

**School-based After-school Learning and Support Programmes 2024/25 s.y.**  
**School-based Grant - Programme Report**

**Name of School:** Maryknoll Fathers' School

**Staff-in-charge:**

**Contact Telephone No.:** 2777 5117

**A. The number of students (count by heads) benefitted under the Grant is** 187

(including A. 40 CSSA recipients, B. 110 SFAS full-grant recipients and C. 37 under school's discretionary quota).

**Information on Activities to be subsidized/complemented by the Grant.**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Student Support & Ethos: Form-based activities (for F.2 students)	6	17	5	98%	2 Sep	\$6,943.09	Feedback from tutors and teachers	External tutor	--
Student Support & Ethos: F1 OLE Activity: Movie Appreciation (Four Trails)	6	22	7	97%	21 Mar	\$3,107.58	Feedback from teachers and students	--	--
Coach rental						\$397.73			--
Student Support & Ethos: F1 Failure Day	6	22	7	96%	27 Jun	\$8,166.67	Feedback from tutors and teachers	External tutor	--
Student Support & Ethos: F2 Summer Day Camp (26/8)	6	17	5	50%	Aug	\$7,921.95	Student's Questionnaire	Positive Sports Education Foundation	
Student Support & Ethos: F4 Failure Day	5	21	6	50%	Aug	\$10,978.46	Student's Questionnaire	Methodist Centre for Quality Life Education	
GCT: Adventure Camp 2425	1	4	1	20%	25 & 26 Jan	\$6,900.00	Student's Questionnaire	Hong Kong Christian Service	
Discipline: Leadership Training Camp for Prefects	0	3	0	31%	25 Jul	\$5,042.07	Student's Questionnaire	The CEPT limited	
NMCE: F2 Highlighted Programme [真人圖書館服務]	6	17	5	98%	Feb-Mar	\$4,552.85	Student's Questionnaire and Teachers' Feedback	Time Capsule	
LPCG: F5 Cheering Camp Programme Fee	12	10	5	88%	6 & 7 Jul	\$6,259.30	Questionnaire	Professional Beginner	
STREAM: F4 STREAM DAY	5	21	6	91%	16 Apr	\$6,153.85	Questionnaire	eLink int Alliance Limited	

Mathematics: F.1-5 Enhancement (Mathematics Olympiad)	3	4	1	74%	Nov 2024 – Apr 2025	\$5,709.80	Feedback from tutors and teachers	External tutor	--
Mathematics: Math. Board Game Workshop (F1)	6	22	7	50%	Jul 2025	\$2,651.52	Teachers' Feedback	Hong Kong Boardgame Education Academy	
Geography: after school tutorial	1	1	0	64%	23 Nov, 7, 21, 28 Dec, 4 Jan	\$995.56	Feedback from tutors and teachers	External tutor	--
Geography: Fieldtrip in Kowloon City Wet Market (F1)	6	22	7	95%	17 Feb	\$4,242.42	Teachers' Observation	AHI Education	--
中文: 中二增潤班 (上學期)	2	5	1	87%	11, 25 Nov, 2, 9 Dec	\$505.26	Feedback from tutors and teachers	External tutor	--
中文: 中二增潤班 (下學期)	1	3	1	61%	17 Feb, 3, 17 Mar, 7, 28 Apr, 12, 19 May	\$700.00	Feedback from tutors and teachers	External tutor	--
中文: 初中寫作班	1	1	0	69%	12 Feb, 13, 20 Mar, 9, 30 Apr	\$1,333.33	Feedback from tutors and teachers	External tutor	--
中文: 中五級應試技巧講座	12	10	5	96%	14 Mar	\$704.35	Feedback from tutors and teachers	External tutor	--
<b>Total no. of activities: 18</b>									
<b>@No. of man-times</b>	85	222	69						
<b>**Total no. of man-times</b>	376				<b>Total Expenses</b>	\$83,265.79			

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		√				
b) Students’ study skills		√				
c) Students’ academic achievement			√			
d) Students’ learning experience outside classroom						√
e) Your overall view on students’ learning effectiveness			√			
<b>Personal and Social Development</b>						
f) Students’ self-esteem		√				
g) Students’ self-management skills						√
h) Students’ social skills						√
i) Students’ interpersonal skills						√
j) Students’ cooperativeness with others						√
k) Students’ attitudes toward schooling		√				
l) Students’ outlook on life						√
m) Your overall view on students’ personal and social development			√			
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities						√
o) Students’ sense of belonging						√
p) Students’ understanding on the community						√
q) Your overall view on students’ community involvement						√

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

Generally, the students enjoyed the lessons and are satisfied with the arrangements.

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