

Evaluation Report on Use of Capacity Enhancement Grant (2021 – 2022)

1. Recruitment of Associate Teachers and / or Teaching Assistants

i) Implementation

Four teaching assistants (TAs), Ms. Chan Suet Lun, Ms. Sin Po Yee, Ms. Tsang Yuen Lap and Ms. Wong Yuk Ting, were employed with CEG in this school year to help share out the teaching and non-teaching workload of the teachers. The ATs had to carry out their duties in helping the teachers to reduce and relieve their other workload, like in administrative work, preparing for teaching materials (including typing test and examination papers), as well as conducting students' activities, so that teachers could have more time, room and flexibility to enhance their quality of teaching.

ii) Evaluation

From the performance appraisals of the associate teachers and teaching assistant collected from teachers' response on the Assessment on Performance of Associate Teachers / Teaching Assistant (2021-2022), the performance of ATs was highly and overwhelmingly appreciated. Their overall performance ranged from **3.31** to **5** with the highest score 5. Teachers were highly satisfied with their job knowledge, cooperation, initiative, responsibility and work quality.

From the results of the Questionnaires on the Teaching Assistant Scheme, teachers had a high regard for the Scheme. The weighted mean of teachers satisfying with the overall performance of the associate teachers / teaching assistants was **5.36**, from a range of 1 (for 'strongly disagree') to 6 (for 'strongly agree'), while the weighted mean was **5.51** on agreeing that the teaching assistant scheme was helpful and useful. Both figures were highly satisfactory. Teachers in general agreed that the teaching assistants had helped to relieve their non-teaching workload with a weighted mean of **5.15**. Meanwhile, the weighted means was **4.64** when teachers were asked whether the existing number of teaching assistants was just right, showing that teachers did not have strong views against the current practice.

iii) Suggestion

As teachers will be burdened with more and more overall non-teaching workload to cater for the requirements of the many new educational trends and diverse learning needs of students, the school should consider making use of other relevant funds, together with the CEG, for hiring associate teachers / teaching assistants and/or assistant teachers to increase the manpower.

2. Catering for the Needs of Mathematics Gifted Students (Mathematics Enhancement Courses for S1 – 3 able students)

i) Implementation

Three enhancement courses of 10 lessons with a total of 15 hours each were held for S.1, S.2 and S.3 students respectively. About 46 students participated in courses.

Due to the Covid-19 pandemic, some of the lessons were arranged as a zoom meeting online lessons.

The total tuition fee for three courses is \$30,600 in total and it will be paid by the school through the Capacity Enhancement Grant.

ii) Evaluation

Their attendance and learning attitude was found to be good. Their feedback was collected and the results were analyzed. Most students reflected that the course was good and having a good learning atmosphere. They found that their mathematics knowledge was enhanced and it helps them get well prepared for Mathematics Contest.

The lessons note were checked, under the guidance of the tutors, students are able to finish most of the exercise on the notes.

The tutor is knowledgeable about the subject and they are very helpful in solving their problems. Students were nominated to join various external mathematics competitions and around 30 awards were received by our students. The result is encouraging and the effectiveness of the course is confirmed. The survey shows that over 80% of the students satisfy the course and they would like to have the course next year.

iii) Suggestion

Base on the reflection from our students, we are suggested to continue holding this course next year.

3. Catering for the Education Needs of Gifted Students of the Chinese Language **[中文演辯能力訓練課程（中二及中三級）]**

i) Implementation

本科透過申請撥款，舉辦初中辯論訓練課程，課程由 2021 年 10 月 16 日起至 2022 年 5 月 7 日為止，上、下學期各兩個時段，逢星期六上課，每學期八節，共上課 16 次，每節課兩小時，合共 32 小時，由統一教育中心之一位導師(龍老師)教授中二及中三同學演辯技巧。

參加課程之學生均為初中尖子，中二級佔 12 人，中三級佔 8 人，合共 20 人。同學經任教老師篩選，中文成績優異，位列全級首三十名，說話能力及邏輯思維亦同樣超越同儕。此外，同學認真學習，投入討論，頗見演辯潛質，乃可造之材。

ii) Evaluation

因受疫情影響，故本學年多以網上授課，出席率大致達標，表現也不錯。

根據最後一節的問卷調查，任教導師指出同學能於課程中學到不同的演辯技巧，也能加強同學的思維訓練，以及提升議論方面的寫作能力。只可惜，由於同學較少參與面授課程，演辯實戰或打了折扣，仍需累積經驗、增強信心並磨練技巧，暫時未能具備足夠能力參加大型辯論比賽。

iii) Suggestion

(1) 要求出席率維持 80% 以上：少部分同學因參與課外活動而偶然缺席，雖未必能

全勤出席課堂，惟出席率仍能達標。新學年倘繼續開設此課程，要求參加課程學生之出席率宜維持 80%，不宜要求所有學生出席效率 100%。

- (2) 凡完成此課程之學生，建議可由校方或該中心頒發畢業證書，以資鼓勵；表現優異之辯論員則可推薦其代表學校參加校外或校內辯論比賽。

4. Learning English through Drama Course for S1

The purpose of the course was to help train students for the S1 drama performance in the S1 Inauguration Ceremony, which was replaced by shorter performances. As a result, English teachers agreed to cancel the course.

5. Learning English through Drama Course for S2/3 Students

The purpose of the course was to help train students for the EMI Drama Fest, which was cancelled by the organiser. As a result, English teachers agreed to cancel the course.