

**Sir Ellis Kadoorie (S) Primary School**



**Evaluation for  
Specific Grants**

**2015 – 2016**

***1. Plan on the Use of Capacity Enhancement Grant***

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: **\$440,000.00**

- Purposes:
1. Relieve teachers’ burden on non-teaching duties so as to enhance students’ learning
  2. Develop students’ talent in different areas
  3. Offer support to students in Chinese homework

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
To relieve non-teaching duties from teachers so that they can concentrate more on their teaching	<b>Recruit 2 General Clerks:</b> – Assist in school operation – Look after students – Perform Library duties	– Teachers’ non-teaching duties are relieved – Students can get extra support – The library is well managed	– 1 school year (9/2015-8/2016)	Estimated Salary of: – <b>2 General Clerks</b> $\$10,820.00 \times 12 \times 1.05 \times 2$ $= \underline{\underline{\$ 272,664.00}}$	Salary of 2 General Clerks: $\$11,265 \times 12 \times 1.05 \times 2$ $= \underline{\underline{\$283,878.00}}$

**Evaluation:**

In this school year, the school has hired 3 General Clerks: 2 paid by CEG and 1 paid by cash grant for additional Clerical Assistant in GPS.

- Among these 3 General Clerks, 1 served for the library, 1 helped in the office for finance management and 1 served new admission and NCS.
- The clerk who assisted in the library mainly assisted the librarian in the clerical work related to the library. Teachers reflected that she was helpful in handling all the matters related to the library.
- Another clerk helped in recording pupils’ attendance and handled work related with new admission and answering phone calls. Teachers reflected that she could help a lot in communicating with parents.
- The one paid by GS assisted in finance management and quotation work. Teachers reflected that she was helpful and could assist in school operation.
- Teachers reflected that the clerks at school were helpful in handling the non-teaching duties.
- 74% of the teachers agreed to use this grant to recruit the clerks to relieve teachers’ burden on non-teaching duties.

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
To provide whole person development to students so that they can stretch their potentials	<b>Recruit coaches:</b> – Provide trainings to students in different areas such as Sports, Dance and Music	– Students enjoy the activities – Students can build up their self-esteem and have confidence to perform in front of their peers – Students can persevere in their goals – Students potentials are developed – Students have good achievements in competitions	– 1 school year (9/2015-8/2016)	Estimated Budget for trainings: – 1 CCA Musical group <b>(\$1,000.00×35+ \$8000=\$43,000.00)</b> – 3 Percussion Band groups <b>(\$800.00×3×24=\$57,600.00)</b> – 1 CCA Dance group <b>(\$600.00×35=\$21,000.00)</b> – 1 Football group <b>(\$1,536.00×3=\$4,608.00)</b> – 1 Cricket group <b>(\$1,540.00×3=\$4,620.00)</b> – 2 Basketball groups <b>(\$2,240.00×2×2=\$8,960.00)</b> – Rope Skipping Group <b>(\$500.00×20=\$10,000.00)</b>  <b>Total: \$149,788.00</b>	Expenditure for trainings: \$43,000.00 \$57,600.00 \$21,000.00 \$4,608.00 \$4,620.00 \$8,960.00 \$10,000.00  Total: <b>\$149,788.00</b>

**Evaluation:**

- Data reflected that pupils' potentials were developed and they could build up their self-esteem and confidence through participating in extra-curricular activities organized by the coaches.
- This school year, we got remarkable results especially in sports. Our Cricket Team got the champion in the Primary Schools' Playground League Division 3, got the 1<sup>st</sup> Runner-up in Division 2 and the 2<sup>nd</sup> Runner-up in Division 1 respectively.
- Our Football Team got the 3<sup>rd</sup> Runner-up in the HK Island East Area Inter-Primary Schools Football Competition.
- Our Basketball Team got merit in the HK Island East Area Inter-Primary Schools Basketball Competition.
- As for the HK Island East Area Inter-Primary Schools competitions, we got champion in softball and 3<sup>rd</sup> Runner-up in athletic competition.
- Our Cultural Dance Group got commended award in the Hong Kong Schools Dance Festival.
- Our Musical Group and Percussion Band got merit in the Hong Kong Schools Drama Festival and the Music Festival respectively.
- 93% of the teachers agreed to use this grant to recruit the coaches.

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
<p>To offer support to students in Chinese homework:</p> <ul style="list-style-type: none"> <li>- Build up the attitude in persistency in finishing especially Chinese homework</li> <li>- Build up practical skills in revision</li> </ul>	<p>Subsidize service from <b>NGO</b> to provide <b>Post Lesson Homework Tuition</b> for students so as to:</p> <ul style="list-style-type: none"> <li>- Offer help to students when they are doing their homework</li> <li>- Help students to do revision</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the students agreed that the tutors are helpful and they can finish homework in the Tuition Classes</li> <li>- 50% of the students admitted that they learned how to do revision in the Tuition Classes after finishing homework</li> </ul>	<p>1 school year (9/2015-8/2016)</p>	<ul style="list-style-type: none"> <li>- Estimated subsidize for each student: \$100</li> <li>- School subsidize: \$ 100 × 55 × 2</li> </ul> <p style="text-align: center;"><b><u>Total: \$11,000.00</u></b></p>	<p>Subsidy for Homework Tuition: \$5,400.00</p>
				<p><b>Grand Total: \$433,452.00</b></p>	<p><b>\$439,066.00</b></p>
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>➤ For those who were entitled for the School-based After-school Learning and Support Grant, they could enjoy the service free of charge.</li> <li>➤ The school subsidized each participant (those who were not entitled for the School-based After-school Learning and Support Grant) \$100 for joining the HW tuition for the first term. Instead of paying \$675 for each phase, parents needed to pay \$575 for the first phase only.</li> </ul>					

**2. Plan on the Use of Special Grants in Supporting NCS Students**

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: **\$1,500,000.00**

Purpose: Enhance students' proficiency in learning Chinese and English

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
To develop effective learning and teaching strategies to enhance students' learning in Chinese	<p>Recruit 2 <b>temporary teachers</b> and 1 <b>part-time teacher</b> to:</p> <ul style="list-style-type: none"> <li>Offer better support to students by integrating the split class policy (P.1-6 Chinese Elite Classes) for the Chinese Curriculum</li> <li>Create space for Chinese Curriculum Co-ordinator</li> </ul> <p>Recruit 4 <b>teaching assistants</b> to:</p> <ul style="list-style-type: none"> <li>Offer better support to students by introducing co-teaching in Chinese lessons</li> <li>Enhance pupils' learning by offering remedial lessons, after school tuition, Saturday classes and reading programmes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can perform school-based Chinese curriculum adaptation and tailor made teaching and assessment materials to cater for learner diversity</li> <li>Teaching and assessment materials were developed to cater for learner diversity</li> <li>Students show improvement in the learning of Chinese</li> <li>Teaching Assistants can assist teachers in the lessons, run school activities, prepare suitable teaching resources and teaching aids</li> <li>Teaching Assistants can give extra support for NCS pupils during remedial lessons, after school tuition, Saturday classes and reading programmes</li> </ul>	- 1 school year (9/2015-8/2016)	<p>Estimated Salary of:</p> <ul style="list-style-type: none"> <li><b>2 temporary teachers (pt16x2)</b> <math>(28,138.00 \times 12 \times 1.05) \times 2</math> <b>= \$709,077.60</b></li> <li><b>1 Part-time teacher (pt14)</b> <math>(25,506.00/2) \times 7 \times 1.05</math> <b>= \$93,734.55</b></li> <li><b>4 teaching assistants</b> <math>12,540.00 \times 12 \times 1.05 \times 4</math> <b>= \$632,016.00</b></li> </ul> <p><b>Total: \$ 1,434,828.15</b></p>	<p>Salary of 2 temporary teachers &amp; 1 part time teacher (7 months): \$850,218.28</p> <p>Salary of 4 teaching assistants: \$654,303.45</p> <p>Total: \$1,504,521.73</p>
Upgrade Teacher's e-books	<p>Upgrade <b>Teacher's e-book</b> to:</p> <ul style="list-style-type: none"> <li>Enhance pupils' learning by using updated e-learning materials</li> </ul>	- Teachers can use more up-to-date e-learning materials to conduct the lessons and motivate pupils' learning	- 1 e-book	<b>\$55,000.00</b>	\$0.00
				<b>Total: \$ 1,489,828.15</b>	<b>\$1,504,521.73</b>

**Evaluation:**

- In order to cater for the great learning diversity for the Chinese subject, the school has formed 6 Chinese Elite Groups, one for each level, so that pupils could learn in smaller groupings according to their abilities. Thus, the school needed to recruit temporary teachers to teach these groups. Teachers teaching these groups reflected that they could teach more according to the abilities of the pupils. Pupils also enjoyed learning in small groupings because they could have more interaction with the teacher and their group-mates.
- Teachers reflected that TAs could provide more individual support to pupils during and after lessons especially oral training during HW period could enhance pupils' abilities in speaking Cantonese.
- This year, TAs helped to develop some teaching materials (such as power point for storybook and magic bag, listening practice assessment etc.) that could enrich our Chinese reading and listening resources for pupils to enhance their Chinese language skills
- After reviewing our Chinese curriculum, the school decided not to upgrade the Chinese electronic book for this school year. Instead we would make better use of the e-learning resources provided by the publisher to help pupils learn Chinese. Therefore, in the coming school year, P.1 and P.1-P.3 Chinese Elite pupils would use a new textbook.

### 3. Plan on the Use of Learning Support Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: Around **\$1,500,000.00**

Purposes: Give support to students with special educational needs

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
<p>To build up a supportive culture for students with SEN so that teachers can:</p> <ul style="list-style-type: none"> <li>- Use appropriate strategies to enhance students' learning and to cater for students' individual needs</li> </ul>	<p>Recruit 2 <b>temporary teachers</b>, 3 <b>part-time teachers</b> and 3 <b>teaching assistants</b> to:</p> <ul style="list-style-type: none"> <li>- Offer better support to students by introducing co-teaching in P.4 English Literacy Program (ELP-R), P1-3 English Primary Literary Reading &amp; Writing Programmes (PLPR/W), co-teaching, post lesson tuitions and individual support to SEN students</li> <li>- Assist teachers in the lessons, help running school activities, Chinese Recovery Reading Program, preparing suitable teaching resources and aids</li> <li>- Help teacher input scores for data analysis as well as the logistic arrangements of the Occupation Therapy (OT) and Speech Therapy (ST) classes to support SEN students</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers can perform school-based English curriculum adaptation and tailor made teaching and assessment materials and provide individual support to cater for learner diversity</li> <li>- Teaching Assistants can assist teachers in the lessons, help teachers run school activities, Chinese Recovery Reading Programme, help teachers prepare suitable teaching resources and teaching aids</li> <li>- Data will be ready for teachers to do the analysis which is conducive to the betterment of teaching and learning</li> <li>- Students with SEN can get extra support</li> </ul>	<p>- 1 school year (9/2015-8/2016)</p>	<p>Estimated Salary of:</p> <ul style="list-style-type: none"> <li>- <b>2 temporary teachers (pt14)</b> <math>\\$25,506.00 \times 12 \times 1.05 \times 2</math> <b>= \$642,751.20</b></li> <li>- <b>3 teaching assistants</b> <math>\\$12,540.00 \times 12 \times 1.05 \times 3</math> <b>= \$474,012.00</b></li> <li>- <b>3 Part-time teachers</b> <math>(\\$25,506.00/2) \times 8 \times 1.05 \times 3</math> <b>= \$321,375.60</b></li> </ul> <p><b>Total: \$1,438,138.80</b></p>	<p>Salary of 2 temporary teachers <b>= \$627,229.05</b></p> <p>Salary of 3 teaching assistants <b>= \$385,728.00</b></p> <p>Salary of 3 part-time teachers <b>= \$365,305.50</b></p> <p>Total: <b>\$1,378,262.55</b></p>
<p>To deliver support for students with SEN so that teachers, parents and students can gain:</p> <ul style="list-style-type: none"> <li>- Adequate trainings provided by Occupational Therapist</li> </ul>	<p>Buy service from <b>NGO</b> to support students with <b>SEN</b>:</p> <ul style="list-style-type: none"> <li>- Provide behavioral adjustment trainings and study skills training for students</li> <li>- Workshops for parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Students with SEN show improvements from the trainings (Pre-test and Post-test reports)</li> <li>- Parents and teachers are satisfied with the training</li> </ul>	<p>- 1 school year (9/2015-8/2016)</p>	<p>Estimated Cost of:</p> <ul style="list-style-type: none"> <li>- <b>Occupation Therapy Service</b> <math>\\$480.00 \times 120</math> <b>= \$57,600.00</b></li> </ul>	<p>Occupational Therapy Service <b>= \$57,600.00</b></p>
				<p><b>Total: \$1,495,738.80</b></p>	<p><b>Total: \$1,435,862.55</b></p>

**Evaluation:**

- For English Reading and Writing, the school offered co-teaching for P.1-3 classes. The NET, the subject teacher and one teaching assistant would be assigned to the reading and writing lessons (4 lessons per week) so as to help pupils in different abilities groupings. As a result, learner diversity could be catered and pupils could learn according to their abilities. This arrangement could be continued in the coming year.
- For P.4 English, the school offered co-teaching for four English reading and writing lessons per week. Two teachers were assigned to these classes so as to conduct the School-based Extended Literacy Programme. As a result, 75% of the P.4 pupils could achieve at least 2 levels improvement in their reading abilities.
- Data reflected that the three teaching assistants were very helpful at school. They helped a lot in assisting during lessons, preparing teaching materials, assisting in school functions and activities as well as supporting the SENs.
- The school recruited 3 extra 0.5 part-time teachers to give help to the ALAs and SENs so as to give more individual support to the needy pupils and to run the English and Mathematics Tuition after school. Both pupils and parents welcomed this arrangement and reflected that pupils could benefit with this arrangement.
- The Occupational Therapist reflected that most of the students showed improvement in their coordination after the training programme and the demand for the service was still great. Pupils were eager to join the lessons and they found the lessons could help them to learn better. Moreover, the Occupation Therapy service could help not only the SEN pupils but also their parents.

#### 4. Plan on the Use of the School-based After-school Learning and Support Grant

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: Around **\$80,000.00**

Purposes: 1. Help students' in doing homework 2. Help build up students' revision skills

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
<p>To offer support to students so as to:</p> <ul style="list-style-type: none"> <li>- Build up the attitude in persistency in finishing homework</li> <li>- Build up practical skills in revision</li> <li>- To enrich students' learning experience that can cater for their developmental needs</li> </ul>	<p>Buy service from <b>NGO</b> to provide <b>Post Lesson Homework Tuition</b> for students so as to:</p> <ul style="list-style-type: none"> <li>- Offer help to students when they are doing their homework</li> <li>- Help students to do revision</li> <li>- Purchase necessary materials or equipment for teaching</li> <li>- Arrange visit and school activities to enrich students' learning experience and broaden their horizon</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the students agreed that the tutors are helpful</li> <li>- A majority of the students agreed that they can finish homework in the Tuition Classes</li> <li>50% of the students admitted that they learned how to do revision in the Tuition Classes after finishing homework</li> <li>- Students can learn the related values and attitudes after the debriefing of visits and talks</li> </ul>	<p>1 school year (9/2015-8/2016)</p>	<p>Estimated School subsidize for Homework Tuition</p> <p>School subsidize :</p> <ul style="list-style-type: none"> <li>- <b>\$675.00×25 students×2 =<u>\$33,750.00</u></b></li> </ul> <p>Visits, activities and interest class : <b><u>\$40,000.00</u></b></p> <p>Procurement of necessary materials / equipment : <b><u>\$4,000.00</u></b></p>	<p>Expenditure for HW Tuition Phase I: \$675×24=\$16,200 + \$100×80=\$8,000</p> <p>Expenditure for HW Tuition Phase II: \$675×19=\$12,825</p>
				<b>Total: \$77,750.00</b>	<b>\$37,025.00</b>

#### Evaluation:

- Five HW tuition groups in 2 phases were conducted by the Hong Kong Education Services Center.
- 104 pupils joined this service in the first term and 98 pupils joined in the second term.
- For those who were entitled for the School-based After-school Learning and Support Grant, they could enjoy the service free of charge.
- The school subsidized each participant (those who were not entitled for the School-based After-school Learning and Support Grant) \$100 for joining the HW tuition for the first term. Instead of paying \$675 for each phase, parents needed to pay \$575 for the first phase only.
- Data reflected that 94% of the students agreed that the course could help them in doing their homework.
- Over 90% of the students reflected that the tutors could help them to finished their homework more efficiently.
- Data reflected that 94% of the students agreed that the tutors were helpful and could stimulate their interest in learning.



**5. Plan on the Use of the Student Guidance Service Grant**

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: Around **\$462,000.00**

Purposes: Implementation of Comprehensive Student Guidance Service in School

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
- Making use of the Student Guidance Service Grant to implement Comprehensive Student Guidance Service in our school	Recruit two Student Guidance Personnel and support service for a NGO: - Develop and maintain the school-based Whole School Approach Guidance System. - Following the policy of the Comprehensive Student Guidance Service (EDB) and provide suitable guidance activities/programmes to pupils/parents/teachers. - Implement school based Moral and Civil Education Curriculum - Assist in school operation	- Fulfill the job duties and scope of the Comprehensive Student Guidance Service under the following four aspects : Policy and Organization/ Personal Growth Education Integrated with Moral and Civic Education Curriculum/ Supportive Service/ Responsive Service - Be responsible to the school duties and collaborate with the school management. - Refer to the Plan of Moral and Civic Education - provide extra duties and support to our pupils/parents/teachers	- 1 school year (9/2015-8/2016)	Estimated administrative cost and Salary of two Student Guidance Personnel from a NGO : <b>\$ 478,000.00</b>	\$478,000.00
- Providing Whole School Approach guidance activities/ programmes to pupils/ parents	Buying extra services for : - Small group activities for developing pupils' self-esteem / good behaviour/ affection - Parental Education	- Pupils can build up their self- esteem and perform good habits. - Pupils can manage their anger and respect others in school - Parents can receive useful parenting skills and take good care of their kids	- 1 school year (9/2015-8/2016)	Estimated Budget for activities/ programmes/ trainings <b>Total: \$ 12,000.00</b>	\$9,343.00
				<b>Total: \$ 490,000.00</b>	<b>\$487,343.00</b>

**Evaluation:**

- The Whole School Approach Programme was implemented successfully in encouraging pupils to do well in their study and behavior.
- All students were awarded with different level of prizes by gaining different amount of chops.
- All students worked hard to gain chops throughout the whole year.
- Over 20 workshops or gatherings were organized for parents such as talks on parenting, yoga class, computer class, Cantonese class etc.
- The response was good from parents which helped enhance home-school collaboration a lot.

**6. Plan on the Use of the Moral and National Education Grant**

Means by which teachers have been consulted: At staff meetings

Number of operating classes: 15

Amount of the Grant: **\$66,717.75**

Purposes:

Objectives	Strategies	Performance Indicators	Schedule	Budget	Actual Expenditure
To develop school-based learning and teaching materials to cultivate students' positive values and attitudes	<b>Recruit 1 temporary teacher:</b> - The core group of teachers will continue to work collaboratively and further revise the school-based learning and teaching resources with integration of visual technology from the Campus TV Project for cultivating students' positive values and attitudes	- A set of school-based learning and teaching resources is developed - Students can build up positive values and attitudes	- 1 school year (9/2015-12/2015)	Estimated Salary of: - <b>1 Part-time teacher</b> <b>(\$25,506.00/2) ×4×1.05</b>  <b>Total: <u>\$53,562.60</u></b>	Salary of the part-time teacher: \$53,562.60
				<b>Total: \$ 53,562.60</b>	<b>\$53,562.60</b>

**Evaluation:**

- It was the last phase of using the grant in our school. It was fully utilized to improve the curriculum by adding the visual technology in lesson materials.
- Students were interested in analyzing the cases in the film clips.
- The tailor made film clips could cultivate positive values and attitudes in different aspects.
- The remaining amount would be used to cover part of the expenditure in the Whole School Approach Programme for the coming school year.

*Overview of the Use of Grants and Funding*

Grants & Funding		Job Nature	Staff	Budget	Actual Expenditure
1.	Capacity Enhancement Grant	2 General Clerks	GC1 & GC2	\$ 272,664.00	\$283,878.00
		Coaches	Buy service	\$ 149,788.00	\$ 149,788.00
		Post Lesson Homework Tuition		\$ 11,000.00	\$5,400.00
	<b>Est.\$440,000.00</b>		<b>Total:</b>	<b>\$ 433,452.00</b>	<b>\$439,066.00</b>
<b>Act. Funding: \$452,252.00</b>				<b>Surplus: \$13,186.00</b>	
2.	Special Grants in Supporting NCS Students	2 Temporary Teachers (Pt16) + 1 Part-time Teacher (Pt 14) × 7 months	T1, T2&T5	\$802,812.15	\$850,218.28
		4 Teaching Assistants	TA1-A4	\$632,016.00	\$654,303.45
		Upgrade Teacher's e-book		\$55,000.00	\$0
	<b>Est.\$1,500,000.00</b>		<b>Total:</b>	<b>\$ 1,489,828.15</b>	<b>\$1,504,521.73</b>
<b>Act. Funding: \$1,500,000.60 + \$192,249.00 = \$1,692,249.00</b>				<b>Surplus: 187,727.27</b>	
3.	Learning Support Grant	2 Temporary Teachers (Pt14)	T3-T4	\$642,751.20	\$627,229.05
		3 Teaching Assistants	TA5-TA7	\$474,012.00	\$385,728.00
		3 Part-time Teachers × 9 months	T6-T8	\$321,375.60	\$365,305.50
		SEN Support_ Occupation Therapy	Buy service	\$57,600.00	\$57,600
	<b>Est.\$1,500,000.00</b>		<b>Total:</b>	<b>1,495,738.80</b>	<b>\$1,435,862.55</b>
<b>Act. Funding: \$1,206,270.00 + \$107,300.97 = \$1,313,570.97</b>				<b>Deficit: (\$122,292.55)</b>	
4.	School-based After-school Learning and Support Grant	Post Lesson Homework Tuition	Buy service	\$33,750.00	\$37,025.00
		Visits, activities and interest group		\$40,000.00	\$0
		Procurement of necessary materials		\$4,000.00	\$0
	<b>Est.\$80,000.00</b>		<b>Total:</b>	<b>\$77,750.00</b>	<b>\$37,025.00</b>
<b>Act. Funding: \$37,200.00</b>				<b>Surplus: \$175.00</b>	
5.	Student Guidance Service Grant	2 Student Guidance Personnel	SGP1-SGP2	\$478,000.00	\$478,000.00
		Small group	Buy service	\$12,000.00	\$9,343.00
	<b>Est.\$462,000.00</b>		<b>Total:</b>	<b>\$ 490,000.00</b>	<b>\$487,343.00</b>
<b>Act. Funding: \$467,776.00</b>				<b>Deficit: (\$19,567.00)</b>	
6.	MNE Grant	1 Part-time Teacher (Pt14) × 4 months	T5	\$53,562.60	\$53,562.60
	<b>Est.\$60,667.00</b>		<b>Total:</b>	<b>\$ 53,562.60</b>	<b>\$53,562.60</b>
<b>Act. Funding: \$60,667.00</b>				<b>Surplus: \$7,104.40</b>	

Endorsed by: Mr. CS WOO  
(SMC Chairman)

Date: \_\_\_\_\_

(Signature)