

**St. Louis School**  
**Evaluation Report for DLG-funded Other Programme (Gifted Education) 17/18**

<b>Title</b>	DSE Music Course
<b>Objectives</b>	In view of the small number of students opting for Music, this Network Programme with St. Joan of Arc Secondary School can help to cater for students' diverse needs
<b>Deliverables</b>	Saturday schools (Music lessons)
<b>Target</b>	S6 students of this cohort of students
<b>Selection mechanism</b>	Student(s) who would like to take part in HKDSE Music Examination and selected by Music Teacher.
<b>Duration and venue</b>	Sep 2017 – Mar 2018 St. Joan of Arc Secondary School
<b>Evaluation</b>	2 students have taken part in the HKDSE Music Examination.
<b>Expenditure</b>	Total : \$7000

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<b>Title</b>	Liberal Studies Critical Thinking and Writing Course
<b>Objectives</b>	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.
<b>Deliverables</b>	Notes about LS critical thinking and writing
<b>Target</b>	The top 35 students in each form (S4, 5) according to their mid-year exam results and motivation to learn.
<b>Selection mechanism</b>	<p>The top 35 students in S4 were shortlisted according to their results in mid-year exam. They then were recommended by their LS teachers and could participate in the programme voluntarily.</p> <p>The top 35 students in S5 were shortlisted according to their results in mid-year exam and overall performance in LS in S4. They then were recommended by their LS teachers and could participate in the programme voluntarily.</p> <p>Other students could also volunteer to join the programme if there were vacancies and they were recommended by their LS teachers.</p>
<b>Duration and venue</b>	March - May 2018 At school
<b>Evaluation</b>	<p>S4's attendance was satisfactory, while S5's attendance was dissatisfactory.</p> <p>S4: 81.25%</p> <p>S5: 31.25%</p> <p>Most S5 students expressed that they were not able to attend the course as the class crashed with other school activities at the same time on Saturday. It was suggested that all the supplementary programs should be held during weekdays in the next year.</p> <p>Both S4 and S5 students were satisfied with the course. From the post-program survey, S4 Enrichment class scored 3.87 marks (out of 5), while S5 Enrichment class scored 3.5 (marks out of 5) for the overall course satisfaction respectively. As the overall mark was above average, the course evaluation from the students was positive.</p> <p>Exam performance:</p> <p>The improvement of student's performance was significant. About 56.25% of the S4 participants and 50% of the S5 participants received higher mark in the final exam comparing to the mid-year exam respectively. It showed that the course was useful to students.</p>
<b>Expenditure</b>	<p>Critical and Writing skills workshop 2017/18 for Elite S4 LS students: \$1,800</p> <p>Critical and Writing skills workshop 2017/18 for Elite S5 LS students: \$1,800</p> <p>Total: \$3,600</p>

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<b>Title</b>	Prefects' Association Training (A)																																																																											
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To equip the students with knowledge and skills to handle discipline problems.</li> <li>To build up confidence, teamwork and leadership skills among prefects as student leaders.</li> <li>The workload of discipline teachers will be relieved.</li> </ul>																																																																											
<b>Deliverables</b>	Camps and workshops																																																																											
<b>Target</b>	S3-S5 prefects																																																																											
<b>Selection mechanism</b>	<ol style="list-style-type: none"> <li>Open recruitment</li> <li>Individual interview and group discussion held by Discipline Team teachers and S5 Prefects' Association Committee members.</li> </ol>																																																																											
<b>Duration and venue</b>	<ul style="list-style-type: none"> <li>The first camp: 30/9-1/10/2017 at St. Louis School and Nam Shan Campsite, Lantau Island</li> <li>The second camp: 5-7/4/2018 at St. Louis School, Sai Kung Country Park and Wong Yi Chau Youth Camp</li> </ul>																																																																											
<b>Evaluation</b>	<p>There were a total of 27 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"> <thead> <tr> <th></th> <th></th> <th>極不滿意/ 極不贊成 1</th> <th>2</th> <th>3</th> <th>4</th> <th>非常滿意/ 非常贊成 5</th> </tr> </thead> <tbody> <tr> <td colspan="7"><b>I 對訓練內容及設計的意見</b></td> </tr> <tr> <td>1</td> <td>活動設計有趣味性</td> <td>0</td> <td>0</td> <td>8%</td> <td>56%</td> <td>36%</td> </tr> <tr> <td>2</td> <td>能加強自信心</td> <td>0</td> <td>0</td> <td>12%</td> <td>28%</td> <td>60%</td> </tr> <tr> <td>3</td> <td>能加強自我管理能能力</td> <td>0</td> <td>0</td> <td>12%</td> <td>32%</td> <td>56%</td> </tr> <tr> <td>4</td> <td>能更積極克服困難</td> <td>0</td> <td>0</td> <td>4%</td> <td>20%</td> <td>76%</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>4%</td> <td>44%</td> <td>52%</td> </tr> <tr> <td>6</td> <td>對導師的整體滿意程度</td> <td>0</td> <td>0</td> <td>4%</td> <td>8%</td> <td>88%</td> </tr> <tr> <td colspan="7"><b>II 整體意見</b></td> </tr> <tr> <td>7</td> <td>對活動的整體滿意程度</td> <td>0</td> <td>0</td> <td>8%</td> <td>20%</td> <td>72%</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	<b>I 對訓練內容及設計的意見</b>							1	活動設計有趣味性	0	0	8%	56%	36%	2	能加強自信心	0	0	12%	28%	60%	3	能加強自我管理能能力	0	0	12%	32%	56%	4	能更積極克服困難	0	0	4%	20%	76%	5	能提升與同學之間的合作精神	0	0	4%	44%	52%	6	對導師的整體滿意程度	0	0	4%	8%	88%	<b>II 整體意見</b>							7	對活動的整體滿意程度	0	0	8%	20%	72%
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<b>Title</b>	Student Leaders Training Program																												
<b>Objectives</b>	Students can acquire knowledge about organizing activities and the practical procedures of holding an activity in the school.																												
<b>Deliverables</b>	Revised club year plans and the calendar for club activities																												
<b>Target</b>	22 S4 students who applied to be a club chairman in the next academic year and the candidates running for the upcoming election.																												
<b>Selection mechanism</b>	The proposals submitted by students were screened. Only applicants with good proposals would be invited to attend the program.																												
<b>Duration and venue</b>	8 Hours of workshop in July 2018 plus a 2D1N camp																												
<b>Evaluation</b>	<p align="center">Evaluation on teaching and learning (5-point Likert scale)</p> <p>18 valid evaluation forms were collected. The form contains two parts: (i) 10 self-reported questions using 5-point Likert scale on teaching and learning and (ii) an open-ended question about comments and recommendations to this course. The result is as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th align="center" colspan="2">Part 1: Evaluation on teaching and learning</th> </tr> <tr> <th align="center"><i>Aspects</i></th> <th align="center"><i>Mean</i></th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Teaching</b></td> </tr> <tr> <td>1. Course content</td> <td align="right">4.11</td> </tr> <tr> <td>2. Course format</td> <td align="right">3.89</td> </tr> <tr> <td>3. Tutor (facilitate learning)</td> <td align="right">3.89</td> </tr> <tr> <td>4. Tutor (passionate in teaching)</td> <td align="right">4.00</td> </tr> <tr> <td colspan="2"><b>Learning</b></td> </tr> <tr> <td>5. Knowledge of SLS student organizations</td> <td align="right">4.06</td> </tr> <tr> <td>6. Assessment of activities</td> <td align="right">3.89</td> </tr> <tr> <td>7. Idea of responsibility as student leader</td> <td align="right">4.33</td> </tr> <tr> <td>8. Communication skills and job allocation</td> <td align="right">3.83</td> </tr> <tr> <td>9. Confidence for preparation</td> <td align="right">3.89</td> </tr> <tr> <td>10. Idea of striking a balance between activities and studies</td> <td align="right">3.83</td> </tr> </tbody> </table>	Part 1: Evaluation on teaching and learning		<i>Aspects</i>	<i>Mean</i>	<b>Teaching</b>		1. Course content	4.11	2. Course format	3.89	3. Tutor (facilitate learning)	3.89	4. Tutor (passionate in teaching)	4.00	<b>Learning</b>		5. Knowledge of SLS student organizations	4.06	6. Assessment of activities	3.89	7. Idea of responsibility as student leader	4.33	8. Communication skills and job allocation	3.83	9. Confidence for preparation	3.89	10. Idea of striking a balance between activities and studies	3.83
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<b>Expenditure</b>	\$4,500																												

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<b>Title</b>	Leadership Training Camp
<b>Objectives</b>	Student leaders can further improve their leadership skills and strengthen their sense of belongings to the school through workshops, games and group tasks.
<b>Deliverables</b>	A stage performance from each group of students, carried out in the summer camp.
<b>Target</b>	50 students from S4-S5 consisting of 19 organizing committee members from SAA & 34 selected students
<b>Selection mechanism</b>	Application forms were collected and students were required to fill in their expectations in this activity. Their applications were discussed and some applications would be screened out.
<b>Duration and venue</b>	2 Activities Days and 1 Camp were arranged. 1 Activity Day :31 March 1 Activity Day: 19 May 1 4D3N Camp :27-30 July
<b>Evaluation</b>	According to the questionnaires collected, 98.6% of the participants agree that they had learnt a lot in this activity. 100% of the participants agree that they enjoyed the program 97.2% of the participants agree that they had improved either of the following: Communication Skills, Leading Skills, Presentation Skills, Confidence.
<b>Expenditure</b>	\$30,000

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<b>Title</b>	English Senior Debating Team
<b>Objectives</b>	Through regular training and taking part in English speaking activities (such as 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 are sharpened.
<b>Deliverables</b>	Taking part in inter-school debate competitions and/ or public speaking competitions.
<b>Target</b>	S5 students who have higher English proficiency and interest in English rhetoric.
<b>Selection mechanism</b>	Recommended by English teachers and based on their English examination results
<b>Duration and venue</b>	One academic year, 2017-2018 Sep - May At School
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. All participants have attended an average of 70% of the debate training sessions.</li><li>2. Participants have taken part in the Hong Kong Secondary Schools (HKSS) Debating Competition for the whole year (Term 1 and Term 2)<ul style="list-style-type: none"><li>- One of the S5 debating teams has obtained the first place in the HKSS Debating Competition (Term 1 Final)</li><li>- One of the S5 debating teams has obtained the second place in the HKSS Debating Competition (Term 1 Final)</li></ul></li><li>3. All S5 debate team members have participated in the Hong Kong Schools Speech Festival this year (4 public speaking competition, 1 prose reading competition and 1 bible reading competition).</li></ol>
<b>Expenditure</b>	\$27,450