



Evaluation report on the use of DLG (Gifted Programme) 2017-2018 English Department

1. Brief summary

To enhance the more proficient F4 & F5 language students' English fluency, participation opportunities were offered in the following areas:

- Model United Nations
21 team members in total, involved in the VSAJ MUN conference held in Nov 2017, and the HKMUN conference in March 2018.
- World Scholar's Cup
8 teams across both junior and senior divisions were involved in the Hong Kong round, and 4 teams attended the Global Round in Melbourne in August 2018. Global, 4 teams
- English Debating
A total of 5 teams entered a series of inter-school competitions held throughout the year and received weekly coaching from an external practitioner.
- English Drama Workshop
External provider hired to hold a 3-year Shakespeare workshop on 24th March 2018, targeting higher level F4 English students.

2. Evaluation methods of student learning

- MUN: Very successful participation rate and commitment from student. Best delegate award and an Honorable Mention award for 2 delegates.
- WSC: Excellent sense of commitment from team members. At the HK round, the team won 44 medals and awards; At the Global Round, the team won 60 medals and trophies.
- Debate: Strong weekly attendance at training sessions. Best Debater award.
- English Drama workshop: This was not a success due to very poor participation rate and the decision to hold it on a Saturday when students were already heavily committed. It was decided that any future drama workshops would be after school, and feature more general drama strategies rather than specializing in one particular play.



3. Key findings

SSGC has a high number of very proficient English language learners who welcome the opportunity to stretch their skills and develop their proficiency in activities as mentioned above.

4. Conclusion and recommendations

We will continue to encourage participation in such activities, and plan next year to extend the range of opportunities further in terms of reading and writing skills development.



Evaluation report on the use of DLG (Gifted Programme) 2017-2018 World Scholar's Cup

1. Brief summary

The World Scholar's Cup (WSC) is an academic competition in which local scholars and those from all over the world study a set syllabus to compete in areas such as debate, individual and collaborative writing, and individual and team challenges. There are three rounds of the competition: a Regional Round, a Global Round and a Tournament of Champions, each with progressively competitive participants. Participation in the WSC is based on the principle of motivating students to discover new strengths, to practice new skills and to inspire a global community of future scholars and leaders. Training for and participation in the WSC is an invaluable educational experience that enriches students' intellectual, cultural, social and global awareness and broadens their sense of global community.

2. Evaluation methods of student learning

In the 2017-2018 academic year, evaluation of students' learning is based on observation during the training and competitions students participated in. Training was held two days a week (Mondays and Thursdays) for one-and-a-half hours each day (4:00-5:30 p.m.). On 3rd and 4th March, eight three-person teams consisting of Forms 1-5 students participated in the Hong Kong Regional Round held at Po Leung Kuk Choi Kai Yau School in Piper's Hill, Kowloon. Students competed against over 400 scholars and were awarded 44 medals and trophies in both the Junior and Senior Divisions, and qualified for the Global Round held in Melbourne, Australia from 17th-21st August 2018. Four top qualifying teams consisting of Forms 2-4 students attended, achieving 60 individual and team awards in both the Junior and Senior Divisions as they competed against over 2000 scholars, qualifying all four teams for the Tournament of Champions to be held at Yale in November 2018.

3. Key findings

The WSC affords students a rare opportunity to meet, compete against and build friendships with scholars from around Hong Kong and from countries all over the world. As the WSC's popularity grows, the competition – and increasing numbers of scholars – also rises. The competition rubrics and scoring is progressively becoming more rigorous, challenges which SSGC's WSC Team has faced admirably this past year. The competition itself fosters international cooperation and team-building within an academic context that extends beyond the experience and curriculum offered by Hong Kong education. The WSC offers them a chance to study a stimulating syllabus and to engage in learning that kindles their intellectual curiosity and increases their global understanding, while permitting these young scholars to test their competitive limits.



4. Conclusion and recommendations

The intellectual capacity, personal growth, emotional maturity and independent spirit demonstrated by the SSGC team underscores how invaluable this WSC experience is to these students. It certainly provides an extension of their own studies, as well as equips them to launch forth into the 21st Century. As such, it is suggested that finding resources to allow the WSC team to continue at SSGC and to participate in the international rounds of the competition would be highly beneficial. If resources permit, it would be a further valuable experience for top Team members to attend the Tournament of Champions at Yale University.

*2017-2018 World Scholar's Cup Hong Kong Round Prizewinners:

Junior or Senior Team	Name. Class, No.	Prize (Place)
Team 152 (Junior)	Lam Wingsze 2A(19)	Junior Division Individual Writing, 23 rd Junior Division Team Writing, 17 th
	Lam Saskia 2A(18)	Junior Division Team Writing, 17 th
	Tong Joanne 2A(28)	Junior Division Individual Writing, 42 nd Junior Division Team Writing, 17 th
Team 153 (Junior)	Ao Anna 2D(1)	Junior Division Individual Writing, 3 rd Junior Division Team Writing, 6 th
	Chan Norah 2D(3)	Junior Division Individual Writing, 56 th Junior Division Team Writing, 6 th
	Rainsford Gabrielle Grace 2E(24)	Junior Division Team Writing, 6 th
Team 154 (Junior)	Wong Charlotte 1B(31)	Junior Division Individual Writing, 63 rd
	Yau Nicole 1B(33)	Junior Division DaVinci Award
	Wong Nessa 1D(33)	Junior Division Individual Writing, 79 th Junior Division Top Debater, 8 th Junior Division School Top Scholar, 1 st
Team 473 (Senior)	Sin Ingrid 5E(21)	Senior Division Individual Debate, 118 th Senior Division Individual Writing, 54 th Senior Division Team Writing, 30 th
	Sung Hannah 5E(23)	Senior Division Individual Debate, 66 th Senior Division Individual Writing, 71 st Senior Division Team Writing, 30 th
	Yeung Vanessa 5E(30)	Senior Division Team Writing, 30 th



Team 474 (Senior)	Ling Sunny 4D(16)	Senior Division Social Studies Medal, 6 th Senior Division Individual Debate, 70 th Senior Division Scholar's Bowl, 21 st
	Au Germaine 4D(1)	Senior Division Scholar's Bowl, 21 st
	Ho Audrey 4A(11)	Senior Division Individual Writing, 66 th Senior Division Scholar's Bowl, 21 st
Team 475 (Senior)	Chen Apple 4A(5)	Senior Division Literature Medal, 11 th Senior Division Science Medal, 7 th Senior Division Challenge, 26 th Senior Division Individual Debate, 99 th Senior Division Individual Writing, 109 th Senior Division Overall Scholar, 60 th Senior Division Scholar's Bowl, 22 nd Senior Division Overall Team, 30 th
	Wong Quenby 4A(24)	Senior Division Scholar's Bowl, 22 nd Senior Division Overall Team, 30 th
	Wan Chloe 4A(23)	Senior Division Scholar's Bowl, 22 nd Senior Division Overall Team, 30 th
Team 476 (Senior)	Lam Wallis 3E(9)	Senior Division Scholar's Bowl, 26 th
	Sy Elisa 3E(20)	Senior Division Individual Writing, 112 th Senior Division Scholar's Bowl, 22 nd
	Yu Ingrid 3E(30)	Senior Division Arts Medal, 20 th Senior Division Individual Writing, 107 th Senior Division Scholar's Bowl, 22 nd
Team 478 (Senior)	Chan Mona 4A(1)	Senior Division Individual Debate, 62 nd Senior Division Individual Writing, 5 th Senior Division Overall Scholar, 45 th Senior Division Team Writing 23 rd Senior Division Overall Team, 26 th
	Choy Rene 4D(4)	Senior Division Individual Challenge, 46 th Senior Division Individual Debate, 28 th Senior Division Individual Writing, 91 st Senior Division Overall Scholar, 26 th Senior Division School Top Scholar, 1 st Senior Division Team Writing 23 rd Senior Division Overall Team, 26 th



****2017-2018 World Scholar's Cup Melbourne Round Prizewinners:**

Junior or Senior Team	Name. Class, No.	Prize (Place)
Team 412 (Junior)	Ao Anna 2D(1)	Junior Division Individual Debate, 259 th Junior Division Individual Writing, 287 th Junior Division Team Debate, 117 th Junior Division Team Writing, 149 th Junior Division Scholar's Bowl, 113 th
	Lam Wingsze 2A(19)	Junior Division Arts Medal, 25 th Junior Division History Medal, 149 th Junior Division Literature Medal, 154 th Junior Division Science Medal, 79 th Junior Division Individual Debate, 423 rd Junior Division School Top Scholar, 1 st Junior Division Team Debate, 117 th Junior Division Team Writing, 149 th Junior Division Scholar's Bowl, 113 th
	Tong Joanne 2A(28)	Junior Division History Medal, 22 nd Junior Division Individual Debate, 397 th Junior Division Individual Writing, 216 th Junior Division Team Debate, 117 th Junior Division Team Writing, 149 th Junior Division Scholar's Bowl, 113 th
Team 272 (Senior)	Chan Mona 4A(1)	Senior Division History Medal, 114 th Senior Division Literature Medal, 124 th Senior Division Individual Writing, 51 st Senior Division Team Writing, 31 st Senior Division Scholar's Bowl, 40 th Senior Division Overall Team, 82 nd
	Ho Audrey 4A(11)	Senior Division Individual Writing, 343 rd Senior Division Team Writing, 31 st Senior Division Scholar's Bowl, 40 th Senior Division Overall Team, 82 nd
	Ling Sunny 4D(16)	Senior Division Arts Medal, 126 th Senior Division Social Studies Medal, 61 st Senior Division History Medal, 44 th Senior Division Literature Medal, 73 rd



IN FAITH GO FORWARD

St. Stephen's Girls' College
聖士提反女子中學

		Senior Division Science Medal, 187 th Senior Division Individual Debate, 333 rd Senior Division Individual Writing, 89 th Senior Division Team Writing, 31 st Senior Division Scholar's Bowl, 40 th Senior Division Overall Team, 82 nd
Team 273 (Senior)	Chen Apple 4A(5)	Senior Division Arts Medal, 100 th Senior Division Social Studies Medal, 35 th Senior Division History Medal, 106 th Senior Division Literature Medal, 136 th Senior Division Science Medal, 78 th Senior Division Individual Debate, 24 th Senior Division Individual Writing, 245 th Senior Division Overall Scholar, 50 th Senior Division School Top Scholar, 1 st Senior Division Team Debate, 91 st Senior Division Team Writing, 94 th
	Wong Quenby 4A(24)	Senior Division History Medal, 106 th Senior Division Special Area Medal, 142 nd Senior Division Individual Writing, 276 th Senior Division Team Writing, 94 th Senior Division Team Debate, 91 st Senior Division Team Writing, 94 th
	Wan Chloe 4A(23)	Senior Division Arts Medal, 194 th Senior Division History Medal, 200 th Senior Division Team Debate, 91 st Senior Division Team Writing, 94 th
Team 274 (Senior)	Choy Rene 4D(4)	Senior Division Arts Medal, 98 th Senior Division History Medal, 47 th Senior Division Literature Medal, 113 th Senior Division Individual Debate, 8 th Senior Division Individual Writing, 272 nd Senior Division Overall Scholar, 54 th Senior Division Team Debate, 63 rd Senior Division Team Writing 100 th Senior Division Scholar's Bowl, 80 th Senior Division Overall Team, 78 th



	Sy Elisa 3E(20)	Senior Division History Medal, 109 th Senior Division Literature Medal, 67 th Senior Division Special Area Medal, 143 rd Senior Division Individual Writing, 229 th Senior Division Team Debate, 63 rd Senior Division Team Writing 100 th Senior Division Scholar's Bowl, 80 th Senior Division Overall Team, 78 th
	Yu Ingrid 3E(30)	Senior Division Arts Medal, 176 th Senior Division Individual Debate, 347 th Senior Division Team Debate, 63 rd Senior Division Team Writing 100 th Senior Division Scholar's Bowl, 80 th Senior Division Overall Team, 78 th



Evaluation report on the use of DLG (Gifted Programme) 2017-2018 International History Olympiad

1. Brief summary

The International History Olympiad is a biennial academic competition for talented history students from around the world. Students aged 12 to 19 compete at three levels, Varsity, Junior Varsity and Middle School, and typically qualify for the Olympiad through finishing in the top half of the International Bee or Bowl Competition. The 2018 competition was held in Berlin from July 14 to July 22. Over the course of the nine-day event, the students participated in a wide range of competitions, commencing with three compulsory events: the Battery, Hextathlon and the Bowl. The Battery consisted of 400 multiple choice questions on all aspects, eras, and places in History; the Hextathlon required team members to work together to come up with correct answers on six different types of quizzes and, lastly, the Bowl, which was a buzzer-based history quiz competition involving two three-member teams. Students also elected to participate in a range of non-compulsory competitions such as the Berlin History Exam, the Potsdam Historical Simulation, the Knockout Competition and various Bee-style events including the History of STEM, Recent History and Women's History.

2. Evaluation methods of student learning

The performance of the students was assessed through regular training sessions in preparation for the International History Bee and Bowl Asian Division, their results in this event and their participation in the International History Olympiad. The students finished in the top half of the Bee and Bowl competition, qualifying for the International History Olympiad, where they competed against students from around the world on a range of topics.

3. Key findings

The competition proved very challenging. The students were competing against exceptional history students from around the world, who had, in many cases, been training for this event since primary school. The competitors were not only gifted learners but also extremely well read and highly conversant and knowledgeable in a wide range of subject areas. However, credit must be given to our students who were not intimidated and rose to the challenge. They were willing to test their knowledge against some of the best students from afar afield as India, Canada, Korea and the United States. Through this experience, students gained a valuable insight into the abilities and aptitudes of students from other cultures and an understanding of the value placed on the study of History.



4. Conclusion and recommendations

Participation in future International Bee and Bowl Competitions is recommended to secure a place in the International History Olympiad. However, efforts will have to be made to begin preparation for the event at a much younger age if we wish to prepare properly and excel in this competition, given the exceptional caliber and competence of the competitors. A Middle School team will also be formed to train and compete in preparation for the Junior Varsity and Varsity events, and the methods adopted for the preparation and training of students will have to be refined. A greater emphasis will be placed on the acquisition of knowledge through extensive reading on a broad range of topics, related to both the past and the present. Lastly, intellectually curious students with excellent powers of retention and recall will be recruited.



Evaluation report on the use of DLG (Gifted Programme) 2017-2018

Performing Arts Workshop – Creative Dance

1. Brief summary

During the summer holiday, five Form Four students were selected to take part in an intensive Creative Dance Training Workshop to develop their dance techniques and nurture creativity.

2. Evaluation methods of student learning

- Teacher Observation
- Student Performance
- Students' Reflection

3. Key findings

Students greatly enjoyed the lessons which were delivered by a dance professional. The diverse training programme developed their awareness of dance and movement, nurtured their creativity and allowed them to express their feelings through body movements and music. Students made use of what they had learnt and choreographed their own routine. They all agreed that it was an invaluable learning experience.

4. Conclusion and recommendations

It is recommended that the school continue to provide students with similar opportunities to enhance their understanding of different art forms, work collaboratively with other students and express their feelings confidently through dance.



Evaluation report on the use of DLG (Gifted Programme) 2017-2018 Sports & P.E. Department

1. Brief summary

In order to support students with an outstanding achievement or great potential in sports, the Sports & P.E. department applied for the Diversity Learning Grant to cover several aspects. They include:

- a) regular sports team training
- b) sports teams leadership training workshop
- c) sports tournaments
- d) purchase of sports equipment and extra training for elite sports students
- e) provide academic tutorial support for top and gifted athletes to assist them in making academic progress

2. Evaluation methods of student learning

- a) The sports teams performance was assessed via inter-school competitions results.
- b) The academic performance of the top and gifted athletes was assessed after exams.
- c) Evaluation forms were completed by teachers or students on their performance in the workshop
- d) Evaluation forms were completed by teachers or students on tournaments performance.

3. Key findings

The performance of the sports team and students nominated for the subsidy scheme were pleasing. They attended all training sessions, and their sense of belonging and leadership skills were enhanced following the leadership training workshop. This provided an opportunity for team leaders from different teams to interact and communicate. The debriefing by the coaches at the end was worthwhile. A whole day sports tournament was organized for a sports team. Five schools were invited to compete and medals & trophies were awarded. All players enjoyed the tournament. The academic results of the athletes improved significantly after the tutorials.

4. Conclusion and recommendations

We will continue to apply for the grant to subsidize coaching fees for potential athletes and organize a similar leadership workshop and tournaments in the coming year. Also, we will recruit graduates to help athletes via lunchtime or afterschool tutorials throughout the year. We will also consider organizing a day camp for the sports team to further enhance students' sense of belonging to the school.



Evaluation report on the use of DLG (Gifted Programme) 2017-2018 Summer Enhancement Programme

1. Brief summary

To encourage students to make the holiday period more interesting and meaningful, as well as to widen their horizons and enrich their different experiences, we encourage students to join different types of summer enhancement programmes suited to their interests. One Form Five science student was selected to participate in the HKU Medical Summer Broadening Programme.

2. Evaluation methods of student learning

The student was asked to submit a reflection on what she had gained.

3. Key findings

The student reported that the enhancement programme was useful as she developed different skills in the respective area. She enjoyed and fully engaged in the programme and found it relevant to her future studies.

4. Conclusion and recommendations

Students should be encouraged to attend such programmes. It is also recommended that the school continue to provide elite students with different opportunities to further develop their potential.