

**St. Catharine's School for Girls**  
**Plan on Use of Capacity Enhancement Grant (2018-2019)**

**1. Objective**

To relieve teachers' overburdening workload for:

- 1.1 Contributing to students' Chinese and English proficiency
- 1.2 Enhancing teachers' capacity to cater for diverse student needs and raise learning and teaching quality
- 1.3 Enriching students' learning opportunities with various means for sustainable progress

**2. Grant Use**

2.1 Task Areas:

- A. Curriculum development
- B. Enhancing students' language proficiency
- C. Catering for diverse and special learning needs of students with different abilities
- D. Student personal development to stretch their capabilities
- E. Non-professional work of teachers

**3. Proposal**

3.1 The proposals for different uses of the grant are as follows:

### 3.1.1 Enhancement Programme in Chinese

Teacher i/c: Ms. Ko FM (Chinese Panel Head)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
B	<ul style="list-style-type: none"> <li>提升學生口語表達、溝通技巧</li> </ul>	<ul style="list-style-type: none"> <li>全港系統性評估(中三)口語訓練               <ul style="list-style-type: none"> <li>聘請導師進行中三級口語訓練，以應付全港性系統評估</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>協助老師作繁瑣而龐大的口語能力訓練工作，俾使老師在有限的課堂更有效地進行全面的語文教學。</li> <li>讓學生得到合理而有效的訓練，提升口語溝通能力。</li> </ul>	<ul style="list-style-type: none"> <li>三月底至四月中其中一個星期六(每生出席一節，每節 1.5 小時，合共 30 小時)</li> </ul>	<ul style="list-style-type: none"> <li>每小時\$180 (一節 1.5 小時，每位導師各負責四節，共 6 位導師)</li> <li>共 36 小時</li> <li>合共 \$6,480</li> </ul>	<ul style="list-style-type: none"> <li>能配合任教老師的教學進度完成說話訓練</li> <li>同學能掌握小組討論技巧</li> </ul>	<ul style="list-style-type: none"> <li>觀課</li> <li>學生的意見</li> <li>老師的意見</li> </ul>
B	<ul style="list-style-type: none"> <li>提升學生書面表達溝通技巧</li> <li>提升創意思維</li> </ul>	<ul style="list-style-type: none"> <li>聘請大學／大專導師／創作人(有創作及教授新詩創作經驗)開辦創作班(新詩/散文/小說)(初中/高中/拔尖)</li> </ul>	<ul style="list-style-type: none"> <li>提升學生創作及運用語言能力。</li> <li>協助老師拔尖、培訓尖子，減輕課堂以外的培訓工作，俾能專心發展校本課程。</li> <li>引進專業知識，老師從旁學習，協助教師專業發展。</li> </ul>	<ul style="list-style-type: none"> <li>一班約 20 人</li> <li>共 8 課，每堂 1.5 小時，共 12 小時</li> </ul>	<ul style="list-style-type: none"> <li>導師費每堂\$1,400</li> <li>行政費</li> <li>合共 \$11,200</li> </ul>	<ul style="list-style-type: none"> <li>創作作品</li> <li>參加人數</li> <li>觀察跟進</li> <li>參加者日後在帶動校園創作文化的表現</li> </ul>	<ul style="list-style-type: none"> <li>觀課</li> <li>問卷</li> <li>評審作品</li> </ul>
<b>Estimated Amount:</b>					<b>\$17,680</b>		

### 3.1.2 Enhancement Programme in Mathematics

Teacher i/c: Mr. Tam YS (Mathematics Panel Head)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
C & D	<ul style="list-style-type: none"> <li>To provide training for students with high potential and abilities in competitions related to Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>One 1.5-hour enrichment class (around 20 students selected from F.1) will be held after school.</li> <li>One 1.5-hour Mathematical Olympiad class (around 20 students selected from F.2-3) will be held after school.</li> </ul>	<ul style="list-style-type: none"> <li>Students obtain more professional training.</li> <li>Teachers save more time for preparation for normal lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Both classes are held from Sept., 2018 to Mar., 2019               <ul style="list-style-type: none"> <li>➤ 1 lesson per week</li> <li>➤ Around 16 lessons for the whole period</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Enrichment class: Salary of 1 tutor for 16 lessons:               <ul style="list-style-type: none"> <li>➤ \$700/hour</li> <li>➤ 1.5 hours/lesson</li> <li>➤ 16 lessons</li> <li>➤ Total = \$16,800</li> </ul> </li> <li>Mathematical Olympiad class: Salary of 1 tutor for 16 lessons:               <ul style="list-style-type: none"> <li>➤ \$900/hour</li> <li>➤ 1.5 hours/lesson</li> <li>➤ 16 lessons</li> <li>➤ Total = \$21,600</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students in the class obtain professional training and acquire more useful techniques in solving problems related to their syllabus and competitions so as to enhance their competitiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires will be given to students to evaluate both classes.</li> <li>Students' results in competitions will be evaluated.</li> </ul>
<b>Estimated Amount:</b>					<b>\$38,400.00</b>		

### 3.1.3 Training for Speech Festival (English)

Teacher i/c: Mr. Lau CC Michel (English Panel Junior Head)

Task Area*	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
B & D	<ul style="list-style-type: none"> <li>Speech Festival (Choral Speaking, Solo Verse Speaking and Dramatic Duologue)</li> </ul>	<ul style="list-style-type: none"> <li>To employ two teachers to train students to prepare for the Speech Festival, both Choral Speaking and Solo Verse Speaking.</li> </ul>	<ul style="list-style-type: none"> <li>To alleviate teachers' workload on training students for the Festival (normally each year there will be around 80 entries).</li> </ul>	<ul style="list-style-type: none"> <li>26<sup>th</sup> Sept., to 30<sup>th</sup> Nov., 2018</li> <li><b>Course 1:</b> Providing training of Choral Speaking for a F.1 class.</li> <li><b>Course 2:</b> Providing training of Solo Verse Speaking for students in junior forms. (three days after school)</li> <li><b>Course 3:</b> Providing training of Solo Verse Speaking for students in senior forms. (three days after school)</li> <li><b>Course 4:</b> Providing training of Dramatic Duologue for junior form students.</li> <li><b>Course 5:</b> Providing training of Dramatic Duologue for senior form students.</li> </ul>	<ul style="list-style-type: none"> <li>Course 1: \$600 × 1 hour 10 mins × 9 = \$6,300</li> <li>Course 2: \$600 × 1 hour 10 mins × 9 × 3 = \$18,900</li> <li>Course 3: \$600 × 1 hour 10 mins × 9 × 3 = \$18,900</li> <li>Course 4: \$600 × 1 hour 10 mins × 9 = \$6,300</li> <li>Course 5: \$600 × 1 hour 10 mins × 9 = \$6,300</li> <li>Total: \$6,300 + \$18,900 + \$18,900 + \$6,300 + \$6,300 = \$56,700</li> </ul>	<ul style="list-style-type: none"> <li>Students master the essence and techniques of reciting poems and perform in public.</li> </ul>	<ul style="list-style-type: none"> <li>Observation, questionnaire and informal interview</li> </ul>
<b>Estimated Amount:</b>					<b>\$56,700.00</b>		

### 3.1.4 Training for Speech Festival – Chinese

Teacher i/c: Ms. Ko FM (Chinese Panel Head)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
B & D	<ul style="list-style-type: none"> <li>朗誦訓練</li> </ul>	<ul style="list-style-type: none"> <li>聘請導師訓練參加實際朗誦節的同學</li> </ul>	<ul style="list-style-type: none"> <li>減輕老師訓練同學參加朗誦比賽的負擔</li> </ul>	<ul style="list-style-type: none"> <li>9/2018-11/2018 (共 8 堂，平均每星期一次，每次 1.5 小時) 進行訓練，共設兩班 (粵語、普通話各一)</li> </ul>	<ul style="list-style-type: none"> <li><math>\\$600 \times 1.5 \text{ 小時} \times 8 \times 2 = \\$14,400</math></li> </ul>	<ul style="list-style-type: none"> <li>同學能掌握誦材的感情、朗誦的技巧</li> </ul>	<ul style="list-style-type: none"> <li>口頭詢問</li> <li>問卷</li> <li>觀察</li> </ul>
<b>Estimated Amount:</b>					<b>\$14,400</b>		

### 3.1.5 Training on Study Skills

Teacher i/c: Miss Cheung TY (Academic)

Task Area*	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
A & C	<ul style="list-style-type: none"> <li>Training on Study Skills for Form One students</li> </ul>	<ul style="list-style-type: none"> <li>To seek service from service provider to provide courses for all F.1 students on study skills.</li> </ul>	<ul style="list-style-type: none"> <li>To alleviate teachers' workload on teaching students different study skills and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>12<sup>th</sup> Sept., to 14<sup>th</sup> Sept., 2018</li> <li>Providing training on study skills for all F.1 students in the second week of Sept.</li> </ul>	<ul style="list-style-type: none"> <li>\$36,000 for all F.1 classes</li> <li>Three sessions</li> <li>1 hour and 10 minutes each</li> <li>From 12<sup>th</sup> Sept. to 14<sup>th</sup> Sept. 2018</li> </ul>	<ul style="list-style-type: none"> <li>Students able to list out advantages of different study methods.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Questionnaire</li> <li>Informal interview</li> </ul>
<b>Estimated Amount:</b>					<b>\$36,000.00</b>		

### 3.1.6 Enhancement Programmes for F.1 to F.3 Students

Teacher i/c: Miss Cheung TY (Academic)

Task Area*	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
C	<ul style="list-style-type: none"> <li>To cater for the learning needs of F.1, F.2 and F.3 students who cannot meet the promotion criteria.</li> <li>To help them lay a good foundation in the core subjects.</li> <li>To educate them in small groups that help enhance their self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>To employ 2 tutors to help conduct the enhancement programmes.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of these students in the core subjects be improved.</li> <li>Learning needs of the students be catered for through small class teaching.</li> <li>Self-esteem of the students be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>From mid-July, 2019 to mid-August, 2019</li> </ul>	<ul style="list-style-type: none"> <li>\$1,500 per day × 10.5 days × 2 = \$31,500</li> </ul>	<ul style="list-style-type: none"> <li>The students concerned attend all the lessons and submit the assignments.</li> <li>Students' learning attitude be improved.</li> <li>80% of the students find the enhancement programmes useful.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance</li> <li>Observation</li> </ul>
<b>Estimated Amount:</b>					<b>\$31,500.00</b>		

**3.1.7 Whole Person Development Programmes (Workshops and Camps)**  
**Teacher i/c: Mrs. Wong KWK (Counselling Group Mistress)**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>
D	<ul style="list-style-type: none"> <li>Pastoral Care</li> <li>Leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Responding to the work focus and the needs of the year, thematic seminars and workshops are to be organized.</li> <li>Leadership training program for 2018-19 GST members is to be organized.</li> </ul>	<ul style="list-style-type: none"> <li>Students are to acquire the knowledge in various aspects of personal development to enhance personal growth.</li> <li>Students are to gain a better understanding of oneself in context of relationships.</li> <li>Students are to gain a better understanding of mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>Thematic talk for all F.1 to F.5.</li> <li>Workshops for F.1 to F.5 on relational issues.</li> <li>GST leadership training workshop</li> </ul>	<ul style="list-style-type: none"> <li>\$1,500 × 25 classes = \$37,500</li> <li>\$4,000</li> <li>\$4,000</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to have a positive attitude towards cooperation.</li> <li>Students are able to acquire certain knowledge in relationship with opposite sex, and in mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms completed by the participant</li> <li>Evaluation meeting</li> <li>Self evaluation</li> </ul>
<b>Estimated Amount:</b>					<b>\$45,500</b>		



### 3.1.8 Activities for Students

Teacher i/c: Miss Lo KY ( Co-curricular Activities Mistress)

Task Area*	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
D	<ul style="list-style-type: none"> <li>Aesthetic development</li> </ul>	<ul style="list-style-type: none"> <li>To employ one instructor for the Dance Club.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Oct., 2018 – May, 2019 (Activity period, 1 hour/lesson, 16 lessons)</li> <li>Sept. – Nov., 2018 (Speech Day + Open Day extra practice, 1.5 hours/lesson, 12 lessons)</li> <li>Oct., 2018 – Feb., 2019 (Dance Festival, 1 hour/lesson, 20 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>\$600 × 17 lessons = \$10,200 (Half subsidy = \$5,100)</li> <li>\$900 × 12 lessons = \$10,800</li> <li>\$600 × 20 lessons = \$12,000 (Half subsidy = \$6,000) Students: \$6,000 ÷ 14 students = \$429@</li> <li>School subsidy total: \$5,100 + \$10,800 + \$6,000 = \$21,900</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members &amp; good results in various competitions</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires at the end of the year</li> <li>Performance of the club in various competitions</li> </ul>
C	<ul style="list-style-type: none"> <li>Catering students with diverse and special learning needs</li> </ul>	<ul style="list-style-type: none"> <li>To employ one tutor for teaching Japanese.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Oct., 2018 – May, 2019 (once a week, 50 min. /lesson, 16 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>\$650 (50 min.) × 16 lessons = \$10,400 (Half subsidy = \$5,200) Students: \$5,200 ÷ 25 students = \$208@</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires at the end of the year</li> </ul>

<b>Task Area*</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated (e.g. in what way teachers' workload is alleviated)</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>
C	Catering students with diverse and special learning needs	<ul style="list-style-type: none"> <li>To employ one tutor for teaching Korean.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Oct., 2018 – May, 2019 (once a week, 50 min./lesson, 16 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>\$650 (50 min.) × 16 lessons = \$10,400 (Half subsidy = \$5,200)</li> <li>Students: \$5,200 ÷ 25 students = \$208@</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires at the end of the year</li> </ul>
D	<ul style="list-style-type: none"> <li>Physical development</li> </ul>	<ul style="list-style-type: none"> <li>To employ one instructor for the Rope Skipping Team &amp; Club.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Sept., 2018 – July, 2019 (Once a week, 2 hours each time)</li> </ul>	<ul style="list-style-type: none"> <li>\$500 × 2 hours × 26 weeks = \$26,000 (Half subsidy = \$13,000)</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members</li> <li>Good results in various competitions</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires at the end of the year</li> <li>Performance of the team in various competitions</li> </ul>
C	<ul style="list-style-type: none"> <li>Catering students with diverse and special learning needs</li> </ul>	<ul style="list-style-type: none"> <li>To subscribe service from service providers for Health Club.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Oct., 2018 – June, 2019 (once a week, 1.5 hour/lesson, 10 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>\$9,000 (Half subsidy = \$4,500)</li> <li>Students: \$4,500 ÷ 20 students = \$225@</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and comment by the teacher advisors</li> </ul>
D	<ul style="list-style-type: none"> <li>Aesthetic development</li> </ul>	<ul style="list-style-type: none"> <li>To subscribe service from service providers for Photography Club.</li> </ul>	<ul style="list-style-type: none"> <li>To cope with the diverse and special learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Oct., 2018 – June, 2019 (once a week, 1 hour/lesson, 10 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>\$900 × 10 lessons = \$9,000 (Half subsidy = \$4,500)</li> <li>Students: \$4,500 ÷ 20 students = \$225@</li> </ul>	<ul style="list-style-type: none"> <li>90% attendance of the members</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and comment by the teacher advisors</li> </ul>
<b>Estimated Amount:</b>					<b>\$54,300</b>		

### 3.1.9 Part-time Coaches for the School Teams (Badminton, Basketball, Volleyball, Handball, Table-tennis & Shuttlecock)

Teacher i/c: Miss Mo MF (P.E. Panel Head)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
C & D	<ul style="list-style-type: none"> <li>To provide professional sports training to the students.</li> </ul>	<ul style="list-style-type: none"> <li>To employ one coach for each school team (basketball, badminton, handball, table-tennis, volleyball &amp; Shuttlecock)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' workload in after-school training be released.</li> </ul>	<ul style="list-style-type: none"> <li>Start from Sept., 2018 onward for one year</li> <li>2 times per week</li> <li>2 hours each time</li> </ul>	<ul style="list-style-type: none"> <li>Basketball, Handball, Badminton &amp; Volleyball Teams: \$15,000 × 4 teams = \$60,000</li> <li>Table-tennis Team: \$8,000</li> <li>Shuttlecock Team: \$4,100</li> </ul>	<ul style="list-style-type: none"> <li>Performance in the inter-school sports competitions</li> <li>Students' performance in other sports competitions</li> </ul>	<ul style="list-style-type: none"> <li>Observation by professional coaches supervised by teachers-in-charge</li> <li>Students' performance</li> </ul>
<b>Estimated Amount:</b>					<b>\$72,100.00</b>		

### 3.1.10 Teacher Assistant

#### Teacher i/c: Miss So WY (Vice-principal – General Administration)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
A, D, E	<ul style="list-style-type: none"> <li>To relieve teachers workload from non-professional work</li> </ul>	Employ one teacher assistant <ul style="list-style-type: none"> <li>To assist in holding enrichment programs and activities for students</li> <li>To do substitution work of teachers</li> <li>To help teachers with clerical work, i.e. word-processing, minutes, program plans, reports, tests and examination papers, handling quotations, transcription of purchase slips, etc</li> <li>To perform other duties as required</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' non-professional workload will be released, with their time and energy better spent on teaching.</li> <li>Teachers would have more time in planning lessons and attending to individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>From Sept., 2018 to Aug., 2019.</li> </ul>	<ul style="list-style-type: none"> <li>(\$12,500 per month x 12 months + MPF) = \$157,500</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers agree that this post could help relieve their workload.</li> <li>80% of teachers agree that this post should be opened continuously.</li> </ul>	<ul style="list-style-type: none"> <li>Issuing questionnaires to gather feedback from teachers</li> </ul>
<b>Estimated Amount:</b>					<b>\$157,500.00</b>		

### 3.1.11 Part-time Helpers

Teacher i/c: Miss So WY (Vice-principal – General Administration)

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism
E	<ul style="list-style-type: none"> <li>To alleviate teachers' workload from non-teaching work.</li> <li>To keep good stock and inventory record of subject departments / functional groups.</li> </ul>	<p>To recruit part-time helpers (F.6 graduates) to do the following tasks:</p> <ol style="list-style-type: none"> <li>To help teachers produce multi-media teaching aids;</li> <li>To help subject heads or functional groups update / upkeep teaching aids, special rooms, rooms, facilities, purchase items and inventory records, etc.;</li> <li>To help teachers handle / input data of examination papers, marks, comments; and</li> <li>To help teachers enter data and prepare resource materials.</li> </ol>	<ul style="list-style-type: none"> <li>Integrating information technology into learning and teaching;</li> <li>Alleviating teachers from non-teaching work with a view to enhancing teachers' teaching professions and having more time to take care of students' holistic development; and</li> <li>Providing F.6 graduates with learning opportunities through helping teachers and enhancing their self-development.</li> </ul>	<ul style="list-style-type: none"> <li>From Sept., 2018 onwards (one year)</li> </ul>	<ul style="list-style-type: none"> <li>\$15,840 for helpers' subsidy (\$55 per day × 12 days × 24)</li> </ul>	<ul style="list-style-type: none"> <li>80% of the teachers find these posts necessary and helpful.</li> <li>80% of the teachers agree these posts be continued.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers concerned, especially subject heads and functional group heads</li> </ul>
<b>Estimated Amount:</b>					<b>\$15,840.00</b>		