

St. Louis School
Evaluation Report for DLG-funded Other Programme (Gifted Education) 2018-2019

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	Notes about LS critical thinking and writing
Target	The top 35 students in each form (S4, 5) according to their mid-year exam results and motivation to learn.
Selection mechanism	<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>
Duration and venue	March - May 2019 At school
Evaluation	<p>Both S4's and S5's attendance was satisfactory, dissatisfactory. S4: 85% S5: 90%</p> <p>The attendance was much better than last school year. It was because some of supplementary programs was held during weekdays in this year.</p> <p>Both S4 and S5 students were satisfied with the course. From the post-program survey, S4 Enrichment class scored 3.89 marks (out of 5), while S5 Enrichment class scored 4.07 (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: The improvement of student's performance was significant. About 68.7% of the S4 participants and 80.2% 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>
Expenditure	\$0

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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: 29 – 30 September, 2018 (Saturday – Sunday) at St. Louis School and campsite near Pak Tam Chung The second camp: 10 – 12th February, 2019 at St. Louis School, Sai Kung and YMCA Wong Yi Chau Youth Camp 																																																																											
Evaluation and 25 students and 3 teachers participated in the 2nd	<p>There were 19 students and 2 teachers participated in the 1st camp and 25 students and 3 teachers participated in the 2nd 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></th> <th></th> <th style="text-align: center;">極不滿意/ 極不贊成 1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2</td> <td>能加強自信心</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>3</td> <td>能加強自我管理能</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">56%</td> </tr> <tr> <td>4</td> <td>能更積極克服困難</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>5</td> <td>能提升與同學之間的合作精神</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td>6</td> <td>對導師的整體滿意程度</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">86%</td> </tr> <tr> <td colspan="7">II 整體意見</td> </tr> <tr> <td>7</td> <td>對活動的整體滿意程度</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">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	I 對訓練內容及設計的意見							1	活動設計有趣味性	0	0	6%	54%	40%	2	能加強自信心	0	0	10%	30%	60%	3	能加強自我管理能	0	0	12%	32%	56%	4	能更積極克服困難	0	0	4%	21%	75%	5	能提升與同學之間的合作精神	0	0	6%	48%	52%	6	對導師的整體滿意程度	0	0	7%	7%	86%	II 整體意見							7	對活動的整體滿意程度	0	0	8%	20%	72%
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	<p>score of 4.318.</p> <p>On the Eighth Statement, the Tutor receives an average score of 4.217.</p> <p>On the Ninth Statement, the Tutor receives an average score of 4.217.</p> <p>On the Tenth Statement, the Tutor receives an average score of 3.913.</p> <p>One notable response gives particularly low scores on all ten Statements. It gives a score of 1 on the first two Statements, a score of 2 on the Third and Sixth Statements, a score of 3 on the Fifth, Seventh, Ninth, and Tenth Statements, a score of 4 on the Fourth and Eighth Statements. It gives no response to the final question on recommendations.</p> <p>On the last question soliciting comments and recommendations, the Tutor received 14 responses. One criticizes the Tutor as using too many profanities. One suggests that different methods of teaching be employed. As such, the Tutor should have been mindful of the language he used, to make sure that no interviewees would have been offended. The Tutor should also have considered using a wider variety of teaching techniques. Given the time limit, however, the Tutor may feel restrained in the teaching techniques he could have used. Nevertheless, the Tutor might have at least considered playing relevant YouTube videos and encouraging discussions among the group.</p> <p>One makes a neutral statement that “[t]hrough this course, [he] heard more experience in the past”. The remaining 11 responses are rather positive:</p> <ul style="list-style-type: none"> • Four focus on the performance of the Tutor, suggesting that the Tutor is “good”. In two of these responses, the word “really” precedes the word “good”; • One says nothing but gives a smiley face; • Four presumably focus on the contents of the course rather than on the Tutor, as the interviewees provide no subject to which the comments relate. The comments are “very good”, “good!”, “Very good ! Very good! Very very good!!”, and “Extremely good! No recommendation”; and • Two give a more pointed comment, by suggesting, respectively, that the Tutor “explained the role of chairman clearly, very good” and that “[t]his course is quite useful to me on how to be a student leader”.
Expenditure	\$4,500 tutor fee and \$2294.3 camp expenditures

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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	51 students from S4-S5 consisting of 16 organizing committee members from SAA & 35 selected students
Selection mechanism	Application forms were collected and students were required to fill in their expectations in this activity. Their applications were discussed some applications will be screened out.
Duration and venue	1 Activities Days and 1 Camp were arranged. 1 Activity Day :29 Jun 1 3D2N Camp :20-22 July
Evaluation	According to the questionnaires collected, 96% of the participants agree that they had learnt a lot in this activity. 94% of the participants agree that they enjoyed the program 98 % 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 Senior Debating Team
Objectives	Through regular training and participating in English speaking activities (such as debating), it is expected that students will develop confidence in using English to express themselves articulately and convincingly. It is also expected that their English rhetoric is developed and critical thinking are sharpened.
Deliverables	Taking part in inter-school debate competitions and/ or public speaking competitions.
Target	S5 students who have higher English proficiency and interest in English rhetoric.
Selection mechanism	Recommended by English teachers and based on their English examination results
Duration and venue	One academic year, Sep 2018 – May 2019 School campus
Evaluation	All participants have attended an average of 70% of the debate training sessions. Participants have taken part in the Hong Kong Secondary Schools Debating Competition (English): HKI & KLN Division 1: Middle: Term 1 (Final A) Term 1 Runner-up , (Final b) Term 1 Champion Hong Kong Secondary Schools Debating Competition (English): HKI Division 1: Senior: Term 1 Champion Hong Kong Schools Speech Festival Second Place in S1 Solo Verse Speaking First Place in S1 Solo Verse Speaking Third Place in S2 Solo Verse Speaking Third Place in S2 Solo Verse Speaking Second Place in S3 Solo Verse Speaking Third Place in S3-4 Public Speaking Solo Second Place in S3-4 Public Speaking Solo Third Place in S3-4 Public Speaking Solo Third Place in S4 Solo Verse Speaking Second Place in S5 Public Speaking Solo Third Place in Prose Speaking Open Aged 16 or Above Third Place in S5 Public Speaking Solo
Expenditure	\$0