

## **Evaluation Report on Use of Capacity Enhancement Grant (2022 – 2023)**

### **1. Recruitment of Associate Teachers and / or Teaching Assistants**

#### **i) Implementation**

Three teaching assistants (TAs), Mr. Ho Yun Pong, 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 TAs 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 (2022-2023), the performance of TAs was highly and overwhelmingly appreciated. Their overall performance ranged from **4.04** to **4.97** 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 teaching assistants was **5.4**, from a range of 1 (for 'strongly disagree') to 6 (for 'strongly agree'), while the weighted mean was **5.5** 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 **5.4**. Meanwhile, the weighted means was **4.7** 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 43 students participated in courses.

Two education centres were used as the first education centre was shut down in November 2022.

The total tuition fee for three courses is \$34,200 in total and it will be paid by the school through the Capacity Enhancement Grant.

## **ii) Evaluation**

The student attendance and their learning attitude were found to be good. Their feedback was collected and the results were analysed. Most students reflected that the course has helped them to enhance Mathematics knowledge beyond the syllabus and were well prepared for Mathematics Contest. They found the learning atmosphere was good and the course inspired them in learning Mathematics.

The lesson notes were checked, under the guidance of the tutors, students were able to finish most of the exercise in the notes.

The tutor was knowledgeable about the subject and they were very helpful in solving their problems. Students were nominated to join various external Mathematics competitions and around 40 awards were received by our students. The result was encouraging and the effectiveness of the course was proved. The survey showed that over 85% of the students satisfied the course and they would like to have the course next year.

## **iii) Suggestion**

Based on the reflection from our students, it is suggested we arrange 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 2022 年 10 月 8 日起至 2023 年 5 月 6 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**

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。同學仍需累積經驗、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。

總括而言，學生對課程的評價與去年相若，大多數學生均認為課程活動豐富，師資教材不俗，同時亦能於課程中學到不同的演辯技巧，也加強其思維的訓練，以及提升議論方面的寫作能力。

### **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 grant was unused due to the unavailability of service providers, and due to the reduction in length of the S1 Inauguration Ceremony. 2 groups of outstanding S1 girls were selected and trained by Mr. Liu for a well-received Reader's Theatre performance instead.

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

##### **Implementation:**

The 20-hour Learning English through Drama Course for S.1 to S5 students was run from March to May 2023 (a delayed schedule due to the unavailability of service providers and clashes with school anniversary activities) in order to explore the talents of the students and to prepare for the performance in the EMI Drama Fest. Electives including Learning English through Drama were covered to widen these students' horizons and at the same time boost their confidence in the speaking exam paper. Students were selected from the Drama Club and the target forms were expanded to S1-5. Applications for absence were approved when parents' letters stating valid reasons like sickness were submitted. Attendance was satisfactory with only some students taking one-lesson off for other pre-arranged school activities.

##### **Evaluation:**

All lessons were observed by teachers-in-charge. Quite a number of students could not join the course due to clashes with their other school activities. It is suggested that the course should start at an even earlier time next year.

A total of 22 students attended the course and 10 students completed a questionnaire. Students reflected that they had improved mostly in their speaking skills.

Results show that students generally found the schedule a bit too tight.

##### **Suggestion:**

It is suggested that the course should start at an earlier time next year so as to avoid clashes with other school activities.