

St. Peter's Secondary School 2016 – 2017

Evaluation Report on DLG-funded Other Programme (Gifted Education)

Title:	Advanced Writing Course on Journalism and Magazine Editing for High Achievers
Objectives:	<ol style="list-style-type: none"> 1. To develop students' capacity of organizing information, presenting ideas and editing in English. 2. To lift students' language proficiency.
Deliverables:	<ol style="list-style-type: none"> 1. Students would write their own articles, edit the written materials and produce a 16-page English magazine. 2. Students would send their contribution on different themes to "Englisholics", the monthly magazine of the English Department. 3. Students would complete the written tasks and learning activities in the course booklet.
Target:	52 students (24 from S4 and 29 from S5)
Selection mechanism:	<p>Students nominated by English language teachers of S4 and S5 based on:</p> <ol style="list-style-type: none"> 1. The attainment in English tests and examination in the First Term. 2. The writing skills demonstrated in English compositions. 3. The performance and attitude in their participation of English learning activities held in school in the first term.
Duration and time:	<p>12 lessons (6 lessons for S4 and S5 respectively)</p> <p>Each lesson lasts for 1.5 hour (3:30 -5:00p.m., April to May, 2017.)</p>
Evaluation:	<ol style="list-style-type: none"> 1. The attendance of students was high (over 95%). 2. On top of some reviews and blog entries on monster movies, a few social issues were included as writing topics for the magazine, such as 'discrimination', 'priority seats', etc. Students could draw from their previous curriculum knowledge when writing the pieces. 3. Many students found the online submission of their written pieces to the service provider quite confusing. After reviewing the logistics involved, it was decided that students should submit the hard copies to their English teachers at school first. The English Panel Chairperson would then collect all entries from the school and send them all to the service provider. 4. Writing skills for genres commonly-seen in HKDSE English papers (e.g. Letter to the Editor, Articles, etc.) should be encouraged in the course as students would be better motivated in the lessons.
Expenditure:	<ol style="list-style-type: none"> 1. HKD19,000 (Hiring of service from Headstart Group Ltd for S5) 2. HKD19,000 (Hiring of service from Headstart Group Ltd for S4) <p>Total: \$38,000</p>

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Title:	Drama Appreciation on <i>Alice in Wonderlands</i>
Objectives:	<ol style="list-style-type: none">1. To develop students' cultural understanding through appreciation of English drama2. To lift students' knowledge in elements related to drama (e.g. plot, theme, characterization, production logistics, etc.)3. To increase students' exposure to English and professional acting skills.
Deliverables:	<ol style="list-style-type: none">1. Students would be able to see some dramatic elements "in action" and "in application" through watching the drama performance presented by <i>Tout a Trac</i> (Canada)2. Students would share what they have learned in the activity in a presentation in their English Speaking Class
Target:	47 Form 5 students
Selection mechanism:	Students nominated by English language teachers/ instructors in lessons of the English Drama Curriculum based on: <ol style="list-style-type: none">1. The listening skills demonstrated in English lessons.2. The attendance, performance and attitude in their participation of lessons of the English Drama Curriculum.
Duration and time:	<ol style="list-style-type: none">1. A one-&-a-half hour performance (7:30—9:00 p.m., 9 Dec, 2016.)2. A half-an-hour Q &A session (9:00-9:30p.m., 9 Dec, 2016.)
Evaluation:	<ol style="list-style-type: none">1. Full attendance of students (100%).2. The style of performance might not appeal to all viewers. While most students appreciated the employment of a diverse media in presenting the classic story, such as the use of puppets, secret passage on the set and multi-media props, some found the style of the performance a bit childish.3. On the whole, students agreed the programme helped them get a clearer picture on the elements involved in a drama production.
Expenditure:	Tickets for the drama performance (HKD \$ 70@ x 47 students) Total: HKD 3290

St. Peter's Secondary School 2016 – 2017**Evaluation Report on DLG-funded Other Programme (Gifted Education)**

Title:	High-order thinking class for gifted students
Objectives:	1. To develop students' high order thinking skills. 2. To enhance students' creative problem solving ability.
Deliverables:	1. Students would complete the written tasks and learning activities in the booklets of workshops. 2. Students would give 5min. presentation on his/her application of high-order thinking skills in Liberal Studies.
Target:	Elite S5
Selection mechanism:	Students are nominated on: 1. students' average scores from all subjects in S4. 2. students' attitude in learning.
Duration and time:	4 X 1.5-hour workshops (Sept. – Oct. 2016)
Evaluation:	1. The attendance of students was high (100%). 2. Students agreed the programme as a whole helped them a. think from different angles (100%). b. think in a more systematic way (100%) 3. Students agreed that the workshops enhance their independence of mind (87%)
Expenditure	Total: HKD 5880

St. Peter's Secondary School 2016 – 2017**Evaluation Report on DLG-funded Other Programme (Gifted Education)**

Title:	Admission Interview Preparation Skills & Mock Practice Workshop for gifted students
Objectives:	To provide tips and techniques for students to prepare the Admission Interviews.
Deliverables:	1. Mock Interview (Individual & Group Interview) 2. Students' performance will be videotaped and using for review to identify rooms for improvement
Target:	Elite S6
Selection mechanism:	Students are nominated on: 1. students' average scores from all subjects in S5. 2. students' attitude in learning.
Duration and time:	6-hour workshops (Sept. 2016)
Evaluation:	1. The attendance of students was high (100%). 2. Students found the workshops a. are useful (100%). b. are practical (100%)
Expenditure	Total: HKD 13,800

聖伯多祿中學 2016 – 2017

教育局多元學習津貼資助課程評估報告（其他課程－資優課程）

課程名稱	寫作拔尖課程
目標	<ol style="list-style-type: none"> 1. 培養學生對寫作的興趣 2. 加強閱讀能力 3. 學習實用的寫作技巧 4. 認識故事和小說體裁
學習成果	<ol style="list-style-type: none"> 1. 本課程以閱讀、活動和創作三部分組成，每堂學生均有機會閱讀範文、參與具啟發性的活動和即堂創作。 2. 從閱讀開展學生的眼界，增強語文能力；活動有助提高興趣，並加深印象。 3. 創作實踐所學，將思考角度和技巧與自我生活經驗結合，在書寫過程中內化為眼界和創意。
目標學生	15 位中四及中五級學生
遴選機制	<p>中文科老師透過以下準則遴選學生：</p> <ol style="list-style-type: none"> 1. 中文學會徵文比賽及中文科成績最優異之學生 2. 主動學習，對寫作具興趣之學生。
修業期及上課地點	<ol style="list-style-type: none"> 1. 2017年6月20、22、27、29及7月4日，共上課 5節課。 (下午二時至三時三十分) 2. 上課地點為學校207室
成效評估	<ol style="list-style-type: none"> 1. 學生出席率達 96% 2. 學生對導師的表現評分為 4.6分（5分為滿分） 3. 導師對學生的表現十分滿意 4. 學生在二月內增加寫作機會 5. 學習後對小說文類用字較前敏銳，掌握更多文學的象徵手法。 6. 學生建議多舉辦類近學習課程
支出	HK\$7,500