

# **Sing Yin Secondary School**

## **Plan for the Use of CEG and SSCSG 09-10**

### **Introduction**

A recurrent CEG grant of about \$460,000 and a non-recurrent SSCSG grant of \$420,000 are granted to us to enhance teachers' capacity in the coming school year. After running similar plans for nine years, we found the following plan most fruitful.

### **1. Identification of Needs**

- 1.1 The use of IT in teaching and learning - most teachers agree that IT is a useful tool in motivating students to learn and can greatly enhance the effectiveness of teaching. However, in order to produce the desirable effect teachers have to spend long hours to tailor-make the teaching materials, e.g. planning for a 40-minute lesson may take up to half a day of preparation. Teachers need technical support to cut down the time consumed. This would enable teachers to use IT more frequently in their teaching. The teaching assistants can also help to maintain our web site and to develop our information system.
- 1.2. Non-teaching duties - teachers often find works such as entering test/examination scores, completing student record and report cards both tedious and time consuming. These works can easily be done by clerical staff, thus allowing teachers to better spend their time on their teaching duties.
- 1.3 Staff professional development - apart from their normal duties, teachers are expected to improve themselves by attending seminars, workshops, and certificate courses. The attendance of seminars/workshops during school hours requires substitution by other teachers, taking up their 'free periods' which are actually used for marking homework or lesson preparation. This substitution duty could be taken over by a teacher-assistant, relieving teachers to perform their normal duties.
- 1.4 Language Proficiency - with the setting up of a Multi-media Learning Centre, students who are weak in English will be able to carry out remedial work by self-access programme. This allows students to work at their own pace on their weak areas and would foster independent learning. As this will take place during lunch break or after school, supervision by a teacher-assistant rather than a teacher would not further burden teachers with more duties.
- 1.5 Oral Practices – Both English and Chinese have incorporated oral examinations. Students need more time for individual tutored practice. A teacher teaching a class of 40 cannot spend much time on individual students. Teaching assistants can help both in normal lessons and after school to provide tutored practices.
- 1.6 Help for less motivated students – Some students lack the motivation to do homework. Teaching Assistants can help to look after them to complete their homework after school. They can even help to answer some of their questions.
- 1.7 Helping students to learn how to learn – For many years, we have offered study skill

courses for our students. Because of limited human resources, we can only offer them for a small percentage of our students. With the help of teaching assistants, we can offer all our F4 students the chance to learn study skill after school or during holidays.

- 1.8 Challenge Programs – Sing Yin has been offering a challenge program for students for a number of years. It involves a substantial amount of information dissemination and record keeping. Teaching assistants can help ease the extra workload on teachers.
- 1.9 Parent-Teacher Association - the PTA improves communication between parents and school and involves parents to take a more active role in the education of their children. It also means more work for teachers as most of the work - such as minutes of meeting, letters/newsletters to members and organizing activities, etc. are mainly done by the teachers. A clerical assistant can help to reduce the workload.
- 1.10 Formation of Catholic Students - as a Catholic school, one of our missions is to help our Catholic students grow in faith and put it in practice. Catholic lessons, morning masses and other religious activities are organized by Catholic teachers. The employment of a part time assistant to help in pastoral work will cut down Catholic teachers' workload.

## **2. Implementation Plan**

The recurrent grant will be used to employ two full-time and one part-time teacher assistants to assist teachers to carry out their non-teaching duties and to help run programmes for students. The additional grant will be used to employ three full-time teachers to reduce the teaching loads of teachers so they have more time to prepare for the new curricula in the new senior secondary education framework.

- 2.1 First Teacher Assistant (full-time) – Being good at Chinese, this TA should be able to help teachers to conduct Chinese Oral Practices. Other duties include clerical duties, teacher support duties, running of study skill courses and challenge programs.
- 2.2 Second Teacher Assistant (full-time) – Being good at English, this TA should be able to help teachers to run supplementary English programs for students. Other duties include clerical duties, teacher support duties, running of study skill courses and challenge programs.
- 2.3 Third Teacher Assistant (full-time) - This TA would help other teachers to perform clerical duties, running of study skill courses and other chores.
- 2.4 Pastoral Care / General Duties Assistant (part-time) - With experience in pastoral care and organizing activities for Catholic student formation, this TA can assist teachers in Catholic lessons and functions, general office work and student supervision
- 2.5 Two English Teachers (full-time) - These teachers will help lessen the teaching load of English and humanities teachers.
- 2.6 Chinese Teacher (full-time) - this teacher will help lessen the teaching load of Chinese and humanities teachers.

2.6 Mathematics Teacher (full-time) - this teacher will help lessen the teaching load of Mathematics and science teachers.

### 3. Evaluation

- 3.1 Record of lessons substituted by the TAs to relieve teachers for other works.
- 3.2 Record of clerical work done by TAs which reflects on the lessening of clerical duties.
- 3.3 Record of teacher support work done by TAs, including oral practices.
- 3.4 Questionnaire survey on study skill courses which measure the students' perception on study skill courses.
- 3.5 Record of average teaching load for teachers.

### 4. Budget

Because of the demand on the Teacher-Assistants, we plan to employ two associate degree holders and one F5 graduate. As for the teachers, we plan to employ recent graduates with a degree relevant to the subjects taught. Related expenses are shown below.

- 4.1 Salary and MPF for three Teacher-Assistants
  - Salary HK\$ 3 x 9,000 per month
  - Gratuity HK\$ 3 x 6,000 on satisfactory completion of one year of contract
  - MPF HK\$ 3 x 450 per month
  - Total HK\$ 358,200 per annum
- 4.2 Salary and MPF for Pastoral-care Assistant (Part-time)
  - Salary HK\$ 6,200 per month
  - MPF HK\$ 310 per month
  - Total HK\$ 78,120 per annum
- 4.3 Salary and MPF for All Four Teachers \*
  - Salary HK\$ 4 x 23,000 per month
  - MPF HK\$ 4 x 1,150 per month
  - Total HK\$ 1,159,200 per annum

Grand Total: HK\$1,595,520 per annum

The grand total is way above the combined CEG and SSCSG grant of \$880,000. About \$532,000 of the shortfall will be covered by the remaining balance of the TPPG and ACEG. Another \$120,000 will be covered by the Fractional Post Cash Grant. The rest will be covered by the OEBG.

\* If the employed person's qualification is not the same as the required qualification, the total may be different from that shown.

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Kwok But  
Principal

1 July 2009