

School-based After-school Learning and Support Programmes 2022/23 s.y.
School-based Grant - Programme Report

Name of School: **South Tuen Mun Government Secondary School**

Staff-in-charge: **Ms Leung Ka Yi**

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A. The number of students (count by heads) benefitted under the Grant is **115** (including A. **6** CSSA recipients, B. **53** SFAS full-grant recipients and C. **56** 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 affective outcome)
	A	B	C						
Mural Painting Workshop	1	4	10	100	Feb 2023	19000	Scrutiny of Attendance Record and Teacher's Observation	IW Studio	Students reflected that in the mural painting course, they learned how to express themselves creatively while collaborating with others to create something meaningful for the school. It was a great experience for them.

Guitar Course	1	21	18	100	Feb 2023	13000	Scrutiny of Attendance Record and Teacher's Observation	School-based	The guitar course was a transformative experience for students. Students not only learned the technical skills of playing chords, reading sheet music, and improvising, but also developed patience, discipline, and a deep appreciation for music that will stay with them for life.
Keyboard Course	2	13	14	100	Feb 2023	13000	Scrutiny of Attendance Record and Teacher's Observation	School-based	Through the keyboard course, students gained proficiency in playing melodies, chords, and rhythms. They also learned some music theory, ear training, and performance techniques. It was an enriching experience that deepened students' love for music and enhanced their cognitive abilities.

Drum Course	2	15	14	100	Feb 2023	13000	Scrutiny of Attendance Record and Teacher's Observation	School-based	The drum course could teach students rhythm, timing, and coordination, and helped them develop a sense of discipline and focus. The course also exposed students to different cultures and their music traditions, which broadened their perspective on music and the world.
Total no. of activities: <u>4</u>									
@No. of man-times	6	53	56						
**Total no. of man-times	115				Total Expenses	58000			

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						✓