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

2025-2026

Programme title	**Objective(s)**	**Targets (No./level/selection)**	**Duration/Start Date**	**Deliverables**	**Evaluation**	**Expenditure**
Basic Robotics Course	To arouse the interest of students in coding and apply the coding in electronic components.	S4 – S5 Elite students who are interested in the programme	11th Feb 2026, 2nd Mar 2026, 4th Mar 2026, 9th Mar 2026 (4 days, 2 hours@)	The participation rate and hands-on exercise	Attendance: Satisfactory. The attendance rate is 75%. The course quality is good. The tutors in the course have successfully delivered the knowledge of hardware and coding in constructing a underwater robotics	HKD 18,000 (Course Fee) HKD 5,000 (Materials)
Advanced Robotics Course	To train students participating in public competition related to robotics. To provide platform for students to apply what they have learnt in the robotics and coding course in a public competition.	S4 – S5 Elite students who are interested in the programme	11th Mar 2026, 16th Mar 2026	The participation rate	Attendance: Excellent The attendance rate is 100%. Students were highly engaged in the course. They participated in MATE ROV competition and apply what they learnt in the course construct an underwater robotics in the competition. They also successfully awarded the second runner-up award.	HKD 7,000 (Course Fee)
S4 Science Express Workshop (Physics Perspective)	Advancing elite students' analytical capabilities through Physics STEM activities to inspire a commitment to integrated science and hands-on inquiry.	S.4 Elites (Total 25)	5th Nov 2025 (1.5 hours)	The satisfaction rate from the students and their participation rate	i) Knowledge Enhancement: 100% of students agreed that the workshop enhanced their scientific knowledge. ii) Student Engagement: 94% of students agreed that they were devoted and actively participated in the workshop activities. iii) Course Trainer: 94% of students agreed that the trainer maintained a	HKD 2,490

					friendly attitude and successfully fostered active interaction throughout the workshop.	
S5 Science Express Workshop (Biology Perspective)	To sharpen elite students' observational and analytical skills through Biology-centered STEM initiatives, thereby cultivating a passion for scientific inquiry and a profound sense of achievement	S.5 Elites (Total 19)	5th Nov 2025 (1.5hours)	The students are satisfied with the workshop and their participation rate	i) Knowledge Enhancement: 100% of students agreed that the workshop enhanced their scientific knowledge. ii) Student Engagement: 100% of students agreed that they were devoted and actively participated in the workshop activities. iii) Course Trainer: 100% of students agreed that the trainer maintained a friendly attitude and successfully fostered active interaction throughout the workshop.	HKD 2,490
Programmes for the Gifted and Talented	To encourage students to take part in various gifted programs by subsidization	Gifted and talented students	Whole year	The number of the participants and the completion rate in the related gifted programs	4 boys enrolled the HKUST Dual Program. 3 of them (75%) completed the course and therefore they were granted subsidy. The feedback from the students were good and some said they will consider to apply for the advanced course in the coming year.	HKD 12,000
Elite Learning Programs inspired by the World of Journalism	The activity aims to enable S4 students to appreciate the beauty of the English language through drama performance and to provide them	S4 students	1st Apr 2026 (2 hours)	The satisfaction rate from the students and their participation rate	The English Drama Activity Day featuring *Mulan* was generally a successful and meaningful learning experience for students. According to the survey data, **88 students** completed the questionnaire. Among them, **85 students** indicated that they enjoyed the	HKD 24,000 (English Drama Performance Fee)

	with an opportunity to experience language arts in an authentic cultural setting. In addition, students will be able to develop an understanding of cultural security, as well as the values of national identity and unity, through drama in a natural and meaningful way.				performance, with **45 students choosing "Yes, loved it"** and **40 students choosing "Yes, liked it"**. This means that **96.6%** of respondents gave a positive response to the show. Only **3 students, or 3.4%,** selected "No view" or "Didn't enjoy it". These results show that the drama was highly enjoyable, engaging and well received by the majority of students. Before attending *Mulan*, students had different levels of experience with English drama. **38 students, or 43.2%,** had attended an English drama show before, while **50 students, or 56.8%,** had not. This shows that the activity provided an important opportunity for more than half of the respondents to experience an English drama performance, possibly for the first time. Therefore, the activity was effective in widening students' exposure to English beyond the normal classroom setting. One of the main objectives of the activity was to provide students with authentic exposure to English through	

					watching a drama performance. This objective was successfully achieved. In the survey, many students selected responses related to English learning. **45 students, or 51.1%,** said they felt motivated to learn English, while **40 students, or 45.5%,** felt that learning English could be fun. In addition, **42 students, or 47.7%,** said they felt comfortable attending an English theatre performance. Regarding what students enjoyed, **33 students, or 37.5%,** selected "Listening to English dialogues", and **39 students, or 44.3%,** selected "Learning English vocabulary". Furthermore, **42 students, or 47.7%,** said they took away the opportunity to practise listening to conversations and dialogues in English. These figures suggest that the performance gave students meaningful and authentic English exposure in an enjoyable context. The drama also helped students appreciate a Chinese classic from an interdisciplinary cultural perspective. *Mulan* is a well-known Chinese classical	

					story, and students were able to see how it could be adapted into an English-speaking drama through acting, music, dialogue, humour and audience interaction. In the survey, **32 students, or 36.4%,** said they felt great to see *Mulan* adapted from a Chinese classical story into an English-speaking drama. Moreover, **29 students, or 33.0%,** said they understood some Chinese cultural elements, while **32 students, or 36.4%,** said they saw how drama could be a great way of learning both English and Chinese culture. These responses show that the performance successfully connected English learning with Chinese cultural appreciation. The activity also supported values education. Through the story of Mulan, students were reminded of values such as bravery, loyalty, perseverance, filial love, responsibility and commitment to family and country. In their written comments, many students described Mulan as **"brave"**, **"loyal"**, **"inspiring"** and full of **"perseverance"**. One student wrote that Mulan was inspiring because	

					she was willing to replace her father and join the army, while another student commented on her bravery and love for her father. These comments show that students were able to reflect on the positive values presented in the story. The performance therefore helped promote students' understanding of national identity, national unity, Homeland Security and Cultural Security by encouraging them to appreciate a Chinese classic and recognise the importance of protecting and respecting Chinese culture. Another strength of the performance was its interactivity. **42 students, or 47.7%,** said they enjoyed taking part in the interactive activities, while **32 students, or 36.4%,** enjoyed identifying with the characters in the play. Many students mentioned in their comments that the interaction between the actors and the audience made the drama more interesting, funny and memorable. For example, students described the show as "interactive", "funny", "engaging" and "professional". Some also praised the	

					actors' energy, clear voices, humour and strong performances. This shows that the interactive format helped capture students' attention and encouraged them to participate more actively instead of only watching passively. In terms of learning outcomes, students gained several benefits from the activity. **50 students, or 56.8%,** said they understood the plot and storyline, while **40 students, or 45.5%,** said they understood some of the characters. In addition, **32 students, or 36.4%,** reported that they saw how drama could be a great way of learning English and Chinese culture. In terms of the effect of the performance, **35 students, or 39.8%,** said they became more interested in appreciating English drama, **31 students, or 35.2%,** felt more confident in speaking English, **27 students, or 30.7%,** became more motivated in learning English, and **24 students, or 27.3%,** became more interested in taking part in theatre productions. These findings suggest that the activity supported students' language	

					learning, cultural appreciation and interest in performing arts. Students' willingness to recommend the drama further reflects the positive impact of the activity. **31 students, or 35.2%,** said they would "Definitely" recommend *Mulan* to other Lasallians, while **40 students, or 45.5%,** said they would "Probably" recommend it. Altogether, **71 students, or 80.7%,** would recommend the performance. Although **16 students, or 18.2%,** answered "Don't know" and **1 student, or 1.1%,** answered "Definitely no", the overall recommendation rate was still high. This indicates that most students found the performance valuable and suitable for their schoolmates. However, there were also a few areas for improvement. Although the overall feedback was highly positive, **3 students, or 3.4%,** gave neutral or less positive responses regarding their enjoyment of the performance. Some students wrote comments such as "No", "nothing" or "?", while a few mentioned	

					that they felt unsure what was expected of them. This suggests that before future drama activities, students could be given a short introduction to the story, characters, key vocabulary and audience participation arrangements. This would help them understand the performance better and feel more prepared to take part. In addition, one student suggested that there could be more interaction with students rather than mainly with teachers, which could be considered when planning similar activities in the future. Overall, the English Drama Activity Day featuring *Mulan* was an enjoyable, inspiring and educational activity. The data shows that **96.6%** of students enjoyed the performance, **80.7%** would recommend it to other Lasallians, **51.1%** felt motivated to learn English, **47.7%** felt comfortable attending an English theatre performance, and **36.4%** recognised drama as a meaningful way to learn both English and Chinese culture.	

					The activity successfully provided authentic English exposure, promoted appreciation of a Chinese classic from an interdisciplinary cultural perspective, and supported values education related to national identity, national unity, homeland security and cultural security. **In future, similar English drama activities should continue to be organised**, as they provide students with valuable exposure to English, culture, creativity, values education and live performance.	