

Cheung Sha Wan Catholic Secondary School

Consolidated Budget Plan for Diversity Learning Grant (DLG)

Three-year Plan: Measures to broaden students' choices of elective subjects and provision of gifted programmes for 2010/11 to 2012/13 cohort of senior secondary students

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme (s)/ course (s) and provider (s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/ success indicators	Teachers-in-charge
					10/11	11/12	12/13		
Other Programmes	Purchase of extra Maths learning resources	NA	NA	F.4-5 students with good academic results in Maths subject	30			Academic results of the students and performance in inter-school Maths competitions	Mr. Chan Kam Hung
Budget claimed									2500
Other Programmes	To organise extra classes for the gifted students	Maths class for the gifted students	1 term	F.5 gifted students in Maths	10			Attendance rate and students' feedback	Mr. Chan Kam Hung
Budget claimed									5000
Other Programmes	- To stretch the full potential of our students - To help the students to cultivate effective learning	Project A Scheme	Throughout the year	F.4-5 students	30			Academic results of the participants in internal assessment	Mr. Cheng Paul

	habits and develop strategies through a series of study groups(group dynamics), talks, workshops and sharing sessions								
Budget claimed									3500
Other Programmes	To foster the students' interest in politics and analysis ability in social issues by series of activities including workshop, exhibition and report writing & presentation competition organized bu CUHK	PoliQuest	4 months	F.4 and F.5 students	15			Students' performance in the competition and their feedback	Mr. Cheng Paul
Budget claimed									1000
Total Budget claimed									\$12000
DLG received for the year									\$70000
Surplus									\$58000

Date: 28 Nov 2010

Prepared by Li Chin Fai