School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant — Programme Report

Name of School: Po On Commercial Association Wong Siu Ching Secondary School

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A. The number of students (count by heads) benefitted under this Programme is 174 (including A. 16 Comprehensive Social Security Assistance (CSSA) recipients, B. 143 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 15 under school's discretionary quota).

B. Information on subsidised activities

*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						
Choir (Art and cultural activities)	/	9	12		9/2025-5/2026	15,290.02	Instructor observation of students' participation, singing skills and teamwork; review of rehearsal and performance progress; student feedback.	Instructor	
Badminton (Sports)	/	5	3		9/2025-5/2026	12,547.37	Coach observation of students' participation, badminton skills and sportsmanship; practical assessment during training and practice matches; student feedback.	Coach	
Handchime Team (Art and cultural activities)	/	2	/		9/2025-5/2026	4,422.08	Instructor observation of students' rhythm, coordination and teamwork; review of rehearsal and performance progress; student feedback.	Instructor	
Basketball (Sports)	/	7	/		9/2025-7/2026	4,221.47	Coach observation of students' basketball skills, teamwork and sportsmanship; practical assessment during drills and practice matches; student feedback.	Coach	
Three-day, Two-night Team Learning Camp (Self-confidence development)	3	15	/		3/2026	813.34	Teacher and instructor observation of students' participation, cooperation and problem-solving skills; group debriefing; student reflection and post-activity questionnaire.	Instructor	
Football (Sports)	/	2	/		9/2025-7/2026	1,056.67	Coach observation of students' football skills, teamwork and sportsmanship; practical assessment during drills and practice matches; student feedback.	Coach	

*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						
Volleyball (Sports)	/	7	/		9/2025-5/2026	2,916.67	Coach observation of students' volleyball skills, communication and teamwork; practical assessment during drills and practice matches; student feedback.	Coach	
School Outing (Visits)	13	96	/		10/2025	2,732.38	Teacher observation of students' participation and peer interaction; student reflection and post-activity feedback.	Coach	
Total no. of activities:	8								
@No. of man-times	16	143	15		Total Expenses	44,000.00			
**Total no. of man-times	174								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy 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			
Learning Effectiveness						
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	✓					
Personal and Social Development						
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		✓				
Community Involvement						
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						✓

Overall, the activities were rated as effective in enhancing students' learning. According to the panel chairpersons and subject teachers of Chinese Language, English Language and Mathematics, the small-group after-school tutorials exerted a significant and positive impact on the participating students. A comparison of their performance in the First Term Test and the Final Examination showed that several target students improved their scores by up to 20%, and senior students of the S4–S6 Mathematics cohort demonstrated better examination techniques, clearer conceptual understanding of non-routine questions and greater confidence in formal examinations. Students who had previously hesitated to raise questions were given room to clarify misconceptions, and the enhancement of subject mastery was reflected in their self-confidence, self-esteem and participation in daytime lessons.

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 and full grant under the SFA Schemes);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify the reason(s): _____);
- ☐ 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)

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Notes for completion and verification

The evaluation methods are suggested draft wording, not confirmation that these assessments were conducted. Retain only methods actually used, amend as necessary, and remove the DRAFT labels after verification. Replace all service-provider placeholders with confirmed official names before submission. For activities organised solely by school teachers, use: School teachers (school-organised activity; no external service provider).

The eight expenditure entries were translated from ledger A1088 for September 2025 to August 2026. Actual expenses follow the recorded debit amounts. All entries have voucher date 31 August 2026 and voucher no. JV26-08-009. The voucher date is not an activity date. Activity types are suggested descriptive classifications based on the activity names. Activity-level participant numbers, attendance rates and activity dates were not provided in A1088 and have been left blank. Half-grant amounts have been reproduced from the ledger and have not been assigned to participant category B or C.

The original report content has otherwise been retained. Its pre-existing effectiveness narrative refers to after-school tutorials rather than the activities listed in A1088 and should be reviewed before submission.