

**School-based After-school Learning and Support Programmes 2013/2014  
Programme Report**

Name of School: SIR ELLIS KADOORIE SECONDARY SCHOOL (WEST KOWLOON)

Project Coordinator: Ms Wong Pik Wah

Contact Telephone No.: 2576 1871

**A. Information on Activities under the Programme**

Name of activity	Actual no. of grant beneficiaries # served	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
School Picnic Transportation Subsidy	148	148/148 = 100%	1/11/2013	<b>5,920</b>	Observation	NA	Due to the rise of coach bus fees, students in need could enjoy the school picnic by applying for the subsidy.
Transportation services for related outings	NA	NA	Throughout the year	<b>19,906</b>	NA	NA	More outings and educational trips were organized this year in cooperation with other departments such as Liberal Studies and Life & Society Departments. With the subsidy, students were more eager to participate in various educational trips without much financial burden.

Interest Classes (e.g. handicraft, DIY leather ornaments, etc)					Questionnaire and observation	Hong Kong Playground Association	An integrated handicraft workshop and DIY leather craft workshop were organized in cooperation with the 0.2 social worker. The former included an element of volunteer service in which students sent their craftwork as Christmas gifts to the elderly during a voluntary service at an Elderly Centre near the school. Both our students and the elderly had a fun and memorable afternoon. The event was also reported by RTHK on newspaper and TV.
a. Integrated handicraft	15	85%	Nov – Dec 2013	<b>6,200</b>			
b. DIY Leather Craft Workshop	15	80%	May – June 2014	<b>5,400</b>			The DIY leather craft workshop was held for the first time in school. It was innovative as well as challenging for students. However, with the professionalism and patience of the instructor, and the perseverance of students, they could make very practical craftwork for themselves and gained a high sense of achievement. Some students even sent their ‘masterpieces’ as Mothers’ Day and Fathers’ Day gifts.

<p>Tutorial classes:</p> <p>a. Make-up class</p> <p>b. Photography class</p>	<p>a. 7 girls</p> <p>b. 10 boys</p>	<p>75%</p>	<p>Feb – May 2014</p>	<p><b>2,000 + 2,000= 4,000</b></p>	<p>Questionnaire and observation</p>	<p>志向學院</p>	<p>Students found the 2 classes very practical. The girls in the make-up class have equipped themselves with very fine make-up technique and their sense of achievement was strengthened. However, some boys in the photography class reflected that the outing arrangement needed to be streamlined and well-prepared in advance.</p> <p>The practical session was very fruitful and meaningful to both classes. The make-up class students help a group of women do the make-up after which their photos were taken by the boys in the photograph class. A memorable photo album was produced for each women.</p>
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S.3 Life Planning Workshop	120 students	100%	12 March 2014	<b>11,600</b>	Observation and students' feedback	Hong Kong Young Women's Christian Association (HKYWCA)	The event has helped S.3 students understand their potentials better and set SMART goals for life planning. It also let S.3 students experience the society in miniature prior to making their choices of elective subjects in S.4. Students' feedback was very positive (overall 3.5 out of 4) and the workers from HKYWCA were very helpful and systematic. (Please refer to Appendix 1 for details.)
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<p>Noah's Ark Life Education House overnight camp (方舟生命教育館“Life is a Precious Gift”生命教育體驗活動)</p>	<p>24 students</p>	<p>100%</p>	<p>17 &amp; 18 April 2014 (Easter Holiday)</p>	<p><b>10,641</b></p>	<p>Observation and students' feedback</p>	<p>St. James Settlement and Noah's Ark Life Education House (聖雅各福群會 &amp; 方舟生命教育館)</p>	<p>Students spent their first two days of Easter Holiday (17 &amp; 18 April) in a fruitful and meaningful overnight training camp at Noah's Ark. The camp was entitled 'Live Beautifully with Love and Dream'. Through a wide variety of professionally designed and thought-provoking activities and excursions, students learnt to set SMART Goals, explore their further potentials and appreciate and understand the differences between each other. Students gained vital life skills such as time management strategies, teamwork spirit, sense of responsibility and interpersonal communication skills in this training camp. These important life-skills will continue to be an asset to the participants throughout their lives. (Some participants' reflections can be found in the school newsletter 'Episode' to be printed in due course.) (Please refer to Appendix 2 for details.)</p>
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Educational Trip to Theme Park(s), such as Ocean Park and Hong Kong Disneyland	24 students	100%	7 March 2014	<b>3,715</b>	Observation and students' feedback	St. James Settlement and Noah's Ark Life Education House (聖雅各福群會 & 方舟生命教育館)	!00% of the 24 S.1 students were satisfied with the 'Plan Smart, Spend Smart' Day Camp (「洗得有型」) at Noah's Ark. They have learnt about the subject matters in L&S beyond the confines of classroom. (Please refer to Appendix 3 for details.)
	21 students	100%	7 March 2014	<b>5,340</b>	Observation and students' feedback	St. James Settlement and Noah's Ark Life Education House (聖雅各福群會 & 方舟生命教育館)	100% of the S.4-S.5 students were very satisfied with the Environmental Protection programme namely, 「地球先生『源』了」。 Through well-designed and diversified activities, students had in-depth understanding of various energy, renewable energy, causes of global warming, natural disasters, etc. Most important of all, they have learnt how to live a green life and treasure our natural resources. (Please refer to Appendix 4 for details.)

	15 students	100%	24 June 2014	<b>5,109</b>	Observation and students' feedback	Hong Kong Disneyland Youth Education Series: Disney's Animation Magic	100% of the S.1-S.2 students found the animation activities at HK Disneyland educational, fun, and eye-opening. They acquired the animation skills beyond the confines of classroom and enjoyed themselves a lot at the park after the yearly examination.
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<p><b><u>Real Friends</u></b>  <b><u>Project 2013/14:</u></b></p> <ul style="list-style-type: none"> <li>Indoor War Game</li> </ul>	30 students	90%	27 January 2014	<b>3,900</b>	Observation and students' feedback	Dream Gun Workshop: CQB (Indoor) Training Service (Shooting Workshop)	<p>7 activities were successfully held with police volunteers under the Real Friends Project 2013/14. (Some activities such as visits and rugby friendly match, etc were free of charge.)</p>
<ul style="list-style-type: none"> <li>Adventure Ship Nautical Training Trip</li> </ul>	52 students	98%	29 May 2014	<b>13,360</b>	Observation and students' feedback	Adventure Ship	<p>Students enjoyed the indoor war game a lot and built up team spirit in the activity.</p> <p>Students were especially impressed by the challenges they had to take in the Adventure Ship. They reflected that they would be more courageous to face different challenges and adversities in life after taken part in this training trip and would like to try again next year.</p> <p>Some participants' reflections can be found in the school newsletter 'Episode' to be printed in due course.</p>



Flaming Ball Project (籃球火少年當自強 計劃)	12 students	100%	8 Nov 2013 to 20 Aug 2014	<b>3,000 (will be committed by the end of August 2014)</b>	Observation and coach's feedback	Hong Kong Playground Association	10 students achieved 80% attendance rate. 4 students were awarded credits for their outstanding performance and serious engagement. As observed, the project has helped students to enhance their team spirit and social skills in addition to their basketball techniques. They have also established a positive and correct attitude towards sportsmanship. In the Life Education sessions, students have acquired stress and emotion management skills and hopefully they will become upright teenagers with goals for life planning. (Please refer to progress report in Appendix 5 for more details.)
			<b>Total Expenses</b>	<b>98,091</b>			

Note:

# Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.