

## **Law Ting Pong Secondary School - Plan on Use of Capacity Enhancement Grant in 2025/26 School Year**

Our school has read and understands the ground rules and procedures in the utilization of Capacity Enhancement Grant (CEG). The following plan on the use of CEG is drawn up after full consultation with major departments.

No. of operating classes: 27

<b>Task Area</b>	<b>Area of Concern</b>	<b>Strategies / Tasks</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Resource Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People Responsible</b>
Teachers' capacity to carry out their professional duties, in and outside the school. So, they can concentrate on developing their school-based curriculum and assessment; and provide intervention to better address learning needs of their students.	Maximizing students' potential – cater for diversity	To employ three TA's to  1) provide teachers with administrative support in competitions and big school events and keeping necessary records; 2) process and prepare academic and pastoral data and student portfolios for all facets; 3) assist in the administration of internal exams and preparing report cards;	Throughout the year, the three Teaching Assistants will: <ul style="list-style-type: none"> <li>• provide support to subject leaders in administration, pastoral data, academic matters, SEN academic arrangements and case referrals</li> <li>• help with the classroom preparation, displays, and purchase of teaching resources</li> <li>• support teachers in managing report cards and academic publications</li> <li>• supervise students at break times and after school to complete their homework</li> <li>• provide personalized academic intervention to small groups of students lagging behind on an ongoing basis</li> </ul>	From September 2025 to August 2026	Money for remuneration of three TAs for 12 months (Salary and MPF: Approximately <b>\$720,000</b> )	For departments supported by the two TAs, school leaders, teachers and HODs have more time on developing teaching strategies and better learning quality.  School leaders can better support departments in their planning of curriculum, assessment and teaching.  The number of teachers who need to work on Saturdays will be significantly reduced	<ul style="list-style-type: none"> <li>• Ongoing feedback from teachers, HODs and Functional Heads about the various sorts of assistance provided by the teaching assistants</li> <li>• Ongoing feedback from school leaders' feedback about the quality of assistance provided by the teaching assistants in processing data for school development</li> <li>• Work Logs and self-evaluation reports by the two teaching assistants</li> </ul>	Vice principals  Academic and Pastoral Leaders

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		4) assist in the supervision of students in the school when extended learning programmes are being conducted; and on school trips; 5) assist teachers in the supervision of events taking place on Saturdays. 6) Support teachers in preparing for PTA activities	<ul style="list-style-type: none"> <li>support teachers in supervising SEN students during various subject field trips</li> <li>assist teachers in liaising with parents to organize PTA activities</li> <li>assist various departments in entering students for various competitions</li> </ul>					

#### Financial Budget for 2025-26:

Estimated grant for 2025-26 (\$780 x 830 students) (Headcount on 30 Sep 2025)	\$647,400
Estimated Expenditure	<u>(\$720,000.00)</u>
Estimated (Deficit) for the year	(\$72600)
Surplus brought forward from previous year	\$0
Prior Year(s) Adjustment	\$0
(Deficit) to be transferred to Income and Expenditure Account	\$72600
Estimated (Deficit) retained to be carried forward to next year	\$0