

**Hong Kong Chinese Women's Club College**  
**Programme Evaluation Report for CEG 2020/2021**

| Domain                | Programme   | Objectives   | Targets<br>(No./level/<br>selection) | Duration/<br>Start Date | Success indicators  | Evaluation   | Actual<br>(Budget)<br>Expenditure<br>\$ |
|-----------------------|---|--|--------------------------------------|-------------------------|---|--|---|
| Domain 2              | Tutors' fee for Learning Support Group            | To provide online classes (Chinese, English and Maths) for S.2 elite students. It is hoped that they can further stretch their academic potential and excel in studies | S.2                                  | Oct 2020 – May 2021     | <ul style="list-style-type: none"> <li>Students' academic performance in tests/ exams</li> <li>Teacher feedback</li> </ul>                                  | <ul style="list-style-type: none"> <li>9 out of 16 students in the programme showed improvement in the second term examination when compared to their results in the first term examination. The change in their form positions ranged from 4 to 25.</li> <li>As reflected by tutors, students were attentive in class and raised questions.</li> </ul>  | 13,360<br>(13,360)                      |
| Gifted Education      | Gifted Education In-school Workshop               | To provide training for the students in the talent pool to improve their efficacy in self-learning and to master their learning.                                       | S.1 and S.2 students                 | Feb - May 2021          | <ul style="list-style-type: none"> <li>Students' performance in the training workshops</li> <li>Student questionnaires</li> <li>Teacher feedback</li> </ul> | <ul style="list-style-type: none"> <li>24 S.1 students from the talent pool have attended 3 sessions of a gifted education workshop on "Mind Map".</li> <li>From the student questionnaires, 90% of the students agreed that the teacher's performance was good; 88% of them were satisfied with the training workshop in general; 80% of them said that they would apply "Mind Map" to their future studies.</li> </ul> | 6,900<br>(10,000)                       |
| Chinese Language      | Contract Chinese & Visual Arts Teacher (6 months) | 聘請一位全職合約教師任教中一級，以照顧個別差異。   | 中一                                   | Sep 2020 – Feb 2021     | <ul style="list-style-type: none"> <li>教師問卷調查</li> <li>學生問卷調查</li> </ul>  | <ul style="list-style-type: none"> <li>透過工作表現及所製作之教材、教具等進行評估，表現理想。而學生問卷中反饋亦為正面。</li> </ul>   | 240,570<br>(243,148.5)                  |
| Chinese Debating Team | Tutor's fee for learning activities (S.1-S.3)     | 聘請校外導師到校指導組員有關辯論的知識及技巧，訓練辯論隊同學參與公開比賽或友誼賽。  | 中一至中三辯論學會成員                          | Sep 2020 – Aug 2021     | 出席率、學生準備比賽時及比賽表現  | <ul style="list-style-type: none"> <li>學生積極參與多項大型比賽，今年比以往參加更多大型項目比賽，多次在不同回合賽事中獲頒最佳辯論員。其中在鳴辯盃中進入全港八強，成績有所進步</li> </ul>  | 10,500<br>(10,000)                      |

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|-----------------------|--|---|---|---------------------|--|--|----------------------|
| English               | English Programme for developing language arts | <ul style="list-style-type: none"> <li>To help students learn English through drama</li> <li>To help students to build up the ability to appreciate and evaluate a drama performance</li> </ul>   | S.1 and S.2 students                    | Nov 2020 – May 2021 | <ul style="list-style-type: none"> <li>Students' performance in the show and follow-up activities in lessons</li> <li>Student questionnaires</li> <li>Teacher feedback</li> </ul>                          | <ul style="list-style-type: none"> <li>Two drama shows, <i>Robin Hood</i> and <i>Beauty and the Beast</i> were organised for S.1 and S.2 students respectively. They were able to learn the relevant language.</li> </ul>  | 15,300<br>(25,000)   |
|                       | Employing teaching assistants                  | <ul style="list-style-type: none"> <li>To help in developing teaching materials</li> <li>To help in the School-based projects in English Language</li> </ul>  | All students                            | Sep 2020 - Aug 2021 | <ul style="list-style-type: none"> <li>Performance Appraisal of the TA by teachers</li> <li>Report on the use of teaching resources by teachers</li> <li>The amount of materials produced by TA</li> </ul> | <ul style="list-style-type: none"> <li>Teaching assistants (TAs) were employed. All the teachers agreed that the TAs were responsible and could help with various types of work, and an application should be made for the funding of TAs for 2021 – 2022.</li> </ul>  | 29,385.3<br>(46,935) |
| English Debating Club | Tutor's fee for learning activities (S1-S3)    | <ul style="list-style-type: none"> <li>To hire tutors to give training and workshops to debaters and in debating skills, presentation skills and public speaking skills. The tutor will also give advice to students for external events and competitions.</li> </ul> | English Debating Club members (S.1-S.3) | Sep 2020 – Aug 2021 | <ul style="list-style-type: none"> <li>Attendance rate and performance in external event and competitions</li> </ul>   | <ul style="list-style-type: none"> <li>Difficulties are experienced to secure an experienced debate coach who <ol style="list-style-type: none"> <li>are qualified to provide high quality of debate training/ workshop/ consultation to our debaters;</li> <li>can provide tailor-made school-based material for our senior and junior debaters respectively;</li> <li>can accommodate our debating calendar with five debate competitions scattered throughout the whole academic year, especially during pandemic.</li> </ol> </li> </ul> | 0<br>(10,000)        |

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|-------------|----------------------------------|---|--------------------------|--------------------------|---|---|-------------------------|
| Mathematics | S2 Calculator Training Programme | <ul style="list-style-type: none"> <li>To introduce basic operations of scientific calculator</li> <li>To equip students with appropriate operation skills of the calculator in obtaining answers</li> <li>To help students well use of calculators solving mathematics problems.</li> <li>To enhance students understanding mathematics concepts.</li> </ul> | S2 Students              | Nov 2020                 | <ul style="list-style-type: none"> <li>Coach feedbacks</li> </ul>   | <ul style="list-style-type: none"> <li>Programme were held in the 1st term and 2nd term respectively. A simulator for the calculator was designed to aid students to learn the functions of the keys of the calculator.</li> </ul>  | 4,600<br>(4,600)        |
|             | S.2/S.3 Maths Tutorial classes   | <ul style="list-style-type: none"> <li>To assist S.3 students who have a poor performance in Mathematics in the first term of 2020/2021.</li> </ul>   | S.3 students             | Second Term in 2020-2021 | <ul style="list-style-type: none"> <li>Improvement in their mathematics results.</li> </ul>   | <ul style="list-style-type: none"> <li>Due to COVID-19 pandemic, S3 tutorial class was halted in the academic year 2020-2021.</li> </ul>  | 0<br>(7,500)            |
|             | Employing teaching assistants    | <ul style="list-style-type: none"> <li>To update the data pool.</li> <li>To upload questions, notes, and PowerPoint presentations to the intranet.</li> <li>To help teachers analyze the results of the mock tests and students' survey</li> <li>To assist teachers to run activities</li> </ul>  | All students             | Sep 2020 – Aug 2021      | <ul style="list-style-type: none"> <li>Report on the use of teaching resources by teachers</li> <li>The amount of materials produced by TA</li> </ul> | <ul style="list-style-type: none"> <li>The two teaching assistants have helped teachers to complete their assigned tasks. All teachers were satisfied with their services provided.</li> </ul>  | 35,249.25<br>(52,825.5) |
| Maths Team  | S1-S3 High Achievers Programme   | <ul style="list-style-type: none"> <li>To enrich students with mathematical knowledge.</li> <li>To cultivate students' logical thinking skills and problem solving skills.</li> <li>To help students make preparation for various external mathematical competitions.</li> </ul>  | Approx 40 S1-S3 students | Oct 2020 – Aug 2021      | <ul style="list-style-type: none"> <li>Prizes in external competitions.</li> </ul>  | <ul style="list-style-type: none"> <li>The S1-S3 Mathematics High Achievers Programme was successfully held. Our students have joined many external competitions and the results were excellent. We have won many prizes. This proved the High Achievers Programme was successful.</li> </ul> | 54,740<br>(55,200)      |

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|---------|----------------------------------|---|----------------------|---------------------|---|--|-------------------------|
| LS      | Liberal Studies teaching tutor   | <ul style="list-style-type: none"> <li>To enhance students' study skills for HKDSE</li> </ul>   | S.4-6 students       | Sep 2020 – May 2021 | <ul style="list-style-type: none"> <li>Students' learning outcomes &amp; Teachers' evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>With the drilling given by tutors, students could handle the exam questions with confidence.</li> <li>The pass rate in the 2021 was 100% while the rate of L4 and L5 or above was 77.7% and 21.5%.</li> </ul>   | 26,208<br>(29,952)      |
|         | LS part time teaching assistant  | <ul style="list-style-type: none"> <li>To assist the preparation of teaching materials</li> <li>To help manage Saturday Tutorial classes</li> </ul>   | All levels           | Sep 2020 – Aug 2021 | <ul style="list-style-type: none"> <li>Performance Appraisal of the TA by teachers</li> <li>The amount of materials produced by TA</li> </ul>   | <ul style="list-style-type: none"> <li>TAs could assist the preparation of teaching materials and given help for administrative routines.</li> <li>They helped teachers with Saturday Tutorial Classes. That ensured smooth arrangement of the lessons.</li> </ul>   | 18,787.75<br>(21,073.5) |
| Science | S1, S2 IS tutorial classes       | <ul style="list-style-type: none"> <li>Coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.</li> </ul>   | S.1-6 students       | Whole year          | Comparison of test and examination results  | <ul style="list-style-type: none"> <li>Some sections of tutorial classes were cancelled due to Covid-19 pandemic.</li> <li>Steady improvement shown in tests and examinations.</li> <li>One enhancement class and one tutorial class were arranged for S.6 Biology students in the first term. Both were held online. As reflected by the tutors, most of them performed satisfactorily in the online lessons. Tutorial lessons were held in the second term for S.5 students. Students were more active in the discussion during the face-to-face sessions. Some of them showed progressive improvement in their results</li> </ul> | 2,004<br>(2,672)        |
|         | Biology tutorial classes S4-S6   |   |                      |                     |   |  | 11,960<br>(14,560)      |
|         | Chemistry tutorial classes S4-S6 |   |                      |                     |   |  | 2,080<br>(12,480)       |
|         | Physics tutorial classes S4-S6   |   |                      |                     |   |  | 12,420<br>(12,480)      |
|         | Teaching assistants              | <ul style="list-style-type: none"> <li>curriculum development, including the integration of information technology in teaching,</li> <li>coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.</li> </ul> | All science students | Whole year          | Help the Science teachers preparing teaching materials, helping teachers in School Based Assessment (SBA), managing teaching aids, collecting information and teachers' references, marking the multiple choice and offer help in ECA if time is suitable | <ul style="list-style-type: none"> <li>TAs could complete all tasks assigned successfully.</li> </ul>  | 32,383.45<br>(59,451)   |

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|------------------|--|--|--|--------------------------|--|---|------------------------|
| Physics          | Training courses for gifted Physics students         | <ul style="list-style-type: none"> <li>To hire tutors to give training to students for external events and competitions.</li> </ul>  | S.3-5 students                         | Whole year               | Students' learning outcomes & teachers' evaluation   | <ul style="list-style-type: none"> <li>19 students from S.3 - S.5 participated in the activity. 5 prizes were awarded. The course was finished according to the schedule.</li> </ul>  | 4,600<br>(4,600)       |
| Life and Society | Enhancement and remedial classes                     | <ul style="list-style-type: none"> <li>To provide supplementary classes or workshops for S1-2 students for enhancement or remedial purposes, with the aid of alumni proficient in humanities subjects</li> </ul> | S.1-2 students                         | Whole Year               | <ul style="list-style-type: none"> <li>Teachers' and tutors' observation</li> <li>Comparison of students' test and exam results</li> </ul> | <ul style="list-style-type: none"> <li>12 S1 students and 8 S2 students took part in the remedial classes. Revision of test/exam contents has been instructed by the tutor with supplementary notes. The classes were conducted online and some students might have a loose learning discipline.</li> </ul> | 2,171<br>(5,500)       |
|                  | Critical thinking and writing skills workshop        | To develop critical thinking skills and build up arguments based on reasons and evidence; to enhance their writing skills in L&S and LS in the senior form for the bridging purpose                              | S.2-3 students (high achievers in L&S) | Second Term in 2020-2021 | Students' attendance, feedbacks, and learning outcome; Teachers' observation and evaluation  | <ul style="list-style-type: none"> <li>24 S3 elite students took part in the workshop. Positive feedback was given by students. They learned thinking and writing skills in a delighted and interactive atmosphere.</li> </ul>  | 19,500<br>(21,000)     |
| Humanities       | Teaching assistants                                  | To assist teachers to prepare power-point for lesson. To help teachers to prepare teaching materials   | All students                           | Whole year               | Smooth teaching and learning pace and teachers' feedback   | <ul style="list-style-type: none"> <li>TAs have been helpful to aid teachers' work. Most are on duty on weekdays. They work efficiently and are responsive to teachers' requests.</li> </ul>  | 49,341.6<br>(84,619.5) |
| Technology       | S.4 – S.6 Humanities and Technology tutorial classes | To assist students to strive for improvement in DSE  | S.4/S.5/S.6                            | Jul-Aug 2021             | Learning outcomes and exam results   | <ul style="list-style-type: none"> <li>Classes of various subjects and various levels have been held. Alumni tutors are employed as they know students' learning needs better. They can effectively help out in students' revision and drilling of examination skills.</li> </ul>                           | 47,092<br>(84,352)     |
|                  | Employing teaching assistants                        | To prepare teaching and learning materials for technology subjects   | S1-S6                                  | Whole year               | Record of work done by teaching assistants and teachers' feedback  | <ul style="list-style-type: none"> <li>TAs could complete all tasks assigned successfully</li> </ul>  | 57,680.9<br>(57,939)   |

|                  |                               |  |            |                     |   |   |                      |
|------------------|-------------------------------|--|------------|---------------------|---|---|----------------------|
| Cultural         | Employing teaching assistants | <ul style="list-style-type: none"> <li>To assist teachers to run activities</li> <li>To prepare teaching materials for the Cultural subjects.</li> <li>To help teachers to handle any other paperwork of the subject.</li> </ul> | All levels | Sep 2020 - Aug 2021 | <ul style="list-style-type: none"> <li>Performance Appraisal of the TA by teachers</li> <li>The amount of materials produced by TA</li> </ul> | <ul style="list-style-type: none"> <li>TAs were responsible and could complete all tasks efficiently.</li> <li>All teachers were satisfied with their services provided.</li> <li>TAs are busy with their studies, so they can only help cultural groups once a week. So, there is a large sum of surplus on this account.</li> </ul> | 11,896.5<br>(42,714) |
| General Guidance | Mentally Health Programme     | Training material or courses will be bought or arranged to enhance students' mental health.  | All levels | Whole Year          | Teachers' feedback and observation  | <ul style="list-style-type: none"> <li>Workshops on Zen paintings were run for students to enhance their mental health. The feedback was favourable.</li> </ul>   | 4,725.7<br>(5,000)   |
|                  | Student Support Assistant     | To assist teachers to run programs and workshops hosted by the General Guidance Team   | All levels | Whole Year          | Teachers' feedback and observation  | <ul style="list-style-type: none"> <li>The performance was satisfactory</li> </ul>  | 36,347.2<br>(---)    |