

Pope Paul VI College

**Evaluation on Use of the Additional Time-limited Funding of
Capacity Enhancement Grant in 2005/2006 School Year**

English Language

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
- Enhancing students' English proficiency	- To enhance the communicative skills of the more able students through Drama (Dramatic English)	- To organize 3 enhancement courses in summer for S.1-S.3 students (20 students to be selected in each form) who perform well in the second term (2005-2006)	- Students will learn higher order communicative skills through Drama - Students' knowledge and understanding of the English language will be enhanced	- Enhanced student fluency and confidence in speaking in English	-The students had positive feedback on the courses. All students agreed that they practiced speaking English in the course and were given useful feedback from the tutors. The percentage of attendance is over 90%. -The tutors commented that the majority of the students had improved their vocal skills, retaining new knowledge of presentation abilities and acting experience. The group's improvisation abilities were improved significantly during the course... - Overall, the objectives of the programme have been achieved and it was a success.	Students reflected that they would like to have similar courses organized in the future and the duration of the course could be longer. Similar courses will be promoted by the English Department as extra-curricular activity on Wednesdays but students need to pay for the course.

Chinese Language

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development (Assessment for Learning) and Territory wide System Assessment (TSA)	<ul style="list-style-type: none"> - To facilitate the implementation of School-based Assessment (SBA) in Chinese Language - To facilitate the implementation of Territory wide System Assessment (TSA) in Chinese Language 	<ul style="list-style-type: none"> - To employ 1 full time teaching assistant to <ul style="list-style-type: none"> ◦ assist teachers in organizing and implementing learning/ teaching activities ◦ conduct summer courses for S2 & S3 ◦ handle clerical work of SBA and TSA 	<ul style="list-style-type: none"> - Teachers are relieved of some of the workload in conducting learning activities - Teachers' load in administrative work of TSA and SBA is relieved 	<ul style="list-style-type: none"> - Practical and flexible logistical arrangements to facilitate SBA & TSA implementation - Students find the summer courses useful 	<ul style="list-style-type: none"> - The teaching assistant was helpful in assisting teachers to make necessary arrangements for the implementation of SBA - Over 84% of the students who attended the summer courses agreed or strongly agreed that the course content was appropriately designed and that the courses were useful in enhancing their Chinese language ability. - Due to time constraint, there was not enough coverage for speaking skills programme. 	<p>In view of the positive feedback from both the instructor and students, it is recommended that similar summer language programme for S.2 and S.3 be held again in the next school year.</p>

Mathematics

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum Development	<ul style="list-style-type: none"> - To relieve the workload of the S.1 Mathematics teachers so that they can spend more time on developing effective learning and teaching strategies 	<ul style="list-style-type: none"> - To employ 5 part-time teaching assistants (through an educational center) to conduct a 5-day bridging course for the coming S.1 classes during the summer 	<ul style="list-style-type: none"> - The S.1 students will manage well the techniques learnt in P.6 and apply them appropriately in S.1 - The S.1 students can understand the lessons well, especially the terminology used in English. -The S.1 teachers can conduct the lessons more smoothly 	<ul style="list-style-type: none"> - Performance of the S.1 students during normal lessons and in the revision quiz in the coming term 	<p><u>Feedback from students:</u> 87.7% of the students agreed that the course had helped improve their Math. Knowledge. More than half of them thought that the content and depth of the course fit their need.</p> <ul style="list-style-type: none"> -More than 77% of the students thought that their higher-level thinking skills and problem-solving skills had been enhanced after the course. - Over 62% of the students agreed that their interest in Mathematics had been aroused. <p><u>Feedback from teachers:</u></p> <ul style="list-style-type: none"> - Teachers found that many students in class could not master well the Maths. terms. Some students do not have good English foundation and they do not show appropriate response in class. - Students' performance in the revision quiz is not very satisfactory. Students need more time to adjust for their studies in secondary school. - Students' performance in lessons needs to be further assessed. 	<p>The course is useful for our pre S.1 students. However, the students may not be able to master the basic Maths. terms in English after a five-day course. The S.1 teachers will thus help students consolidate their vocabulary in this subject. Besides, the teachers will try to consolidate the materials for the course to be run in the next school year.</p>

<ul style="list-style-type: none"> - Coping with special learning needs of students with learning difficulties 	<ul style="list-style-type: none"> - To help the weaker students master the basic Mathematics concepts well and present their work more logically before the new term commences 	<ul style="list-style-type: none"> - To employ 4 part-time teaching assistants to teach 4 groups of low-achievers (about 15 students in one group) in S.1 to S.4 in 3 weeks 	<ul style="list-style-type: none"> - The teachers involved in S.2 to S.5 in the next school year can run the teaching plans for the whole class smoothly - The less able students can keep up with the lessons 	<ul style="list-style-type: none"> - Attendance of the participating students. - Results in the revision quiz in the coming term. 	<ul style="list-style-type: none"> -The attendance of the participating students was satisfactory and the absentees were requested to forward their parents' letters for explanation. Most of those who attended the course were co-operative and serious in raising questions about the summer vacation exercises. They also gave positive comments on the course... -The result of the revision quiz was also satisfactory. Yet, students who are weak in foundation need to be further followed in the term by the subject teachers or the teaching assistant / 	<ul style="list-style-type: none"> - Since many students have to attend other activities or courses, it is suggested that the duration of each session be increased so as to reduce the total number of days required for the course. -A smaller class size is recommended so that more attention can be given to individual students. -The key points to be learned in the following school year could be covered briefly in the summer course. -The tutor should pinpoint more the misconception of or common mistakes made by students. -More exercises and short quizzes can be arranged.
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<ul style="list-style-type: none"> - Coping with special learning needs of the abler students 	<ul style="list-style-type: none"> - To enhance the problem solving techniques in Mathematics of the abler students in S.2 and S.3 	<ul style="list-style-type: none"> - To employ 2 part-time teaching assistants to conduct training for a group of 30 high-achievers in S.3 and S.4 for 15 lessons. 	<ul style="list-style-type: none"> - The abler students can master more advanced techniques in problem solving 	<ul style="list-style-type: none"> - Attendance of the participating students - Results in the revision quiz in the coming term 	<ul style="list-style-type: none"> - The students who joined the course showed strong interest in it and their learning attitude was very positive. Their attendance rate was very good too. - The performance of the students in the revision quiz was good. 	<p>It is recommended that similar course be arranged in the next summer. The course may start at an earlier date and more interesting topics could be introduced.</p>
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Science

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
<p>Coping with special learning needs of students (S.4B and 4C students studying all science subjects or Biology)</p>	<p>-To enhance S.4 students' communication skills for logical reasoning</p>	<p>- To organize a 1.5 day workshop conducted by science teachers and 4 English tutors (collaborative teaching will be adopted in the language sessions, worksheets of relevant science learning activities and language targets will be prepared)</p>	<p>- The gap of the learning requirements between junior and senior science subjects will be bridged</p>	<p>- Students find the workshop helpful in preparing them to study the S.4 science subjects - Students' performance in learning tasks/assignments are satisfactory</p>	<p>- Strength of the workshop: The workshop was instructive and informative. The objective was clear and the teaching materials were detailed. The workshop could effectively arouse students' awareness of using grammatical English in Science subjects.</p> <p>-Weakness of the workshop There should be one more chance for students to do another experiment and write report by using the knowledge learned previously. The meaning of preparing them for writing more efficiently does not seem to be achieved as they did not have an immediate practice afterwards.</p> <p>Overall, the workshop was successfully run and has achieved its objective by arousing students' awareness of the importance of using proper English in science subjects.</p>	<p>-The time schedule should be carefully planned to give ample time for each session, in particular to allow time for English tutoring in the science class.</p> <p>-Since the course focused rather heavily on the subject materials, a combination of a tutor specializing in language teaching and another tutor specializing in the science discipline (with good English) for each class would be more effective.</p>

Visual Arts

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum Development (SBA)	<ul style="list-style-type: none"> - To give expertise support and aid to the S.4 Visual Arts students to finish one coursework assignment for SBA for the HKCEE 	<ul style="list-style-type: none"> - To employ a tutor to run a 10-hour course for the S.4 Visual Arts students 	<ul style="list-style-type: none"> - S.4 Visual Arts students will be given extra-guidance and support in completing their coursework assignment for SBA 	<ul style="list-style-type: none"> - Students can make a piece of computer artwork after the course 	<p>The course was successful:</p> <ul style="list-style-type: none"> - All participants created an innovative and professional computer graphic design – a poster for their SBA task at the end of the course. - In the evaluation report, most students reflected that the tutor was knowledgeable and the course was useful. They added that they had really learned something useful in computer graphic design. 	<p>According to the evaluation done at the end of the course, students reflected that the duration of the course should be longer so that they can master the skills better.</p>

History

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Coping with special learning needs of students with learning difficulties	<ul style="list-style-type: none"> - To help those S.4 students who are weak in the subject to develop effective study skill and to improve their skill in answering questions - To relieve some load of teachers in providing special guidance for students who are weak both in foundation and in performance 	<ul style="list-style-type: none"> - To employ two tutors to give special tuitions to students on Saturday mornings - The tutors are to help students in the following ways: <ul style="list-style-type: none"> ◦ revision of the major topics learnt in class ◦ drill on vocabulary ◦ practice of DBQ and essay writing 	<ul style="list-style-type: none"> - The students concerned will show improvement in final examination results - The workload of the S.4 History teachers is partly relieved 	<ul style="list-style-type: none"> - 80% percentage of attendance - The students concerned shows: <ul style="list-style-type: none"> ◦ better understanding of the topics revised ◦ improvement in answering DBQ and essay questions ◦ improvement in dictation of vocabulary 	<ul style="list-style-type: none"> - The average attendance was 84.5%. It met the success criterion of 80% attendance rate. - The majority of the participants were positive about the tutorial class. They remarked that the course was useful as they learnt more skills in answering DBQs. Some further remarked that they had had a better understanding of certain topics. e.g. WWI, as a result of the tutors' clear explanations. Suggestions were mainly about arrangement of the course, e.g. duration, morning or afternoon session and a break during the session. -The tutors who took up 4D & 4E remarked that students were attentive and had initiative to learn. The one who took up 4A & 4C remarked that only some participants did not participate in the class enthusiastically. Suggestions made focused on the need to match the teaching materials with the topics that students were studying then. 	<p>Based on the feedback from the tutors and students, it is recommended that similar course be run in the future for S.4 students who are weak in History.</p> <p>If a similar course will be offered again, the teaching materials should be about the topics that students are studying. Further, more attention should be devoted to the skills in answering DBQs and essay writing, instead of the content of the topics to be covered in the course.</p>

Principles of Accounts

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Coping with the learning needs of students	<ul style="list-style-type: none"> - To help S.6 students to revise what they have learned - To give extra opportunities to consolidate students' understanding of several subject-related concepts - To relieve part of teachers' workload 	<ul style="list-style-type: none"> - To employ one tutor to give tutorials to students on Saturday mornings 	<ul style="list-style-type: none"> - The students concerned will have better preparation for and improvement in S.6 PA. final examination 	<ul style="list-style-type: none"> - 80% attendance rate - Improvement of students understanding of the topics revised 	<ul style="list-style-type: none"> -The attendance rate was 100% and the feedback from students and the tutor was on the whole positive. 81% of the students agreed that they had gained better understanding of various concepts after the tutorials and over 81% of them were satisfied with the tutorials. - In response to our evaluation questionnaire, the tutor also agreed that students were eager to learn during the tutorials and their performance was satisfactory, 	<p>This type of tutorial is beneficial to the students in learning and consolidating what they have learned in class. It is therefore recommended that similar tutorial be arranged again. However, attention should to paid to the following:</p> <ul style="list-style-type: none"> (i) more emphasis should be placed on teaching students' examination skills (ii) the tutor should have the experience of sitting in the Hong Kong A-Level Examination.

Study Skills

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Study skills course for S.3 students	<ul style="list-style-type: none"> - To improve S3 students' skill in strategic thinking and time management 	<ul style="list-style-type: none"> - To organize two workshops on effective study skills 	<ul style="list-style-type: none"> - Students' study skills and learning effectiveness will be enhanced 	<ul style="list-style-type: none"> - Attendance rate of 90% - 80% of the participating students find the workshop useful 	<p>The attendance rate of the workshops was 80%. It was not as high as the expected 90% as some students were not in Hong Kong during the summer holidays.</p> <ul style="list-style-type: none"> - 83% of the participating students found the workshops useful in helping them set their targets and work out their plan for studies. 	<p>Skills in strategic thinking and time management are useful and important to our students. It would be better to teach them these skills in the lower forms. It is suggested that some of these skills be taught in the Study Skills lessons for S.1.</p>
Study skills course for the more able S.3 students	<ul style="list-style-type: none"> - To help the more able students (S.3) develop a series of generic skills e.g. critical thinking skills, communication skills and presentation skills 	<ul style="list-style-type: none"> - To arrange two workshops on generic skills 	<ul style="list-style-type: none"> - Students' generic skills will be enhanced 	<ul style="list-style-type: none"> - Attendance rate of 95% - 80% of the participating students find the workshop useful 	<ul style="list-style-type: none"> - The attendance rate of the workshop was 85%. It was not as high as the expected 95% - 97% of the participating students found the workshops useful. 	<p>Critical thinking and presentation skills are important to students. These skills could be integrated into project-based learning as well as other subject curriculum.</p>

<p>Study skills for S.6 students</p>	<ul style="list-style-type: none"> - To improve S.6 students' skills in strategic thinking and time management so that they can prepare themselves better for public examination and university application 	<ul style="list-style-type: none"> - To conduct a course of three workshops on effective study skills 	<ul style="list-style-type: none"> - Students can master the skills to solve problems in the most effective way and apply the skills in preparing for the public examination and university application 	<ul style="list-style-type: none"> - Attendance rate of 90% - 80% of the participating students find the workshop useful 	<ul style="list-style-type: none"> - The attendance rate of the workshop was 88%. - 90% of the students who participated in the workshop found it useful. They reflected that they had learned how to plan strategically in preparation for the public examination and felt more confident in solving problems which they may encounter in their studies. 	<p>Skills in strategic thinking and time management could be included in programmes such as Study Day or Orientation Day for S.6.</p>
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