

Sir Ellis Kadoorie Secondary School (West Kowloon)

Use of Learning Support Grant (909-208) (2022-2023)

Programme Plan

Achievement Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To excel learning and teaching	<ol style="list-style-type: none"> To help students understand and manage their strengths and weaknesses in learning To maximize students' potential according to their strengths To equip students with study-management skills <p>through the implementation of Individual Educational Plans (IEPs) and workshops on study skills & study-management skills to target SEN students</p>	Throughout the year	<p>80% of the target SEN students and their parents agreed that:</p> <ol style="list-style-type: none"> IEPs had assisted them to understand and manage their strengths and weaknesses in learning IEPs had assisted them to set learning goals and study plans Workshops are useful. 	<ul style="list-style-type: none"> - Survey - Observation - Feedback from students and parents - IEPs evaluation with EP, class teachers and subject teachers 	<ul style="list-style-type: none"> - SEN Coordinator (SENCO) - Student Support Teachers (SSTs) - Student Support for SEN Committee - Social Workers - Educational Psychologist (EP) - Speech Therapist (ST) - Class/Subject teachers concerned - Student Support Officer (SSO) - Student Support Assistants (SSAs) - Teaching assistants (TAs) 	<p><i>Employment of:</i></p> <p><i>1×SSO with 10% Gratuity (\$215460 + \$21546)</i></p> <p><i>2×SSAs (\$430920)</i></p> <p><i>2×TAs (\$391986)</i></p> <p><i>1 extra SSA* (depends on no. of SEN students Tier 3)*</i></p> <p><i>(\$180000)*</i></p> <p><i>Purchase of materials (\$3000)</i></p>

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To develop self-directed learning	<p>1. To cultivate students' sense of ownership of their learning</p> <p>2. To enrich students' learning experience outside the classroom</p> <p>through providing learning and support services for SEN students</p>	Throughout the year	<p>A least ONE programme was successfully conducted</p> <p>80% of the identified SEN students are willing to join the programmes/activities arranged for them</p> <p>80% of the target SEN students were satisfied with these programmes</p>	<ul style="list-style-type: none"> - Records - Feedback from students and parents - Observation 	<ul style="list-style-type: none"> - SENCO - SSTs - SSO - SSAs - NGOs - EP - ST - TAs 	<p><i>Purchase of other support programmes (arranged in order of priority)</i></p> <p>Speech Therapy (\$50000)</p> <p>Elective Tutorial Class (\$50000)</p> <p>Arts Therapy (\$30000)</p> <p>SpLD training (\$20000)</p> <p>ADHD training (\$20000)</p> <p>Other programmes (\$40000)</p>

Achievement Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To promote career development of students for actualizing their potential and engaging them in setting clear career goals	<ul style="list-style-type: none"> - To foster students' self-understanding and explore their potential through one-page profile and workshops on personal development - To guide students to set life goals via individual/group counselling through the implementation of Individual Educational Plans (IEPs) to target SEN students - To seek various learning and career opportunities for students by maintaining close liaison with NGOs and parents. - To escort students to different education institutes according to their educational needs and equip them well with the knowledge of career in the future - To apply courses of Applied Learning / career trainings according to target SEN students' interest and ability 	Throughout the year	<p>80% of the target SEN students found one-page profile and workshops are useful</p> <p>80% of the target SEN students and their parents found IEPs had assisted them in implementing life planning</p>	<ul style="list-style-type: none"> - Survey - Feedback from students and parents - IEPs evaluation with EP, class teachers and subject teachers 	<ul style="list-style-type: none"> - SENCO - SST - SSO - SSAs - Social Workers - Class/Subject teachers concerned - NGOs - EP - ST - TAs 	<p><i>Purchase of career-related support programmes, e.g. Coffee workshop</i></p> <p>(\$40000)</p>

Estimated Total: \$1312912 / (\$1492912)*

If the LSG is not enough for all expenditure, the Grant for Supporting NCS students with SEN (909-217) will also be adopted to pay the expenditure.

Sir Ellis Kadoorie Secondary School (West Kowloon)

Grant for Supporting NCS Students with SEN (909-217) (2022-2023)

Programme Plan

Achievement Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To excel learning and teaching	<p>1. To help students understand and manage their strengths and weaknesses in learning</p> <p>2. To maximize students' potential according to their strengths</p> <p>3. To foster the learning of Chinese language and equip students with basic communication skills in Cantonese</p> <p>through the implementation of supplementary after-school lessons and workshops to target NCS SEN students</p>	Throughout the year	80% of the target NCS SEN students and their parents agreed that supplementary after-school lessons and workshops are useful.	<ul style="list-style-type: none"> - Survey - Observation - Feedback from students and parents 	<ul style="list-style-type: none"> - SEN Coordinator (SENCO) - Student Support Teachers (SSTs) - Student Support for SEN Committee - Social Workers - Speech Therapist (ST) - NGOs - Student Support Officer (SSO) - Student Support Assistants (SSAs) - Teaching assistants (TAs) 	<p><i>Employment of:</i></p> <p><i>1 × Student Support Teacher</i></p> <p><i>(Point 17: \$35040 × 1.05 × 12)</i></p> <p>(\$441504)</p>

Estimated Total: \$441504