help parents know about the learning of Chinese, and some parents were able to help their kids learn Chinese at home. Although parents might not be able to learn the language in a short time, at least they could know about what learning Chinese was like for their children.

- 8) 100 % of the participating parents said that the Chinese Parent Workshops were useful to them. They could learn more about the Chinese culture and they got to know more about learning Chinese. 96% of the parents expressed that they understood the content and the presentation of the tutor was effective. They also believed that the tutors were very supportive. Some expressed that they would join again in the future.
- 9) After-school Chinese remedial classes were not carried out in the school year.

3. Learning Support Grant (2023-24)

Number of operating classes: 24

Amount of the Grant: \$1,108,447.00

- Purposes:
1. Enhance the learning efficacy of students with learning difficulties so as to stretch their potential while progressing at their own pace
 2. Help students to re-organize or re-process sensory information in order to have a more accurate response to external stimuli

Objectives	Strategies	Performance Indicators	Schedule	Budget	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of students with learning difficulties through academic intervention	- Recruit 2 temporary teachers (pt. 29 & pt. 14) to offer better support to students through reducing teacher-student ratio which allows staff with more time to understand students' learning needs and subsequently render appropriate academic support services.	- 90% of teachers agree that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs.	1 school year (9/2023-8/2024)	Salary of: - 1 temporary teacher (pt. 29) 7-month salary ($\$65,875 + \$1,500$) x 7 x 1 =\$471,625.00 5-month salary ($\$67,851 + \$1,500$) x 5 x 1 =\$346,755.00 =\$818,380.00 - 1 temporary teacher (pt. 14) 7-month salary ($\$32,430 + \$1,500$) x 7 x 1 =\$237,510.00 5-month salary ($\$33,403 + \$1,500$) x 5 x 1 =\$174,515.00 =\$412,025.00 Total: \$818,380.00+\$412,025.00 = \$1,230,405.00	Refer to P. 9

--	--	--	--	--	--

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs through group dynamics	- Organize 2 group programmes on sensory integration therapy to improve partakers' learning skills through group dynamics.	- The group programmes can facilitate 80% of the participants to re-organize and re-process sensory information in order to have a more accurate response to external stimuli.	1 school year (9/2023-8/2024)	- Estimated expenditure of the group programmes: \$18,000 x 2 =\$36,000.00	
				Grand Total: \$1,230,405.00+\$36,000.00 = \$1,266,405.00 Balance: -\$157,958.00	

Evaluation

- 1) 97.7% of the teachers agreed that students can attain better support through reduced teacher-student ratio and learning activities aiming to cater for wide spectrum of learning needs. Teachers can develop more tailored instruction and feedback to help students progress in a smaller class size.
- 2) The extra manpower offered more individual support to students with special learning needs. Students benefited from smaller class size in P.4-6 Maths Remedial Programme. More individual support could be provided as well as tailor-made learning materials and appropriate pedagogy could be used to cater for their diverse learning needs.
- 3) According to the report from the therapist of the Sensory Integration Therapy Group Programme, 73.3% of the participants could better re-organize and re-process sensory information and provide more accurate response to external stimuli after training. However, the effectiveness of the training was impeded by the weak self-regulation of the students. Individual training was recommended for most participants.

4. Learning Support Grant for NCS (2023-24)

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 24

Amount of the Grant: \$315,573.00 + 129,198.02 (Surplus carried forward) = \$447,771.02

Purpose: 1. Offer additional support to NCS students with special educational needs

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cater for individuals with diversified learning needs and bridge the curriculum gaps of NCS students with learning difficulties through support in learning activities and group dynamics	- Recruit 1 teaching assistant (Cert level) to offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand NCS students' learning needs and subsequently render appropriate non-academic support services.	- 90% of teachers agree that the teaching assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement in emotional, communication and social development.	1 school year (9/2023-8/2024)	Salary of: - 1 teaching assistant (Diploma Level) (11.12.2023 – 31.8.2024) (\$18,345 x 21/31 x 1.05) + (\$18,345 x 8 x 1.05) = \$13,048.62 + \$154,098 = \$167,146.62	Refer to P. 11 – P. 12
	- Recruit 1 school affair assistant to offer better support to students through reducing teachers' administrative workload and supporting them to prepare teaching and learning materials so as to allow staff with more time to understand NCS students' learning needs and subsequently render appropriate non-academic support services	- 90% of teachers agree that the school affair assistant can reduce their administrative workload and support them to prepare suitable and diversified teaching and learning activities to cater for the wide spectrum of learning needs of NCS students as well as helping them to strive for improvement.	9/2023 – 2/2024	Salary of: - 1 School Affair Assistant I (6-month salary) \$ 14,734 x 1.05 x 6 = \$92,824.20	
	- Organize 2 group programs on social skills therapy with construction toys to improve partakers' social skills through group dynamics.	- The group program can facilitate 80% of the participants to enhance their social and problem-solving skills.	9/2023-8/2024	- Expenditure of the group programs: \$21,600 + 12,600 = \$34,200.00	

	- Organize 1 group training for ASD students to help participants' adapt to classroom environment through developing their self-management, sensory integration and motor skills.	- The group program can facilitate 80% of the participants to enhance their self-management, fine motor, gross motor and sensory integration performance.	10/2023-12/2023	- Expenditure of the group program: \$25,000.00	
	- Invite a visually impaired athlete to conduct a sharing and participate in the teacher-student relay on Sports Day to promote inclusive culture.	- 80% of the participants agree that the sharing and demonstration by the disabled athlete can enhance their understanding of people with disabilities and encourage them to embrace diversity.	4/2024	- Expenditure: \$3,000	
				Grand Total: \$322,170.82 Balance: \$125,600.20	

Remarks:

*Another 6-month salary of School Affair Assistant I will be drawn from the Capacity Enhancement Grant (2023-2024)

Evaluation

- 1) 85.8% of the teachers agreed that the teaching assistant could reduce their administrative workload and support them to prepare suitable and diversified materials and activities for teaching and learning so as to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.
- 2) 83.7% of the teachers agreed that the school affair assistant could reduce their administrative workload and support them to prepare suitable and diversified teaching and learning materials and activities to cater for the wide spectrum of learning needs of NCS students as well as helping students to strive for improvement.
- 3) According to the report from the tutors of the social skills therapy with construction toys, 76.3% of the participants have improved their social and problem-solving skills. Tutors reflected that most students were highly engaged in the activities and were interested in building blocks. However, due to the lack of manpower of the service providers, only 2 groups were provided in the 2nd term.
- 4) According to the report from the therapist of the ASD students training group and observation of teachers, 75% of the participants have shown slight improvement in their self-management, sensory integration and motor skills. Students were compliant with the use of positive reinforcement and visual cues. Yet, individual training may be more effective for the participants due to their weak attention and ability.

5) 95.3% of the teachers agreed that the sharing and the demonstration conducted by the disabled athlete on Sports day could enhance their understanding of disabled people and promote inclusive culture. Most students gave positive feedback to the event and reflected that the experience of the disabled athlete has inspired them to embrace diversity.

5. *Student Guidance Service Grant (2023-24)*

Means by which teachers have been consulted: Staff meetings

Number of operation classes: 24

Amount of the Grant: Around \$1,143,301.00

- Purposes:
1. To empower students to become responsible, empathetic and socially adept young individuals
 2. To foster the sense of responsibility and self-discipline in daily life
 3. To cultivate socially adept behaviour to face the challenges in life

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To cultivate students to become responsible, empathetic and socially adept through implementation of responsive and supportive services</p>	<p>- Implementation of responsive services:</p> <ul style="list-style-type: none"> • Case work • developmental group programmes focusing on: <ul style="list-style-type: none"> ~ self-management skills training ~ mindfulness therapy ~ social skills training ~ leadership training ~ volunteer training workshop ~ transition programmes for P.1 and P.6 ~ puberty and sexuality education ~ Mental health and well-being <p>- Implementation of supportive services:</p> <ol style="list-style-type: none"> 1. Professional support for teachers: <ul style="list-style-type: none"> • case sharing • case conference • level meetings • staff development (e.g. risk assessment) 	<p>- 90% of teachers agree that the counselling service and developmental group programmes can equip students with skills to overcome challenges in different stages of development</p> <p>- 90% of teachers agree that the professional support for teachers is effective in helping them to understand students' developmental needs</p>	<p>9/2023-6/2024</p>	<p>Student Guidance Personnel service package: \$829,206.00</p> <p>Developmental group programmes: \$14,200.00 (Life Planning Workshop) \$2,000.00 (Personal Growth Workshop for Senior Levels)</p> <p>Supportive service for teachers: Professional training workshop \$0.00</p> <p>(The school has partnered with the UAP program to provide professional support for teachers, which includes case sharing, case conferences, and staff development activities. As a result, we are able to provide this service to our teachers at no additional cost.)</p>	<p>Refer to P. 15 – P. 16</p>

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
<p>- To foster the sense of responsibility and self-discipline through provision of educational talks</p>	<p>2. Parent education programmes:</p> <ul style="list-style-type: none"> • Sex education • Workshop for P.1 parents • Prevention on child abuse and positive parenting skills • Parental support to learning • Subject-based talks • Parents Volunteer Team • Parent-child activities • Parent Interest Class <p>- Thematic talks:</p> <ul style="list-style-type: none"> • Law abiding behaviours and socially adept behaviours • Core values (Care for Others, Commitment, Perseverance and Integrity) • Target speakers: Disabled Athletes & Disciplinary forces <p>- Integration activities:</p> <ul style="list-style-type: none"> • Play-based Activities • Learning in Community Programme (Volunteer Team Training and Visits) • social services 	<p>- 90% of parents agree that the parental education programmes are effective in developing their positive parenting skills</p> <p>- 90% of teachers agree that the provision of educational talks can cultivate students to be responsible and empathic person</p> <p>- 90% of teachers agree that the integration activities can encourage students to be responsible citizens</p>		<p>Parental education programmes: \$0.00</p> <p>(The programmes are all supported by the funding of Parent Education. As a result, we are able to provide this service to our teachers at no additional cost.)</p> <p>Thematic talks: \$11,000.00 (Sex Education)</p> <p>Play-based activities: \$16,320.00 (Active Brains Workshop)</p> <p>Learning in Community Programme: \$21,000.00 (Volunteer Team)</p>	

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenses	Evaluation
- To cultivate socially adept behaviour to face the challenges in life through preventive measures	- Implementation of preventive measures: <ul style="list-style-type: none"> • School-based Values Education Program • Whole-school approach program- Homework Completion Award Scheme • One Student One Post Programme • Mentorship Programme • Thematic talks • Courtesy Programme 	- 90% of teachers agree that the preventive measures are effective in cultivating students' positive core values and characters such as responsible, empathetic, polite and socially adept behaviours	9/2023-6/2024	Materials for conducting guidance activities: \$4,333.40 (Materials)	
				Grand Total: \$898,059.40 Balance: \$245,241.60	

Evaluation

1) Implementation of responsive services:

The implementation of responsive services such as counselling services and developmental group programmes has been successful in equipping students with skills to overcome challenges in different stages of development. The transition programmes for P.1 and P.6 students have facilitated smooth transitions into new learning environments, and Parent-child Fitness Fun Day have promoted healthy lifestyle habits among students. More than 97% of teachers agree that these services are effective.

2) Implementation of supportive services:

The provision of professional support for teachers, including case sharing, case conferences, and staff development activities, has helped teachers understand students' developmental needs effectively. The professional training workshops have contributed to the professional growth of teachers. Almost 98% of teachers agree that these supportive services are beneficial.

3) Parent education programmes:

The parent education programmes have been effective in developing parents' positive parenting skills, with a focus on topics such as sex education, prevention of child abuse, and positive parenting skills. 95% of parents agree that these programmes are valuable in supporting their child's development.

4) Thematic talks:

Thematic talks on law-abiding behaviours, core values, and guest speakers have successfully cultivated responsible and empathic students. The talks on topics such as care for others and commitment have resonated with students, and more than 97% of teachers agree that these thematic talks have been practical in helping students foster the sense of responsibility and self-discipline.

5) Integration activities:

Play-based activities, volunteer team training, and community visits have encouraged students to become responsible citizens and contribute to the community. The activities have provided opportunities for students to communicate and collaborate with peers from diverse backgrounds. 90% of teachers agree that these integration activities are successful.

6) Implementation of preventive measures:

The implementation of preventive measures such as the Values Education Program, Homework Completion Award Scheme, and Mentorship Programme has been effective in cultivating positive core values and behaviours in students. According to 97% of teachers, these measures have been successful in promoting responsible, empathetic, polite, and socially adept behaviours among students. These measures have not only helped students develop essential life skills but have also fostered a positive school culture that values character building and personal growth.

Overall, the Student Guidance Service Grant for the 2023-24 academic year has been effective in achieving its objectives of empowering students to become responsible, empathetic, and socially adept individuals. The various programmes and activities have successfully supported students' development and fostered a sense of responsibility and self-discipline in their daily life.

6. Parent Education Grant (2023-24)

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$200,000.00

Purposes: 1. To empower parents and strengthen families in four aspects:

- i. Understanding of child development
 - ii. Promotion of healthy, happy and balanced development of children
 - iii. Promotion of parents' physical and psychological well-being
 - iv. Fostering home-school co-operation and communication
2. To enable parents of primary school children to be well-informed and equipped with age-appropriate parenting strategies so that they can cope with challenges and foster the healthy, happy and balanced development of their children

Objectives	Strategies	Performance Indicators	Schedule / Date	Actual Expenses	Evaluation
- To organize parental talks and / or parent-child activities on supporting children's transition to primary one	- Invite professional social worker or educational psychologist to deliver parental talks and / or conduct parent-child activities	- 70% of the P.1 parents who attend the talks agree that the parental talks and / or parent-child activities can enable them to acquire the knowledge and skills about P.1 transition	13/9/2023	i. Parental talk for P.1 parents: \$1,500.00	Refer to P. 19
- To organize a mini-lecture / workshop for parents on setting boundaries and rules with children for using the Internet / electronic devices	- Invite professional social worker or educational psychologist to conduct a mini-lecture / workshop so as to equip parents with the effective parent-child communication skills and the techniques of fostering family negotiation on proper use of the Internet / electronic devices	- 70% of the participating parents agree that the mini-lecture / workshop can empower them with the appropriate communication and negotiation skills on setting boundaries and rules with their children regarding the use of Internet / electronic devices	11/10/2023	i. Parental talk on the use of positive language: \$3,600.00 ii. Sex education workshop for parents: \$2,000.00	

Objectives	Strategies	Performance Indicators	Schedule / Date	Actual Expenses	Evaluation
- To promote the physical and psychological well-being of parents by organizing parent interest classes	- To organize physical fitness classes, mindfulness workshops and / or other interest classes after soliciting opinions from parents	- 70% of the participating parents enjoy the classes and find the classes can promote their physical and psychological well-being.	4, 11, 18/10/2023 5/2024 – 6/2024 31/10/2023 to 25/5/2024 18/12/2023	i. Fitness movement class for parents: \$3,000.00 ii. K-pop dance class for parents: \$33,750.00 iii. Parent-child DIY trash-to-treasure workshop: \$16,000.00	
- To organize community visit for parents so that they can learn more about the history of China and Hong Kong	- Organize a community visit to Sun Yat-sen Historical Trail for parents	- 70% of the participating parents agree that they know more about China and appreciate the Chinese culture after the community visit	29/4/2024	i. Coach fee for community visit: \$1,600	
- To enhance parents' understanding on Chinese culture by organizing related interest classes for them	- To organize interest classes on Chinese culture for parents after soliciting opinions from parents	- 70% of the participating parents agree that they can learn more about Chinese culture after attending the interest classes	7/6/2024 4/7/2024	i. Parents DIY rice dumpling workshop: \$6,500.00 ii. Parents' cooking class on traditional Chinese snacks: \$5760.00	
				Grand Total: \$73,710.00 Less *\$2,300.00 Balance: \$126,290.00	

Remarks: * Apportionment of expenditure paying to Sham Shui Po Government Primary School for Parent Education Cluster:

- i. Seminar on 培養孩子正向品格的要訣 (\$300 x 2 times = \$600.00)
- ii. Parent-child Workshop on 父母角色 — 我們要知曉 (\$425 x 4 times = \$1,700.00)
\$600 + \$1,700 = \$2,300.00

Evaluation

- 1) Parents who attended the P.1 parental talk all agreed that the talk could enable them to attain some valuable skills and knowledge to help their kids smoothly transit from kindergarten to primary school such as tips for smooth transition, separation anxiety and positive parenting skills, etc. Therefore, parental talk on kids' transition from kindergarten to primary 1 should be continued next year.
- 2) The parental talk on the use of positive language (Part 1) and the workshop on sex education (Part 2) were held on 11.10.2024 to equip our parents with the tactful skills of using positive language to communicate with their kids on the proper use of the Internet / electronic devices. At the workshop, parents also learnt the ways on how to talk to their kids about sex, especially when the kids come across those issues on the Internet. All the attendees found that the talk and the workshop were useful and effective for empowering them with the appropriate communication and negotiation skills to talk to their kids regarding the use of Internet and the issue of sex. In order to foster the happy, healthy and balanced development of children, workshops and talks on related topics should be organized next year.
- 3) All the parents agreed that the Fitness movement class, the K-pop dance class and the Parent-child DIY trash-to-treasure workshop could promote their physical and psychological well-being. In fact, apart from the above-mentioned paid interest classes, the PTA had also co-organized a 10-lesson fitness class on stretching/aerobic and yoga as well as 5 health talks with United Christian Nethersole Community Health Service for our parents free of charge which received great acclaim from our parents. As these classes and workshops receive great popularity among parents, interest classes on promoting parents' physical and mental well-being should be organized next year.
- 4) Parents who joined the community visit to Dr Sun Yat-sen Historical Trail and Dr Sun Yat-sen Museum gave very positive comments on the visit. All of them found the visit very rewarding and meaningful as they could learn more about the revolutionary affairs of Dr Sun Yat-sen and the relation with modern Chinese history. The school could explore other appropriate local places for parents so that they can integrate in the local community and learn more about Chinese culture or history.
- 5) From parents' feedback collected, they all reflected that they could learn more about Chinese culture through hands-on making of Chinese food and snacks. Hence, similar classes can be organized next year.

7. One-off Grant for Mental Health of Parents and Students (2023-24)

Means by which teachers have been consulted: Staff meetings

No. of operating classes: 24

Amount of the Grant: \$20,000.00

- Purposes:
1. To equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs of children's mental health problems
 2. To help them understand the ways of stress management and promotion of physical and mental health
 3. To cultivate parents and children's positive mindset

Objectives	Strategies	Performance Indicators	Schedule	Actual Expenditure	Evaluation
<p>- To organize a parent-child fitness workshop to build resilience</p>	<ul style="list-style-type: none"> - Invite coaches from NGO to train parents and their kids to overcome challenges in family badminton. - Through the exploration of strategies, techniques, and real-life examples, participants are led to unlock their potential and discover how to enrich their lives beyond the game. - A debriefing on the ways to bounce back from setbacks, maintain focus under pressure, and channel inner strength when faced with adversity in life will be conducted afterwards. 	<p>- 70% of the participants agree that the workshop can help them face and tackle the setbacks and challenges in life</p>	<p>7.6.2024</p>	<p>\$1,0400.00</p>	<p>Refer to P.2</p>

Evaluation

- 1) All the participants, including parents and their kids enjoyed the activity very much. From parents' feedback, all of them agreed that the parent-child relationship could be enhanced as they had to co-operate together and practiced the skills they learnt to win the game.
- 2) Through the debriefing of the activity, all the participants agreed that they had to be resilient to face the adversity in life.
- 3) As the activity is popular among parents and their children, similar activities or programmes could be carried out next year.