

True Light Girls' College
Evaluation Report on the Use of Capacity Enhancement Grant (2025-2026)

Task Area	Major Areas of Concern (Task)	Success Criteria	Implementation	Evaluation
Curriculum Development	<p>CEG Associate Teacher / Teaching Assistant Scheme</p> <p>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</p>	Over 75% of teachers feel satisfied with the work of the associate teachers / teaching assistants	Three associate teachers (AT) and teaching assistants were employed with CEG in this school year to help share the teaching and non-teaching workload of the teachers. Besides teaching duties, the AT had to carry out also the teaching assistant duties to help reduce and relieve teachers' other workload, like in administrative work, preparing 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.	<p>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 (2025-2026), the performance of the AT / TA was satisfactorily appreciated. Teachers were in general quite satisfied with the knowledge of job, cooperation, initiative, responsibility and quality of their work.</p> <p>From the results of the Questionnaires on the CEG Associate Teacher / Teaching Assistant Scheme (2025-2026), teachers in general felt quite satisfied with the Scheme. 85.5% of the teachers thought that ATs / TAs are helpful. They were satisfied with the work of the associate teachers / teaching assistants. 81.8% of the teachers stated that the school should continue to deploy the CEG to employ ATs / TAs in the coming school year.</p>
Enhancing students' language proficiency	<p>中二及中三中文演辯能力訓練課程</p> <p>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</p>	學生須於課程期間或完結後參加校內或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2025年10月11日起至2026年4月18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	根據問卷調查，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。

	用，實踐所學知識		<p>時，合共32小時，由一位外聘導師教授中二及中三同學演辯技巧。</p> <p>參加課程之學生均為初中尖子，中二級佔13人，中三級佔7人，合共20人。同學經任教科老師篩選，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。</p>	<p>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。</p>
Enhancing students' language proficiency	<p>English learning through other learning experiences</p> <p>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</p>	Students' confidence level in English learning and in dramatic skills (Questionnaire for participating students)	<p>Learning English through Drama Course for S.1 students was organized from January to April 2026 to improve students' learning motivation through drama and to impart skills and knowledge related to performing arts.</p> <p>23 Students were selected by the English Drama Teacher. Attendance was satisfactory with only some students taking lessons off for other pre-arranged school activities.</p>	<p>According to observations by the teacher-in-charge, students generally enjoyed the course and reported noticeable improvements in their speaking skills. Roles were well-allocated based on student strengths; expressive students joined the performance team, while creative students handled props and stage design. Their successful cooperation resulted in an excellent final performance. The backstage team effectively used iPads to brainstorm, design, and exchange ideas, demonstrating a strong understanding of teamwork. There were some complaints from performers regarding limited lines, they were promptly resolved after the tutor added more dialogue across various roles.</p>

Coping with the diverse and special learning needs of students	<p>Catering for Students gifted in Mathematics</p> <p>To enhance the learning outcomes of gifted students in Mathematics by further exploring and developing their talents to reach new knowledge horizons</p> <p>To arouse students' interest in mathematics beyond the syllabus.</p>	<p>Over 60% of students are satisfied with the course</p> <p>Attendance of the students over 80%</p> <p>More than 5 Mathematics contests were participated.</p>	<p>Three enhancement courses of 10 lessons with a total of 15 hours each were held for S1, S2 and S3 students respectively. About 36 students participated in courses.</p> <p>An education centre has been engaged, and the course ran from 11 October 2025 to 24 January 2026.</p>	<p>Students' attendance and learning attitude was found to be good, with an 93% attendance rate. Their feedback was collected and the results were analyzed. 92% of the students reflected that the course has helped them get well prepared for Mathematics Contest. They found the course enhanced their Mathematics knowledge beyond the syllabus and the learning atmosphere is good.</p> <p>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 90% of the students agreed that the handouts, assignments and tests are useful to them and the tutors are knowledgeable about the subject. Their lessons inspired students in learning Mathematics.</p> <p>Students were nominated to join various external mathematics competitions and around 53 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 satisfy the course and they would like to have the course next year.</p>
Coping with the diverse and special learning needs of students	<p>Catering for S1 – S3 Repeaters</p> <p>To consolidate the students' foundation</p> <p>Provide support and guidance to the students in major subjects and improve</p>	<p>Over 80% of students were satisfied with the course</p> <p>Attendance of the students over 80%</p> <p>Students accomplished all the supplementary assignments in the classes</p>	<p>Three supplementary classes of 6 lessons with a total of 18 hours each were held for S1 to S3 repeaters respectively. Attendance of this course is compulsory. A total of 13 students participated in the class this year.</p>	<p>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 or medical reasons. Approximately, the attendance rate was 80%. Their feedback was collected and the results were analyzed. More than 80% of the students reflected that the course has helped improve their foundation knowledge and the tutor has provided them with</p>

	their weaker subjects		Four alumnae were recruited as course tutors	a lot of help in adapting to the new school year. All of them agreed that the course could help them cope with the difficult questions in the summer holiday assignment.
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