

Po Leung Kuk Lee Shing Pik College
Report on the Use of the Diversity Learning Grant (DLG) 2015-2016

<i>Program / Course (Teacher-in-charge)</i>	<i>Resources required (Expense)</i>	<i>Performance Indicators</i>	<i>Assessment Mechanism</i>	<i>Report and Evaluation</i>
<p>Other Programmes</p> <p>(Gifted Education in Mathematics and Science)</p> <p>(Mr. Lam K. W., Mr. Chin C. W., Mr. Chow C. F. and Mr. Chan T. T.)</p>	<p>Actual Expenditure</p> <p><i>Activity 1:</i> \$4,230 (application fee)</p> <p><i>Activity 2:</i> \$250 (transportation fee for carrying the machines)</p> <p><i>Activity 3:</i> \$1,000 (subsidize part of the application fee of the competition)</p> <p><i>Activity 4:</i> \$ 5600 + 900 = 6500 (course fee)</p> <p>Total: \$11,980</p>	<p>Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning.</p> <p>Over 85% of the students successfully run through the courses, seminars or programmes with valuable product and reflection on knowledge, attitude and skills.</p>	<p>a. Collection of data on the attendance of participants.</p> <p>b. Questionnaire survey on the effectiveness of students' learning outcomes.</p> <p>c. Collection of feedback from students.</p>	<p><u>Activity 1: Secondary School Mathematics & Science Competition 2016</u></p> <p>a. Forty-seven F.5 students were nominated for “Secondary School Mathematics & Science Competition 2016” held by the Polytechnic University of Hong Kong.</p> <p>b. All students fully participated in the individual written competition and learnt a lot of scientific knowledge and skills. They could also meet students from other schools and know more about their academic standard in the overall Hong Kong level.</p> <p>Twelve students were awarded medals, high distinction and distinction</p> <p><u>Activity 2: Participation in Hong Kong GreenMech Contest 2015/16</u></p> <p>Four Form 4 students were selected to join Hong Kong GreenMech Contest 2015/16 organized by Centre for Creative Science and Technology and the Hong Kong Federation of Youth Groups. Students could have the chance to create their robots or machines to join the competition. In addition, they could also appreciate the hard work of students from other schools.</p> <p><u>Activity 3: Hong Kong Biology Olympiad for Secondary School 2016</u></p> <p>Thirty F.6 Biology students had been chosen to participate in the captioned competition. This activity was organized by HKASME (香港數理學會) and the standard of questions is moderate for our students which covers the entire HKDSE Biology curriculum. The result was encouraging. Half of our participants returned with awards. Among these awardees, three participants were awarded with “second class honor”, two participants were awarded with “three class honor” and nine participants were awarded with</p>

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				<p>“credit”.</p> <p>This activity is worthwhile for our students to participate as the questions meet the HKDSE standard. It can be regarded as one of the HKDSE warm-up exercises to train up our students and build up their confidence. It is recommended for F.6 Biology students to take part in this activity before they seat for the HKDSE.</p> <p><u>Activity 4: University Summer Course 2015-2016</u> Two F.5 students were nominated for ‘Academy for Young Talent – summer courses 2016 - Essential of Organic Chemistry’, held by the Chinese University of Hong Kong. Two Form 4 students were nominated for the course ‘Genetic Engineering Training Program 2016’ held by Hong Kong Federation of Youth Groups.</p> <ol style="list-style-type: none"> All students fully participated in the courses and learnt a lot of knowledge, skills and attitude related to different scientific areas. All students report that they found it useful and interesting, but the content of the courses was a bit difficult. Students will be arranged to share what they have learnt in the morning assembly of the new academic year.

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Other Programmes (Gifted Education in Senior Leadership Training Programmes (Mr. Yeung K. Y.)	Actual Expenditure \$22,398	a. Students successfully complete the courses or programmes with at least 90% of attendance rate shown in the record of student learning. b. Over 85% of the students indicate that the activities enhance their leadership knowledge and skills.	Questionnaire survey on the effectiveness of students' learning outcomes and performance of the service provider.	An ABC (Adventure Based Counseling) Training Camp and a full-day workshop have been organized for this program. Senior form students with special leadership potential were selected to join the activities so as to equip them with appropriate knowledge and skills to take up CCA posts for the coming semesters. DLG was used to subsidize the logistic expenses such as hiring services from NGOs, hiring of projector and related equipment in the camp, renting bus service, etc. a. 85% of the students nominated by teachers-in-charge successfully attended the workshops whereas 95% completed the training camp due to the clash with other activities such as tutorials and Universities Open Days. b. When the campers were asked how confident they were in mastering the leadership skills and concepts, over 96.1% felt confident and very confident. In evaluating the performance of the service provider, 100% were pleased with it (76.5% very pleased, 23.5% pleased).

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<p>Gifted education in Activity Lessons: provision of different varieties of activities for students</p> <p>(Mr Yeung K. Y.)</p>	<p>Actual Expenditure</p> <p>\$31,515 (tuition fee and workshop for the courses of Activity Lessons)</p>	<p>a. Over 85% of participants indicate that they are interested in the activities.</p> <p>b. Over 85% of participants indicate that the tutors help improve their skills required for the activities.</p>	<p>a. Collection of data on the attendance of participants.</p> <p>b. Questionnaire survey on the effectiveness of students' learning outcomes.</p> <p>c. Collection of feedback from students.</p>	<p>a. The following senior form activity lessons were organized for selected gifted students in order to extend their interest in a wider spectrum: pop jazz class, jazz and tap dance classes. The attendance rate of the lessons was almost 100% as they were conducted in the activity lessons scheduled within the school timetable, with occasional absence due to sickness or other school schedules such as outings.</p> <p>b. Through oral response from students in the interviews, over 85% of the students enjoyed the lessons very much, particularly the Form 6 class. Since dance activity was first introduced in Form 4 and then Form 5 to 6, the Form 4 students tended to be hesitant particularly learning tap dancing which is not a common dance type to them while the Form 6 participants were thrilled to join the class. This indicated long-term education would be fruitful and richer than short-term program. 9 out of 10 interview respondents reflected that the lessons and activities helped enrich their knowledge and skills on the related areas. Such effectiveness was gained because the tutors were graduates from Hong Kong Academy for Performing Arts and they were experienced. They graded the exercises into different levels so as to meet the learning diversities of students in class.</p>

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				<p><u>Tap/Jazz Dancing</u></p> <ul style="list-style-type: none"> a. The responses from Form 4 and 5 were all quite good. The participation rate was high, too. Since tap dance was first introduced in Form 4 level and then Jazz in Form 5, improvement in response was noted. Although some of the students are sedentary in lifestyle, the instructor was patient enough to demonstrate slowly and let them try and let them grow in encouragements. A majority of the students (19/23students) indicated that they were interested in the activity. b. When new tap shoes were purchased, students showed high eagerness to try to make ‘sound’ with the taps and this uplifted the class atmosphere. c. Each lesson was well-planned and clear teaching progression was shown. Short dance sequence was taught every lesson and the instructor intentionally accumulated these short sequences together to form a long one good enough for the students to show off at the lesson. 19 out of 23 participants said that the instructor helped them improve their skills required for the activity. d. Tap/Jazz dancing is worth continuing for the next academic year.
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				<p>Pop Jazz Class</p> <p>a. The attentiveness of the F.6 participants was remarkable probably because they have been experiencing Activity Lesson since Form 1 and most of them have attended either Form 4 and/or Form 5 dance modules. It was also believed that pop jazz was their cup of tea and additionally the outfit of the instructor was appropriate, creating an appealing image. Students formed lines in columns and rows tidily and the majority of them picked up the sequence quite fast and well.</p> <p>b. At the end of the module, assessment was conducted and over 90% students could show off the motifs and skills with ease and gracefulness.</p> <p>c. From verbal interview with the students, 10 out of 10 reflected that they did not mind having a try on pop jazz dancing and 10 out of 10 claimed that they had good improvement in dancing.</p>
<p>Gifted education in cross-curricular activities: exploration and enrichment on students'</p>	<p>Actual Expenditure</p> <p><i>Activity 1:</i> \$1,400 (Transportation fee for selected students attending</p>	<p>Students successfully complete the courses or programmes with at least 85% of attendance rate shown in the record of student learning.</p> <p>Over 85% of the students indicate that the activities enhance their knowledge and</p>	<p>Collection of data on the attendance of participants.</p> <p>Questionnaire survey on the effectiveness of students' learning outcomes.</p>	<p><u>Activity 1: Selected handbell students attending examination (Transportation subsidies on student participants)</u></p> <p>Nine students from the School Handbell Team (senior session) were recommended to participate in UML Music Performance Ensemble Level 2, London College of Music Examination. They have got a Distinction Award and received the certificate.</p>

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<p>multiple intelligence</p> <p>(Ms. Lo P.S. and Mr. Cheung Y.F.)</p>	<p>handbell examination)</p> <p><i>Activity 2:</i> \$1,600 (Transportation fee for VA selected students visiting an art gallery)</p> <p><i>Activity 3:</i> \$750 (Transportation fee for selected students participating a debating competition)</p>	<p>skills in their specific areas of intelligences.</p>	<p>Collection of feedback from students.</p>	<p><u>Activity 2: Selected F.4-F.6 students visiting a contemporary art exhibition (Transportation subsidies on student participants)</u></p> <p>Thirty selected students visited M+ Sigg collection: Four Decades of Chinese Contemporary Art. Art work of various important Chinese artists could be appreciated and that enriched students' knowledge in Chinese contemporary art.</p> <p><u>Activity 3: Selected Debating Teams members and audiences participating in a joint school debating competition (百仁齊心盃校際多角度聯校辯論賽)</u></p> <p>Four debating team members were on the stage and about thirty students participated as audience. Students could analyze current issues in depth and also appreciate debating skills of students from other schools. The Chief Executive popped up without prior notice. This gave students a valuable experience.</p>

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<p>Applied Learning (ApL)</p> <p>(Dr Cheng M. Y.)</p>	<p>Actual Expenditure</p> <p>2013-15 Cohort: \$403,060 (\$323,868.30 was financed by EDB while \$79,191.70 was financed by our school)</p> <p>2014-16 Cohort: \$ 0 (all subsidized by EDB)</p> <p>Total: \$79,191.70 was supported by DLG</p>	<p>a. Students successfully complete the ApL courses with at least 85% of the attendance rate.</p> <p>b. Over 85% of the students indicate that the training enhances their knowledge and skills in the related areas.</p>	<p>a. Collection of data on the attendance of participants.</p> <p>b. Questionnaire survey on the effectiveness of students' learning outcomes.</p> <p>c. Collection of feedback from students.</p>	<p><u>2013-15 Cohort (F.6)</u></p> <p>a. A total of thirty-two students enrolled. They all completed the courses. According to the attendance record provided by the course providers, all students met the attendance requirement.</p> <p>b. Almost all students reported the ApL programmes were useful. They were satisfied with the course providers.</p> <p>c. The learning progress report from EDB indicated that 18.8% students obtained grade A, 53.1% obtained grade B, 18.8% obtained grade C and 9.4% obtained grade D.</p> <p><u>2014-16 Cohort (F.5)</u></p> <p>a. A total of nine students enrolled. According to the attendance record provided by the course providers, all nine students met the attendance requirement.</p> <p>b. All students reported the ApL programmes were useful. They were satisfied with the course providers.</p>
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The total budget for the Diversity Learning Grant in 2015-2016 amounts to HK\$148,000. The total expenditure on subject/committee activities is HK\$69,643 only.

For Applied Learning courses, the school is responsible to contribute HK\$79,191.70 which will be covered by the surplus of the Extended Operating Expenses Block Grant.

Name of Principal: AU YEUNG Yu-shing

Signature: _____

Au Yeung

Date: _____

18th August, 2016