

Programme Evaluation Report for DLG-Other Programme: Gifted Education for the 2015/16 school year

Programme Title	Objective	Target (No./level/selection)	Duration/ Start Date	Deliverable	Evaluation	Expenditure
A Course in High Order Thinking	(The course was not conducted due to the suspension of the service by the service provider.)					
Debating Team	<ul style="list-style-type: none"> ➤ To hone students' critical thinking skills and argumentative skills. 	<ul style="list-style-type: none"> ➤ Senior form gifted students ➤ Both existing members and new members in senior forms were interviewed to assess their potential and competency, as well as their participation rate in the activities held the previous year. ➤ Team members were selected based on their performance in internal matches. 	<ul style="list-style-type: none"> ➤ October 2015 – May 2016 Each workshop lasted 2 hours, from 9.30pm to 11.30pm. ➤ September 2015 - February 2016 Training sessions were held after school or at weekend. 	<ul style="list-style-type: none"> ➤ English Debating team: 14 workshops were held. Debaters have participated in the 31st SingTao Debating Competition, HK Bar Association Debating Competition and the Hong Kong Secondary School Debating Competition. ➤ Chinese Debating team: 16 training sessions were held. Debaters have participated in the SingTao Debating Competition, Basic Law Tournament. 	<ul style="list-style-type: none"> ➤ Debaters were devoted in the debating tournaments and they displayed much enthusiasm in researching related issues regarding the motions. ➤ In English team, all workshop participants (100%) agreed that they understood 'the teaching content of the debate lessons', and found 'the lessons provided useful or helpful'. In addition, they have demonstrated discernible improvement in their language skills, critical thinking skills and argumentative skills. ➤ Debaters worked closely with each other and a supportive atmosphere was established. ➤ Debaters actively participated in preparation work. They were capable of expressing their thoughts clearly and raising different compelling reasons about the topic in meetings. Senior members showed deep understanding of the issues in the preparation process. 	<ul style="list-style-type: none"> ➤ English Debating Team \$6930 (6 students; S4-S6) ➤ Chinese Debating Team \$13200 (7 students; S4-6)

Singapore Study Tour 2016	<ul style="list-style-type: none"> ➤ To develop students' capacity to use English to respond to authentic experiences; ➤ To enable students to encounter different cultures through traditional museums and landmarks or other experiences; ➤ To enable students to understand and compare some social issues in Singapore and Hong Kong; ➤ To promote mutual understanding of the two Asian cities among students. 	➤ 30 Secondary Four Students	➤ 5 days in Singapore(April 2016)	<ul style="list-style-type: none"> ➤ Built a Facebook page showing the study result. ➤ Every student wrote a reflection passage after the activity. ➤ Organized an assembly for Secondary Two and Secondary Three students to introduce the culture of Singapore and the study result. ➤ Invited and received students from Singapore to visit Hong Kong. 	<ul style="list-style-type: none"> ➤ The attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The assembly was successfully held according to the response of the S2 and S3 student audiences. ➤ The students were confident in speaking English after the trip. 	➤ \$24,000
Korea Study Tour 2016	<ul style="list-style-type: none"> ➤ To enable students to know the city development and the environmental protection policies in Pusan 釜山 and Seoul 首爾; ➤ To enable students to compare the city development and planning between Korea and Hong Kong. Then provide suggestions for sustainable development of Hong Kong. 	➤ 15 Secondary Four and Five Geography Students	➤ 5 days in Korea (Pusan 釜山 and Seoul 首爾)	<ul style="list-style-type: none"> ➤ Every student wrote a reflection passage after the activity; ➤ A video for all students and to be shown in the Campus TV was made ; ➤ Every group wrote a suggestions plan for sustainable development of Hong Kong. 	<ul style="list-style-type: none"> ➤ The attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The students were enthusiastic during the tour through teachers' observation. ➤ The quality of the deliverables were good. 	➤ \$30000

Mainland Study Tour 2016 (河南文化經濟考察之旅)	<ul style="list-style-type: none"> ➤ To enable students to know the history and culture development of central China; ➤ To enable students to know the history and development of Buddhism in China; ➤ To enable students to investigate the relationship between the economic development and environmental conservation of Shaolin Temple 	➤ 30 Secondary Four and Five Students	➤ 5 days in Henan Province	<ul style="list-style-type: none"> ➤ Students prepared a board to show the study result; ➤ Every student wrote learning Journal during the tour and made a reflection booklet; ➤ Created a photo album after the tour and it was displayed in library; ➤ Created a Facebook page to show the study result; ➤ Created a video showing the study sidelights. 	<ul style="list-style-type: none"> ➤ The Attendance of student was high. ➤ The study tour was well commended by students from the reflection of the students. ➤ The students showed enthusiasm during the tour. ➤ The quality of the deliverables were good. ➤ The venue of the study was attractive to the students. 	➤ \$24,000
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中文寫作工作室 (因時間關係, 未能舉辦。)

Credit Bearing Courses and Offsite Support Programmes (CUHK; Hong Kong Outstanding Students' Association)	<ul style="list-style-type: none"> ➤ To develop students' capacity; ➤ To sharpen the thinking skills of those academically talented students ➤ To enhance the communication skills of selected students 	➤ One S5 students and two S6 students	➤ From half-day to multiple-day programmes; Venue offered by the organisations	➤ Assessments given by the organisations were completed	<ul style="list-style-type: none"> ➤ The attendance of student in the courses taken was high. ➤ The programmes were well commended by students. ➤ Students were awarded with certificates of commendation. 	➤ \$5,710
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