

School-based After-School Learning and Support Programmes 2017/2018
School-based Grant - Programme Plan

Name of School: La Salle College
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- A. The estimated number of benefitting students under this Programme is 14 (A=CSSA recipients, B= SFAS recipients, C=0)
 B. Information on Activities to be subsidised/complemented by the grant.

*Name/type of activity	Estimated no. of participating Target students #			Date of Activity	Purpose of Activity	Standard of Measurement	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Estimated expenses (\$)
	A	B	C						
<i>School based tutorials</i>	0	7	5	2-3 times per week during second term	Help with home work	Participation rate	Attendance Record	n/a	\$12,000.00
<i>Language training</i>	0	7	5	2-3 times per week during second term	Learn language	Participation rate	Attendance Record	University students	\$12,000.00
Total no. of activities: __2__									\$24,000
@No. of participation counts		12							
**Total no. of participation counts	12								

Note:

* Name/type 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.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Evaluation by Teacher-in-charge

- All students are able to fulfil the attendance requirement, reflecting an improvement in their sense of responsibility.
- Assignments from students are marked and returned to them to inform them of their performances by the tutors. However, it is reflected that some students failed to hand in certain assignments, while the quality of the assignments of students can be improved.
- The oral practises are successful. The number of students participating in these practices is satisfying, and constructive feedbacks were made by the tutors, improving the students' language proficiencies.
- The test and assessments can provide incentives for students to revise regularly and stay more focus in class. The students' results in the tests has been continuously increasing.
- The improvements in language ability can also assist the students' performance in other subjects, especially those that involve writing essays and answering long questions, in which both coherency and organization of the languages are greatly assessed.

Szeto Man Ho