

True Light Girls' College
Evaluation Report on the Use of Capacity Enhancement Grant (2024-2025)

Task Area	Major Areas of Concern (Task)	Success Criteria	Implementation	Evaluation
Curriculum Development	Recruitment of Associate Teachers and Teaching Assistants To help relieve teachers' workload and enhance school and students' development by hiring teaching assistants / associate teachers to share certain teaching and non-teaching duties	Over 75% of teachers feel satisfied with the work of the teaching assistants / associate teachers	Three teaching assistants (TA) / associate teachers (AT) were employed by using the CEG. The TAs are responsible for assisting teachers in various administrative tasks, preparation of learning and teaching materials, and conducting tutorial classes and student activities. This support allows teachers to have more time, space, and flexibility to enhance the quality of their teaching.	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 (2024-2025), the performance of teaching assistant duties of the AT / TA was quite satisfactorily appreciated. Teachers were in general quite satisfied with the knowledge of job, cooperation, initiative, responsibility and quality of their work. From the results of the Questionnaires on the CEG Associate Teacher / Teaching Assistant Scheme (2024-2025), teachers in general felt quite satisfied with the Scheme. 90.5% of the teachers thought that ATs / TAs are helpful. They were satisfied with the work of the associate teachers / teaching assistants 79.2% of the teachers stated that the school should continue to deploy the CEG to employ ATs / TAs in the coming school year.
Enhancing students' language proficiency	中二及中三中文演辯能力訓練課程 學生能學習有關辯論的基本演辯技巧、姿態和審題能力，並能學以致用，實踐所學知識。	學生須於課程期間或完結後參加至少一次校內(如學期終社際或級際辯論比賽)/；或於高中參與校外辯論比賽至少一次。	本科透過申請撥款，舉辦初中辯論訓練課程，課程由 2024 年 10 月 5 日起至 2025 年 3 月 29 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 10 人，中三級佔 10 人，合共	根據最後一節的問卷調查，任教導師指出同學認真投入課堂，積極參與活動。個別同學表現出色，勇於表達意見，頗有辯才，值得讚揚。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。惟大部分同學仍需累積經驗、增強信心並磨練技巧，方能具備足夠能力參加大型辯論比賽。

			20 人。同學經任教老師篩選，中文成績優異，位列全級首三十五名，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。	
Enhancing students' language proficiency	English learning through other learning experiences - Drama Course for S1 To facilitate students' learning of English through their enhanced ability in the appreciation of drama skills and techniques and the production of dramas To prepare students for their performance in the Form Association Inauguration Ceremony	Students' confidence level in English learning and in dramatic skills	Learning English through Drama Course for S.1 students was run from March to May 2025 to improve students' learning motivation through drama and to impart skills and knowledge related to performing arts. Students were selected by the English Drama Teacher. Applications for absence were approved when parents' letters stating valid reasons like sickness were submitted. Attendance was satisfactory with only some students taking lessons off for other pre-arranged school activities.	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 18 students attended the course and 11 students completed a questionnaire. Students reflected that they had improved mostly in their speaking skills. However, some students found the performance a little too demanding. Students' comments also reflected a good rapport between students and the teacher sent from the education service provider.
Enhancing students' language proficiency	English learning through other learning experiences - Drama Course for S2-S5 To facilitate students' learning of English through their enhanced ability in the appreciation of drama skills and techniques and the production of dramas. To prepare students for their performance in the EMI Drama Fest.	Students' confidence level in English learning and in dramatic skills	The 20-hour Learning English through Drama Course for S.2 to S5 students was run from November 2024 to March 2025 in order to explore the talents of the students. Students were recruited from the Drama Club on a voluntary basis. Attendance was unsatisfactory with most students opting to attend other pre-arranged school activities. This improved later on as performance dates drew nearer.	Since participation of the course was voluntary, students, particularly junior form students were quite hesitant in joining the course. It is suggested that junior form teachers should actively identify students who might benefit from an active approach to language learning to participate in the course. Due to the level of complexity of the performance text (The Merchant of Venice), tutor and students alike find it difficult to get the text on their feet. This improved later on as they become more familiar with the text. More opportunity should be provided to students to study and practice the text on their own, thus, it is beneficial for all parties to start the course earlier.

				A total of 12 students attended the course and 7 students completed a questionnaire. Students reflected that they had improved mostly in their speaking skills and range of vocabulary. Results show that students generally found the schedule a bit too tight, and the rehearsal space unsuitable for physical movement. A spacious rehearsal room is to be identified for similar courses in the future. Some students also reported that they find the rehearsals to be a little unorganised. The use of a call sheet could mitigate this issue.
Coping with the diverse and special learning needs of students with varied abilities	Mathematics Enrichment Courses for S1 – 3 able students To enhance the learning outcomes of gifted students in Mathematics by further exploring and developing their talents to reach new knowledge horizons. To arouse students' interest in mathematics beyond the syllabus.	Over 60% of students are satisfied with the course Attendance of the students over 80% More than 5 Mathematics contests were participated	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 47 students participated in courses. An education centre was engaged and the course started from 12 October 2024 to 25 January 2025.	Students' attendance and learning attitude was found to be good, with an 85% attendance rate. The attendance and learning attitude was found to be good, with an 95% attendance rate. Their feedback was collected, and the results were analyzed. 96% of the students reflected that the course has helped them to enhance Mathematics knowledge beyond the syllabus and get well prepared for Mathematics Contest. They found the learning atmosphere is good and the course inspired them in learning Mathematics. The lesson notes were checked, under the guidance of the tutors, students are able to finish most of the exercise on the notes. More than 95% of the students agreed that the handouts, assignments and tests are useful to them. The tutor is knowledgeable about the subject and their lessons inspired students in learning Mathematics. Students were nominated to join various external mathematics competitions and around 18 awards were received by our students. The result is encouraging and the effectiveness of the course is confirmed. The survey shows that over 90% of the students are satisfied with the course and

				they would like to have the course next year.
Coping with the diverse and special learning needs of students with varied abilities	Summer Supplementary Course for S1-S3 repeaters To consolidate the students' foundation Equip the students better to adapt for the new school year Provide support and guidance to the students in academic subjects and improve their weaker subjects	Over 80% of students are satisfied with the course Attendance of the students over 80% Students accomplished all the supplementary assignments in the classes	Three supplementary classes of 7 lessons with a total of 21 hours each were held for S1 to S3 repeaters respectively. Attendance of this course is compulsory. A total of 10 students participated in the class this year. Three alumnae were recruited and the total tuition fee for three classes was \$12,600 in total and it will be paid by the school through the Capacity Enhancement Grant.	The attendance and learning attitude of students was found to be fair, three students did not attend the class with various reasons such as out of town. Excluding the absentees, the attendance rate was 90%. Their feedback was collected and the results were analyzed. More than 90% of the students reflected that the course has helped improve their foundation knowledge. All of them agreed that the tutor has provided a lot of help for them in adapting to the new school year. Some students commented that the course could help them cope with the difficult questions in the summer holiday assignment.