

St. Louis School

Evaluation Report for DLG-funded Other Programme (Gifted Education) 16/17

Title	Prefects' Association Training (A)																																																																																																
Objectives	<ul style="list-style-type: none"> To equip the students with knowledge and skills to handle discipline problems. To build up confidence, teamwork and leadership skills among prefects as student leaders. The workload of discipline teachers will be relieved. 																																																																																																
Deliverables	Camps and workshops																																																																																																
Target	S3-S5 prefects																																																																																																
Selection mechanism	1. Open recruitment 2. Individual interview and group discussion held by Discipline Team teachers and S5 Prefects' Association Committee members.																																																																																																
Duration and venue	<ul style="list-style-type: none"> The first camp: 15-16/10/2016 at St. Louis School and Tai Tam Scout Centre The second camp: 19-21/4/2017 at St. Louis School and Tsam Chuk Wan, Sai Kung 																																																																																																
Evaluation	<p>There were a total of 18 participants in the training camp, over 90% of them were satisfied with the training and found them useful. From the questionnaire shown below, they agreed that the training enhanced their confidence, improved their communication and cooperation, as well as increased their sense of belongings towards P.A.</p> <p>In the Discipline Team meeting, members agreed that the prefects, in general, are able to carry out the disciplinary duties and activities.</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:5%;"></th> <th style="width:45%;"></th> <th style="width:10%;">極不滿意/ 極不贊成 1</th> <th style="width:10%;">2</th> <th style="width:10%;">3</th> <th style="width:10%;">4</th> <th style="width:10%;">非常滿意/ 非常贊成 5</th> </tr> </thead> <tbody> <tr> <td colspan="7">I 對訓練內容及設計的意見</td> </tr> <tr> <td>1</td> <td>活動設計有趣味性</td> <td>0</td> <td>0</td> <td>11.1%</td> <td>33.3%</td> <td>55.6%</td> </tr> <tr> <td>2</td> <td>能加強自信心</td> <td>0</td> <td>0</td> <td>16.7%</td> <td>16.7%</td> <td>66.7%</td> </tr> <tr> <td>3</td> <td>能加強自我管理能力的</td> <td>0</td> <td>5.6%</td> <td>5.6%</td> <td>38.9%</td> <td>50%</td> </tr> <tr> <td>4</td> <td>能更積極克服困難</td> <td>0</td> <td>0</td> <td>0%</td> <td>38.9%</td> <td>61.1%</td> </tr> <tr> <td>5</td> <td>能提升與同學之間的合作精神</td> <td>0</td> <td>0</td> <td>5.6%</td> <td>22.2%</td> <td>72.2%</td> </tr> <tr> <td colspan="7">II 對導師的意見</td> </tr> <tr> <td>6</td> <td>與學員的交流</td> <td>0</td> <td>0</td> <td>0</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>7</td> <td>解說或分享有啟發性</td> <td>0</td> <td>0</td> <td>8%</td> <td>25%</td> <td>67%</td> </tr> <tr> <td>8</td> <td>對導師的整體滿意程度</td> <td>0</td> <td>0</td> <td>0</td> <td>13%</td> <td>88%</td> </tr> <tr> <td colspan="7">III 整體意見</td> </tr> <tr> <td>9</td> <td>對活動的整體滿意程度</td> <td>0</td> <td>0</td> <td>5.6%</td> <td>38.9%</td> <td>55.6%</td> </tr> </tbody> </table>								極不滿意/ 極不贊成 1	2	3	4	非常滿意/ 非常贊成 5	I 對訓練內容及設計的意見							1	活動設計有趣味性	0	0	11.1%	33.3%	55.6%	2	能加強自信心	0	0	16.7%	16.7%	66.7%	3	能加強自我管理能力的	0	5.6%	5.6%	38.9%	50%	4	能更積極克服困難	0	0	0%	38.9%	61.1%	5	能提升與同學之間的合作精神	0	0	5.6%	22.2%	72.2%	II 對導師的意見							6	與學員的交流	0	0	0	25%	75%	7	解說或分享有啟發性	0	0	8%	25%	67%	8	對導師的整體滿意程度	0	0	0	13%	88%	III 整體意見							9	對活動的整體滿意程度	0	0	5.6%	38.9%	55.6%
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Title	Student Leaders Training Program																										
Objectives	Students can acquire knowledge about organizing activities and the practical procedures of holding an activity in the school.																										
Deliverables	Revised club year plans and the calendar for club activities																										
Target	21 S4 students who applied to be a club chairman in the next academic year.																										
Selection mechanism	The proposals submitted by students were screened. Only applicants with good proposals will be invited to attend the program.																										
Duration and venue	4 2-Hours Workshops from 29 June to 10 July																										
Evaluation	<p align="center">Evaluation on teaching and learning (5-point Likert scale)</p> <hr/> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;"><i>Aspects</i></th> <th style="text-align: center; border-bottom: 1px solid black;"><i>Mean</i></th> </tr> </thead> <tbody> <tr> <td colspan="2">Teaching</td> </tr> <tr> <td style="padding-left: 20px;">1. Course content</td> <td style="text-align: right;">4.00</td> </tr> <tr> <td style="padding-left: 20px;">2. Course format</td> <td style="text-align: right;">4.06</td> </tr> <tr> <td style="padding-left: 20px;">3. Tutor (facilitate learning)</td> <td style="text-align: right;">4.29</td> </tr> <tr> <td style="padding-left: 20px;">4. Tutor (passionate in teaching)</td> <td style="text-align: right;">4.41</td> </tr> <tr> <td colspan="2">Learning</td> </tr> <tr> <td style="padding-left: 20px;">5. Knowledge of SLS student organizations</td> <td style="text-align: right;">4.29</td> </tr> <tr> <td style="padding-left: 20px;">6. Assessment of activities</td> <td style="text-align: right;">4.24</td> </tr> <tr> <td style="padding-left: 20px;">7. Idea of responsibility as student leader</td> <td style="text-align: right;">3.88</td> </tr> <tr> <td style="padding-left: 20px;">8. Communication skills and job allocation</td> <td style="text-align: right;">3.76</td> </tr> <tr> <td style="padding-left: 20px;">9. Confidence for preparation</td> <td style="text-align: right;">4.29</td> </tr> <tr> <td style="padding-left: 20px;">10. Idea of striking a balance between activities and studies</td> <td style="text-align: right;">3.88</td> </tr> </tbody> </table>	<i>Aspects</i>	<i>Mean</i>	Teaching		1. Course content	4.00	2. Course format	4.06	3. Tutor (facilitate learning)	4.29	4. Tutor (passionate in teaching)	4.41	Learning		5. Knowledge of SLS student organizations	4.29	6. Assessment of activities	4.24	7. Idea of responsibility as student leader	3.88	8. Communication skills and job allocation	3.76	9. Confidence for preparation	4.29	10. Idea of striking a balance between activities and studies	3.88
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Expenditure	\$4,500																										

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Title	Liberal Studies Critical Thinking and Writing Course
Objectives	Students are expected to develop a more critical way of thinking towards current issues. They are also expected to learn how to write an issue essay in a structural manner.
Deliverables	A post-programme survey for students Student's exam result in LS
Target	The top 30 students in each form (S4, 5) according to their mid-year exam results and motivation to learn.
Selection mechanism	The top 30 students in S4 were shortlisted according to their results in mid-year exam. They then were suggested by their LS teachers and can participate in the programme voluntarily. The top 30 students in S5 were shortlisted according to their results in mid-year exam and overall performance in LS in S4. They then were suggested by their LS teachers and can participate in the programme voluntarily. Other students can also volunteer to join the programme if there were vacancies and they were suggested by their LS teachers.
Duration and venue	March - April 2017
Evaluation	Students' attendance were satisfactory S4: 80% S5: 85% The satisfactory level of the workshop was different between S4 & S5. In the post-programme survey, only 55% of the S4 participants were satisfied with the programme but 70% of the S5 participants were satisfied with the programme. Some S4 participants reflected that the course could be more closely related to exam syllabus and skills, which was not the objectives of the course. In the next year, the objective of the course would be conveyed to the students more clearly. Exam performance: The improvement of students' performance was not significant. About 35% of the S4 participants received a higher mark in the final exam comparing to the mid-year exam. About 45% of the S5 participants received a higher mark in the final exam comparing to the mid-year exam. As improving exam result is not the objective of the course, teachers expressed that it might not be a good criterion to measure the course effectiveness.
Expenditure	Critical and Writing skills workshop 2015/16 for Elite S4 Liberal Studies students: \$9,000 Critical and Writing skills workshop 2015/16 for Elite S5 Liberal Studies students: \$9,000 Total: \$18,000

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Title	Leadership Training Camp
Objectives	Student leaders can further improve their leadership skills and strengthen their sense of belongings to the school through workshops, games and group tasks.
Deliverables	A stage performance from each group of students, carried out in the summer camp.
Target	54 students from S4-S5 consisting of 17 organizing committee members from SAA & 34 selected students
Selection mechanism	Application forms were collected and students were required to fill in their expectations in this activity. Their performance was discussed after the first day of activity, students with unsatisfied performance will be screened out.
Duration and venue	2 Activities Days and 2 Camps were arranged. 1 Activity Day :11 March 1 2D1N Camp:18-19 April 1 Activity Day: 8 July 1 4D3N Camp :26-29 July
Evaluation	According to the questionnaires collected, 98.3% of the participants agree that they had learnt a lot in this activity. 96.6% of the participants agree that they enjoyed the program 98.3% of the participants agree that they had improved either of the following: Communication Skills, Leading Skills, Presentation Skills, Confidence.
Expenditure	\$30,000

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Title	English Debating Team
Objectives	Through regular trainings and taking part in English speaking activities (such as public speaking, group interaction and debating), it is expected that students will develop confidence in using English to express themselves eloquently and persuasively. It is also expected that their English rhetoric is developed and critical thinking skills are sharpened.
Deliverables	Taking part in inter-school debate competitions (Hong Kong Secondary Schools Debating Competition)
Target	S4 and S5 students who have higher English proficiency and interest in English rhetoric.
Selection mechanism	Nominated by teachers.
Duration and venue	January 2017 to July 2017 - 18 training sessions (1.5 hours each) were provided during the period.
Evaluation	<ol style="list-style-type: none">1. Attendance<ul style="list-style-type: none">- Students who are involved in the competitions have been actively engaged in the training sessions. They have attended an average of 94% of sessions (refer to the attached attendance record).2. Result of competition<ul style="list-style-type: none">- The team has achieved quite satisfactory result in the Hong Kong Secondary Schools Debating Competition- Rounds of competition attended: 3 rounds (2 preliminary rounds and the final)- Result: 1st Runner up <p>Other suggestions:</p> <ol style="list-style-type: none">3. The (prospective S.5) students can be divided into two teams such that they have more chances for competitions. Despite the fact that students have already gained some experience in finding information and drafting arguments, coaching is recommended for next year as there are more debating skills can be taught.4. More advanced debating skills, such as the use of persuasive languages, the use of figures, the structure of the speech, and rebuttal skills, can be taught next year.
Expenditure	Coaching: HKD 16,200 (HKD 600 per hour) (only in Term 2) <u>Adjudication: HKD 4,200 (HKD 600 per competition) (Term 1 and Term 2)</u> Total: HKD 20,400