

Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2024-2025

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Mathematics enrichment course	To enhance students' ability on problem solving and logical thinking	- 19 students - S4 students - Nominated by Mathematics subject teachers with specific criteria	- 15 lessons - 10/2024 to 5/2025	Note and assignment in each lesson	- 93.8% of participants agreed that the course could raise their problem solving skills  - By observation, most of them were active in class. 93.8% of participants agreed that they were conscientious in class and 81.3% of them agreed that when facing difficult tasks, they were certain that they would accomplish them	\$4,935
Mathematics enrichment course	To enhance students' ability on problem solving and logical thinking	- 16 students - S5 students - Nominated by Mathematics subject teachers with specific criteria	- 13 lessons - 10/2024 to 5/2025	Note and assignment in each lesson	- 87.5% of participants agreed that the course could raise their problem solving skills  - By observation, most of them were active in class. 100% of participants agreed that they were conscientious in class and 87.5% of them agreed that when facing difficult tasks, they were certain that they would accomplish them	\$4,305
S6 JUPAS interview workshop	To enhance students' discussion skills and critical thinking skills in preparing for university (JUPAS) entrance interviews through: 1. Learn self-	- 20 students - S6 students	- Four 1.5-hour lessons - 8/2024	Sample scripts of introduction, interview questions of JUPAS, one -to-one interview experience and tutor's comments	- The attendance was over 90%  - Students felt a bit disappointed about the coaching from the tutor. There was not enough time for all students to try out the mock interview one by one. The course provider had been reminded	\$4,200

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	<p>introduction and sample questions of JUPAS interviews.</p> <p>2. Language input on interviewing and individual presentation.</p> <p>3. Conduct one-to-one individual presentation, JUPAS interviews, group discussion</p> <p>4. Individual feedback given to students on their performance</p>					
S.4 Reading and speaking workshop on pop culture	To expose students to issues of pop culture and enhance their speaking skills in discussion	<p>- 28 students</p> <p>- S4 students</p>	- Twelve 1 hour sessions held on Wednesdays	<p>- A reading and discussion booklet with samples, notes and discussion topics</p> <p>- Ten 1.5 hr workshop conducted</p>	<p>- The attendance rate was satisfactory over 90%</p> <p>- Students were attentive. They showed enthusiasm for learning &amp; answering questions. Some students still had a lot of room for improvement</p>	\$8,690
S.5 Reading and speaking workshop on global issues	To expose students to issues of global issues and enhance their speaking skills in discussion through reading texts on international perspectives	<p>- 28 students</p> <p>- S5 students</p>	- Twelve 1 hour sessions held on Tuesdays	- A reading and discussion booklet with samples, notes and discussion topics	<p>- The attendance rate was over 80%</p> <p>- Student performance varied. Some students were noticeably shy and hesitant to answer questions, which may have affected their participation and</p>	\$8,690

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	and useful discussion phrases, samples and skills			- Ten 1 hr workshop conducted	engagement. Additionally, the lesson material was quite extensive and may have been too much to fully absorb within the one-hour timeframe. As a result, some students struggled to keep up with the pace of the lesson. Moving forward, it may be beneficial to break the material into smaller segments and encourage a more supportive environment to help shy students participate more confidently	
International chemistry quiz	To enrich students' experience in tackling chemistry problems	- 20 student - S4 & S5 chemistry students	- 1-hour quiz on 2nd July 2025	Performance analysis of each participant	21 S4 to S5 Chemistry students took the quiz on 2nd July 2025 and performance analysis would be available in October 2025	\$3,300
HK Biology Literacy Award	To enrich students' participation in Science / STEAM related competition	- 8 students - S5 students	- Jan 2025	--	- 8 S5 Biology students took the quiz on Jan 2025  - One of the participants granted Merit in the Literacy Award	\$1,280
Gifted education programmes from tertiary institutions of Hong Kong	To enrich students' subject knowledge through courses offered by tertiary institutions of Hong Kong	- 9 students - S5 students	- July to Aug 2025	Reflection of each participant	9 S5 Chemistry students completed the courses from July to Aug 2025 with certificates	\$30,000

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中四級 中文閱讀寫作班	教授學生不同的寫作技巧，培養其創意和邏輯思維；透過欣賞不同文章，從而提升其寫作能力和內涵。	- 19 位中四學生	- 28/9/2024-17/05/2025 (共 8 節)	<ul style="list-style-type: none"> <li>- 學生每節課需分析不同文學作品，並進行不同學習活動。</li> <li>- 課程完結前需完成作文兩篇。</li> </ul>	<ul style="list-style-type: none"> <li>- 課程順利完成。</li> <li>- 課程完結後，學校負責老師向學生進行問卷調查，結果如下： <ul style="list-style-type: none"> <li>● 100%同學同意導師教授基本創作技巧，令他建立創作基礎。</li> <li>● 100%同學同意課堂互動，能啟發他創意思維，提升寫作興趣。</li> <li>● 100%同學同意導師對他的作品評語，能幫助他改善作文寫作技巧。</li> <li>● 100%同學同意評賞優秀的文學作品(全篇或節錄)，提升他的文學閱讀品味。</li> <li>● 100%同學同意導師講解清晰。</li> <li>● 100%同學認同導師能解答我的疑問。</li> <li>● 100%同學認同導師的教學技巧引起我的學習興趣。</li> <li>● 100%同學認同導師的評講給他很大啟發。</li> </ul> </li> <li>- 部分學生作品會刊登在《文粹》，並鼓勵學生投稿。</li> </ul>	\$13,860

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中五級 中文閱讀寫作班	教授學生不同的寫作技巧，培養其創意和邏輯思維；透過欣賞不同文章，從而提升其寫作能力和內涵。	- 20 位中五學生	- 28/9/2024-17/05/2025 (共 8 節)	<ul style="list-style-type: none"> <li>- 學生每節課需分析不同文學作品，並進行不同學習活動。</li> <li>- 課程完結前需完成兩篇作文。</li> </ul>	<ul style="list-style-type: none"> <li>- 課程順利完成。</li> <li>- 課程完結後，學校負責老師向學生進行問卷調查，結果如下： <ul style="list-style-type: none"> <li>● 100%同學同意導師教授基本創作技巧，令他建立創作基礎。</li> <li>● 100%同學同意課堂互動，能啟發他創意思維，提升寫作興趣。</li> <li>● 95%同學同意導師對他的作品評語，能幫助他改善作文寫作技巧。</li> <li>● 100%同學同意評賞優秀的文學作品(全篇或節錄)，提升他的文學閱讀品味。</li> <li>● 100%同學同意導師講解清晰。</li> <li>● 100%同學認同導師能解答我的疑問。</li> <li>● 95%同學認同導師的教學技巧引起我的學習興趣。</li> <li>● 95%同學認同導師的評講給他很大啟發。</li> </ul> </li> <li>- 部分學生作品會刊登在《文粹》，並鼓勵學生投稿。</li> </ul>	\$13,860
Applied learning creative English – PR	To enhance students' English communication skills in authentic vocational and	- 27 students - S5 students	- Sept 2024 to July 2025	- Students complete all assessment tasks of the course	<ul style="list-style-type: none"> <li>- Positive feedback was given by tutor of the course</li> <li>- More than 80% students complete the course with satisfactory attendance</li> </ul>	\$297,000

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and marketing	professional settings  To enhance students' flexibility in articulation pathways for a smooth transition from a vocational training route to higher education in colleges and university			provider - Couse completed	All students completed the course and two of them obtain "Attained with Distinction (I)"	
Other Subjects	To enhance students' skills in authentic vocational and professional settings  To enhance students' skills in authentic vocational and professional settings To enhance students' flexibility in articulation pathways for a smooth transition from a vocational training route to higher education in colleges and university	- 3 students - S6 students	- Sept 2024 to July 2025	Students complete the assessments of the course provider	Student fulfill the attendance requirement (88%) with average performance in assessment	\$24,075
Other Subjects	To enhance students' skills in authentic vocational and professional settings	- 1 students - S5 students	- Sept 2024 to July 2025	Students complete the assessments of the course provider	- The attendance of students was satisfactory (96.4%)  - 90% of participants agreed that the fieldtrip could enhance their FBQ	\$7,600

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	To enhance students' skills in authentic vocational and professional settings. To enhance students' flexibility in articulation pathways for a smooth transition from a vocational training route to higher education in colleges and university				<p>answering skills and understanding of HK woodland environment</p> <p>- By observation, all of them were active in fieldtrip. 100% of participants agreed that they were conscientious in field trip</p>	