

SALEM – Immanuel Lutheran College
Use of CEG (2014 – 2015) Report

Project 1

	No. of participating students	Average attendance rate	Period/Date of program	Actual expenses (HK\$)	Remarks
Math Olympics Training Classes	21 (S.1 – S.3)	85%	Dec 2014 – March 2015	15,800	
S.1 – S.3 Revision Classes	Term 1: 89 Term 2: 106 (S.1 – S.3)	Term 1: 60% Term 2: 82%	Whole year	13,650	
S.5 – S.6 Revision Classes	150 (S.5 – S.6)	83%	March – June 2015	35,630	
Summer Foundation Classes for Underachievers in Core Subjects	45 (S.1 – S.5)	80%	July 2015	13,200	
Sub-total				78,280	

Evaluation:

The project aimed at catering for learning diversity, supporting teachers to work in partnership with an NGO (of the Community-based Project), service providers and alumni. It provided both elite enhancement and remedial follow-up for the underachievers in a relatively large scale, ranging from S.1-3 and S.5-6.

The study skill workshops and assignment support revision classes were proved to be effective for S.1 students, in particular to their keen need in adapting to the new secondary school life. With the joint effort of SLSC and EAC, the attendance rate was raised from around 60% in the 1st term to >80% in the 2nd term in which the timing and target students were well-coordinated.

In the 2nd term, subject-based revision classes could fit very well the specific needs of the students, including elite enhancement and remedial classes. Those for S.5 students were exam-oriented and the students expressed their eagerness to have more drilling exercises, especially past papers.

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Subject teachers found it a trial-and error process in searching for appropriate service providers and alumni to coach the revision classes. To conclude, the project set a good foundation for the 2nd year of the project and for the partnership with a new NGO of the ‘Community Based’ Project.

Project 2

	Period/Date of program	Actual expenses (HK\$)	Remarks
Hiring of 0.5 English teachers	Whole school year	136,828.50	

Evaluation:

With the CEG and other grants, 1 English teacher was hired. As she shared some teaching workload, other English teachers could be spared to engage in subject developmental tasks. Besides, the teacher also gave substantial help in the running of various English activities in school hour as well as after school.

Project 3

	Period/Date of program	Actual expenses (HK\$)	Remarks
Hiring of 1 teaching assistants	Whole school year	125,086.50	

Evaluation:

The teaching assistant hired served mainly in academic affairs, including collection and processing data to generate student information, preparation of reports and assisting the running of academic related programmes. Teachers could be relieved from heavy administrative and clerical work.

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Project 4

	Period/Date of program	Actual expenses (HK\$)	Remarks
Hiring of 1 assistant clerk	Whole school year	100,800.00	

Evaluation:

The assistant clerk helped mainly in handling clerical work in different school programmes, activities and functions which could thus be run smoothly.

Summary

Surplus brought forward from previous school year:	HK\$250,621.75
Income:	HK\$557,148.00
Total Expenditure:	HK\$440,995.00
Surplus (Deficit):	HK\$366,774.75