

LA SALLE PRIMARY SCHOOL



Annual School Plan
2019 – 2020

La Salle Primary School

1. Vision

By touching the minds and hearts of the children confided to our care, and by providing the highest quality of education, we aspire to be the best primary school in Hong Kong.

2. Mission

To give a human and Christian education to the young, paying particular attention to the needy.

3. School Motto

Fides et Opera

4. Educational Characteristics

- ◆ To recognise the importance of biblical teachings - commitments to Christian spiritual values.
- ◆ To strengthen the teaching and learning of Chinese, English and Mandarin - enhancement of students' biliterate and trilingual abilities.
- ◆ To motivate self-learning
- ◆ To encourage respect for individuals
- ◆ To encourage participation in extra-curricular activities
- ◆ To enhance IT in education
- ◆ To attain a good understanding of the Mainland and the world

La Salle Primary School

Annual School Plan

2019-2020

1. To empower students to be ready for the 21st century
with a love for learning
2. To engage in collective inquiry and sharing to improve
learning and teaching efficacy
3. To nurture our boys to become ‘bona fide’ Lasallians

1. Major Concern: To empower students to be ready for the 21st century with a love for learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To help students extend their horizons by developing life-long learning capabilities	1.1.1 To promote learning by doing	70% of teachers agree that students can develop life-long learning capabilities through learning by doing	- Evaluations in the Annual School Plan meeting - Discussions in Curriculum Development Team meetings	Sept 2019 – July 2020	PSMCD and Department Heads of different subjects	Resources of different activities and IBL Week materials
1.2 To further develop students' reading habits and interests	1.2.1 To promote 'Reading to learn' by the use of wide range of reading materials with a view to fostering a reading culture and by joining different activities	70% of teachers agree that students' reading habits and interests can be developed by reading different materials and joining various reading activities	- Evaluations in the Annual School Plan meeting - Discussions in Curriculum Development Team meetings	Sept 2019 – July 2020	PSMCD, Department Heads of different subjects and the Teacher Librarian	Various reading materials selected by teachers and the Teacher Librarian

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.3 To promote STREAM education into the Mathematics, Religious Knowledge, Free Reading, Visual Arts and Science curriculum	1.3.1 To strengthen the professional capacity of teachers by providing teacher training programmes on subject knowledge and pedagogies essential for leading or designing STREAM activities	70 % of teachers agree that the teacher training programmes are beneficial for mastering the subject knowledge and skills in carrying out STREAM activities	- Oral feedback and discussions in the mid-term and year end Maths, Religious Knowledge, Free Reading, Visual Arts and Science panel meetings	Sept 2019 – July 2020	PSMCD, Head of STREAM education and Department Heads of the five subjects	Training Information of EDB and other organisations
	1.3.2 To develop school-based curriculum and facilitate collaboration across subjects in designing and implementing integrated STREAM programmes	70% of teachers agree that integrated STREAM programmes have facilitated the development of school-based curriculum	- Discussions in Curriculum Development Team meetings	Sept 2019 – July 2020	PSMCD, Head of STREAM education and Department Heads of different subjects	Resources for implementing integrated STREAM programmes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.4 To further integrate technology into learning and teaching	1.4.1 To incorporate technology into all subjects under the 8 KLAs	70% of teachers agree that learning and teaching efficacy has been enhanced by incorporating technology into students' learning process	<ul style="list-style-type: none"> - Evaluations in the Annual School Plan meeting - Discussions in Curriculum Development Team meetings 	Sept 2019 – July 2020	PSMCD, Head of eLearning and Department Heads of different subjects	Technical Support Services
	1.4.2 To use multi-media tools and eLearning platforms to foster creativity, critical thinking, collaboration and communication	70% of teachers agree that these specific technological platforms have helped students to develop the generic skills	<ul style="list-style-type: none"> - Evaluations in the Annual School Plan meeting - Discussions in Curriculum Development Team meetings 	Sept 2019 – July 2020	PSMCD and Head of eLearning	Various eLearning platforms

2. Major Concern: To engage in collective inquiry and sharing to improve learning and teaching efficacy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To further enhance inquiry-based learning for students	2.1.1 To enhance peer learning through collaborative effort, group projects, performances and competitions	70% of teachers agree that engagement in group projects and collaboration can benefit learning	<ul style="list-style-type: none"> - Oral feedback and discussions in the mid-term and year end panel meetings of each subject - Evaluations in the Annual School Plan meeting 	Sept 2019 – July 2020	Vice Principal (Staff) & PSMCD	Resources of group projects
2.2 To cultivate a collaborative culture among students	2.2.1 To form a Task Group to lead project learning and IBL projects	70% of teachers agree that the Task Group helps to facilitate the work of the IBL projects and students enjoy the collaborative effort in achieving tasks	<ul style="list-style-type: none"> - Discussions in Curriculum Development Team meetings 	Sept 2019 – July 2020	Vice Principal (Staff) & PSMCD	Resources of IBL projects

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 To cultivate a collaborative culture among teachers	2.3.1 To enhance professional sharing during staff meetings, staff workshops and training sessions	70% of teachers agree that professional sharing can enhance learning and teaching efficacy	- Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Vice Principal (Staff)	
2.4 To promote professional development among teachers	2.4.1 To enhance teaching efficacy through collaborative lesson preparation, lesson observation and mentorship programme	70% of teachers agree that professional sharing can enhance learning and teaching efficacy	- Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Vice Principal (Staff) & PSMCD	Co-planning documents

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.4.2 To further collaborate with La Salle College in the teaching and learning of core subjects, as well as Physical Education, Music and Mathematics in English	70% of teachers agree that the collaboration with LSC can strengthen the ties between the two and help to promote learning and teaching	- Discussions in Curriculum Development Team meetings	Sept 2019 – July 2020	Vice Principal (Staff)	
2.5 To further strengthen the collaborative school culture	2.5.1 To further refine the existing school organisational structure	70% of teachers agree that restructuring the school organisation can stimulate the exchange of ideas among the staff	- Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Principal	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.5.2 To empower middle managers and APSM ranked teachers	70% of teachers agree that delegation of work to middle managers and APSM teachers can facilitate the administration of the School	- Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Principal	

3. Major Concern: To nurture our boys to become 'bona fide' Lasallians

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To reinforce the Lasallian spirit of faith, zeal and community	3.1.1 To cultivate the Lasallian spirit of faith in the Religious Knowledge lessons	70% of teachers agree that the Religious Knowledge lessons help to reinforce the Lasallian spirit	- Oral feedback and discussions in the mid-term and year end R.K. panel meetings	Sept 2019 – July 2020	Religious Knowledge Panel Chairs	
3.2 To act with good manners	3.2.1 To carry out service learning serving the needy with zeal and community	70% of teachers agree that a service culture of good manners can be developed through encouraging students to join more services	- Feedback from students - Teachers' observations - Survey	Sept 2019 – July 2020	Student Guidance Personnel	Student Guidance Service Grant and NGOs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.3 To show love and care from self to others	3.1.1 To be aware of the importance of a community spirit by establishing cooperative and caring attitudes	70% of teachers agree that the atmosphere in school has become more caring	- Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Subject Panels and PSMCD	
3.4 To possess a sense of responsibility	3.4.1 To develop a sense of responsibility through the school curriculum	70% of teachers agree that the school curriculum can strengthen students' sense of responsibility	- Oral feedback and discussions in the mid-term and year end panel meetings	Sept 2019 – July 2020	Subject Panels and PSMCD	
	3.4.2 To enhance students' sense of responsibility by developing empathy, cultivating their understanding of themselves and facing them with the consequences of their actions	70% of teachers agree that students have developed a sense of responsibility and an awareness of their obligations	- Teachers' observations - Evaluations in the Annual School Plan meeting	Sept 2019 – July 2020	Vice Principal (Student), Student Guidance Team Leader and Discipline Team	Student Guidance Service Grant

Plan on the Use of the Promotion of Reading Grant

2019 – 2020

The major objectives for Promotion of Reading: (1) Promote reading atmosphere in the campus.

(2) Motivate students’ reading interest and habit, so that they can learn from reading.

	Item	Estimated Expenses (\$)
1.	Purchase of Books	\$27320
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme:	
3.	Reading Activities	\$14000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
	<input checked="" type="checkbox"/> Buying the materials for Reading activities	
4.	Other:	
	Total	\$41320

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: LA SALLE PRIMARY SCHOOL (English)

Application No.: A 097 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 24

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	6	6	6	6	6	6	36

3. No. of operating classes in the 2016/17 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
NIL	NIL	NIL	NIL

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. Both teachers and most of students' English standards are above average.2. Students have more exposure to English-speaking environment.3. English curriculum is well structured and developed.	<ol style="list-style-type: none">1. A broader curriculum needs to be developed to cope with individual differences.2. More extracurricular activities can be organised for the students to arouse their interests in learning English.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students' individual differences are obvious.2. Some students do not have sufficient home support.	<ol style="list-style-type: none">1. There is an increasing number of SEN students.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

(More rows can be added if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
Restructuring and refining a holistic writing curriculum in the form of "Writing Tasks"	Hiring professional services with relevant expertise to plan and conduct holistic writing activities in collaboration with English teachers.	P.1 – P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employing a part-time teacher who is proficient in English to promote reading across the curriculum, provide students with more opportunities to use English in authentic context and to stimulate students' creative and literary imagination and to develop their appreciation of literature					
<p>Objectives</p> <p>The proposed initiative meets the objectives of the Scheme. The target levels are P.1 and P.6. Students will have more opportunities to communicate with the native speaker and they will be benefited from the proposed initiative. Their reading standard will be raised and effective English language learning can enhance the smooth transition between different key stages of English learning.</p> <p>Implementation details</p> <ul style="list-style-type: none"> - A part-time teacher with native speaker competence, teaching training and experience in teaching primary students is to be hired. - The part-time teacher will have one lesson with each P.1 and P.6 class (a total of 12 lessons) every week. He/She will carry out different reading activities to arouse students' interests in reading across the curriculum. Big books including narrative, information and procedural texts will be introduced to P.1 students. Different types of set books such as narrative, information, explanatory and literary texts will be taught in P.6 classes. - The part-time teacher will have 12 lessons (one lesson for 	<p>P.1 & P.6</p> <p>Promote Reading Across the Curriculum</p> <p>P.5 & P.6</p> <p>Drama Activities</p>	<p>From Feb 2018 to Jan 2020</p> <p>Co-planning meetings</p> <p>From Feb 2018 to Jan 2020</p> <p>Co-teaching</p> <p>From Feb 2018 to Jan 2020</p> <p>Evaluation meetings</p> <p>From Feb 2018 to Jan 2020</p> <p>ECA Training</p>	<p>-16 lesson plans, and learning tasks/ activities will be developed for P.1 and P.6 students each term.</p> <p>-A set of worksheets will be developed to enrich the English language environment.</p> <p>-90% of students will complete 100% of the developed materials per year.</p> <p>- 80% of P.1 and P.6 students' confidence and skills in reading and speaking will be</p>	<p>-After completion of the project, P.1 and P.6 teachers will apply the strategies that they have developed in their lessons.</p> <p>-Teachers of the same level will have co-planning lessons twice a month to update the plans and materials to cater for the needs of the</p>	<p>-Records of the co-planning meetings will be kept for future reference.</p> <p>-Lesson observations will be arranged so that teachers of other levels will gain insights of the learning and teaching strategies.</p> <p>-Evaluation of the students' performance will be carried out in the co-planning meetings. Teachers</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>each class) every week. He/She will co-teach with the English teachers and co-develop all the lesson plans and teaching materials for the lessons.</p> <ul style="list-style-type: none"> - For P.1, the part-time teacher and LETs will carry out shared reading and story-telling sessions using big books. The P.1 students will learn different reading skills such as using knowledge of basic letter-sound relationships to read out simple words, guessing the meaning of unknown words using pictorial and contextual clues. - For P.6, the part-time teacher and LETs will teach the structures and the metaphors or the underlying meanings of the stories. Students learn to identify onomatopoeia, alliteration and similes in continuous prose, understand persuasive language and use literary devices in their own work. P.6 students will learn to appreciate literature. By reading different literary texts such as poems, biographies, myths and legends, students can learn different vocabulary items, writing styles and literary devices so as to stimulate their creativity and imagination. - The part-time teacher will assist in all classroom activities such as role plays, discussions, pair work etc., and he/she will take up half of the teaching in the lesson. - It is hoped that students' interests in reading across the curriculum will be aroused and they will borrow more books from the library. - The English panel chairs and twelve P.1 and P.6 English teachers of the target levels will be the core team members. They will have co-planning lessons with the part-time teacher once a week. Evaluation will be conducted during the meetings. They can adjust the teaching strategies, update lesson plans and have professional sharing. 			<p>enhanced per year.</p> <ul style="list-style-type: none"> -50% of students from P.1, P.5 and P.6 participate in the speech festival, debating, and drama activities per year. - 50% of the existing English teachers will acquire knowledge of teaching reading across the curriculum and conducting language activities per year. -50% of the existing English teachers will apply teaching strategies in facilitating students to use appropriate reading strategies on promoting reading across the curriculum and conduct language activities in teaching P.1 and P.6 English 	<p>students.</p> <ul style="list-style-type: none"> -There will be sharing sessions during the English panel meetings. All the teachers of the target levels will continue to apply the knowledge acquired in their lessons after completion of the project. Some of them will be assigned to teach other levels so as to achieve sustainable effects of the project. 	<p>will collect feedback from students so as to improve the planning of the lessons.</p> <ul style="list-style-type: none"> -There will be video-taping for four lessons. The records will be used for sharing and evaluation in the three panel meetings.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<ul style="list-style-type: none"> - With exposure to various text-types, students can widen their scope of learning English. Language activities such as role play can give students opportunities to understand more about the characters and learn the moral values at the same time. English teachers will have lessons with the part-time teacher and they will work together to carry out the lessons. - The part-time teacher will also help develop students' talents in drama activities during the Extra-curricular Activities (ECA) periods. There is one ECA period on Friday. He/She will assist in training the P.5 and P.6 drama boys. Around 100 students will be trained. An audition will be held to choose the potential students. He/She will work with the teacher-in-charge of the English activities. They will work together to arrange the training for the students. They will discuss the content of the training so as to develop students' talents in the drama show. The students will perform during the post exam activities. This can help them develop better confidence in communicating with others in English. 			per year.		
(2) Purchasing printed books to promote reading across the curriculum for P.1 and P.6					
<p>Objective</p> <ul style="list-style-type: none"> - Big books and literature set books, alongside with books of different text types on different subject contents will be used to facilitate students' learning. <p>Implementation details</p> <ul style="list-style-type: none"> - The part-time teacher will make use of the resources proposed to be purchased to carry out reading activities to promote reading across the curriculum in class. The purchased resources would facilitate the implementation of 	P.1, P.6	2/2018 - 1/2020 Feb 2018 to May 2018 Contact publishers, conduct procurement	<ul style="list-style-type: none"> - Unit plans will be developed to show the use of resources in class teaching. -Number of titles: P.1: 20 P.6: 12 Number of copies: 5 for each level 	-The books will be used for all P.1 and P.6 students in future.	<ul style="list-style-type: none"> -Lesson observations will be conducted to see how the resources are used to develop students' interests in reading. -Surveys will be carried out to collect feedback

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>the initiative.</p> <p>-P. 1 20 titles x 5 copies (big books): narrative texts, information texts, procedural texts</p> <p>-P. 6 12 titles x 5 copies (set books): narrative texts, information texts and explanatory texts fables, poems, biographies, classics and fictions</p> <p>- Teachers will discuss with the part-time teacher types of books that are suitable for the students. Big books and literature set books alongside with books of different text types on different subject contents will be included.</p> <p>- The resources will be purchased after proper procurement exercise.</p>		and purchase books	<p>Number of grade levels: P.1, P.6</p> <p>- 100% of students at P.1 read 20 big books and those of P.6 read at least 12 set books of narrative texts, information texts and explanatory texts per year.</p> <p>-100% of the existing English teachers use the resources at P.1 and P.6 each year.</p>		<p>from students.</p> <p>-The panel chairs will study the collected data and ensure that teachers can make good use of the resources to enhance learning and teaching.</p>

School-based After-school Learning and Support Programmes 2019/20 s.y.

School-based Grant - Programme Plan

Name of School: La Salle Primary School

Staff-in-charge: Lee Siu Fong Contact Telephone No.: 23362609

A. The estimated number of students (count by heads) benefitted under this Programme is 10 (including A. 3 CSSA recipients, B. 4 SFAS full-grant recipients and C. 1 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Swimming	1. Acquire the skill; 2. Enhance self-confidence; 3. Increase sense of belonging to the school	1. Pass the test or fulfill standard of the course 2. Show positive mind set towards self 3. Show appreciation to the school	Questionnaire and observation	9/19 – 6/20	2	1		1200	PTA
Music	Same as above	Same as above	Same as above	Same as above		3		1200	PTA
Football	Same as above	Same as above	Same as above	Same as above			1	400	PTA
Rugby	Same as above	Same as above	Same as above	Same as above		1		400	PTA
Table Tennis	Same as above	Same as above	Same as above	Same as above	1			400	PTA
Basketball	Same as above	Same as above	Same as above	Same as above		1		400	PTA
Total no. of activities: <u>6</u>					[@] No. of man-times	3	7		
					^{**} Total no. of man-times	17			

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) .