

Sir Ellis Kadoorie Secondary School (West Kowloon)

Use of Learning Support Grant (909-208) (2023-2024)

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"> 1. To help students understand and manage their strengths and weaknesses in learning 2. To maximize students' potential according to their strengths 3. 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"> 1. IEPs had assisted them to understand and manage their strengths and weaknesses in learning 2. IEPs had assisted them to set learning goals and study plans 3. 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 Assistant (SSA) - Teaching assistant (TA) 	<p><i>Employment of:</i></p> <p><i>1×Student Support Teachers (Point 16) (\$447300)</i></p> <p><i>1×0.8 Student Support Teachers (Point 15) (\$343320)</i></p> <p><i>1×SSO with 10% Gratuity (\$220878 + \$21036)</i></p> <p><i>1×SSA (3 months) (\$55219.5)</i></p> <p><i>Purchase of materials / Transportation fee (\$3000)</i></p>

Achievement Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To establish learning communities to enhance education professionalism	To implement School-based Support Programme in teaching & learning and student support	Throughout the year	At least ONE School-based Support programme was successfully implemented. Participated teachers were satisfied with the programme and agreed that the programme enhance their professionalism.	- Records - Feedback from participated teachers and students - Observation	- SENCO - SSTs - NGOs - EP - TAs	<i>See above</i>
To develop self-directed learning	1. To cultivate students' sense of ownership of their learning 2. To enrich students' learning experience outside the classroom through providing learning and support services for SEN students	Throughout the year	A least ONE programme was successfully conducted 80% of the identified SEN students are willing to join the programmes/activities arranged for them 80% of the target SEN students were satisfied with these programmes	- Records - Feedback from students and parents - Observation	- SENCO - SSTs - SSO - SSA - NGOs - EP - ST - TA	<i>Purchase of other support programmes (arranged in order of priority)</i> Speech Therapy (\$50000) Elective Tutorial Class (\$50000) SpLD training (\$20000) Other programmes (\$20000)

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 - SSA - Social Workers - Class/Subject teachers concerned - NGOs - EP - ST - TA 	<i>Purchase of career-related support programmes, e.g. Coffee workshop (\$50000)</i>

Estimated Total: \$1280753.5

Sir Ellis Kadoorie Secondary School (West Kowloon)

Grant for Supporting NCS Students with SEN (909-217) (2023-2024)

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>1×SSA (9 months) (\$165658.5)</p> <p>1×TA (\$220878)</p>

Estimated Total: \$3865365.5