

計劃總結報告

計劃編號：2008/0143

甲部

計劃名稱：The Essence of Enquiry Skill ----- A 3-Dimensional Development Program for Students,

Teachers and Parents (提升探究能力 ----- 為學生、教師與家長設計的綜合學習計劃)

機構/學校名稱：ELEGANTIA COLLEGE (SPONSORED BY ED CONV)

計劃進行時間：由 06/2009 (月/年) 至 06/2010 (月/年)

乙部

填寫此部份報告前，請先詳閱讀「優質教育基金計劃總結報告填寫指引」。

請另頁(A4 紙)書寫，就以下項目作出總結報告：

1. 達成目標
2. 計劃對學習成效、專業發展及學校發展的影響
3. 自我評鑑計劃的成本效益，需清楚列出有關指標及衡量準則
4. 成品及推廣模式，及外間對那些推廣活動的反應
5. 活動一覽表
6. 計劃實施時所遇到的困難及解決方法

\*第八輪以前申請的計劃總結報告應由校監/機構主管或代表機構簽署優質教育基金撥款協議書的人士簽署。

\*第八輪及以後申請的計劃總結報告須經「網上計劃管理系統」提交。一經提交，報告將被視為已經由校監/機構主管或代表機構簽署優質教育基金撥款協議書的人士確認。

## 優質教育基金總結報告填寫指引

在填寫計劃評鑑時，請詳述以下各點。以下指引提供參考，讓計劃負責人／小組反思計劃的成效。

### 1. 能否達成目標

評鑑是否已達致計劃書內列明的各項目標時，須包括以下項目(有關資料可按本附件內表一的格式，或以簡短段落形式書寫)：

- 目標陳述
- 與目標相關的活動
- 目標達成程度
- 目標達成的證據或指標
- 如不能達成目標，須列出原因

### 2. 計劃影響

按照證據為本的方法，從以下角度評鑑計劃對學習成效／專業發展／學校發展的影響：

- 拓寬學生/教師的視野
- 加強學生/教師的成功感
- 促進學生發揮專長及潛能
- 訓練學生適應社會發展的需求
- 為教師提供更多培訓機會，促進教師的專業發展
- 改善學習氣氛
- 促進學校團隊精神及提升學校整體形象
- 引發與其他學校/專業團體的協作機會

### 3. 自我評鑑計劃成本效益

受款人必須填寫本附件內表二的預算核對表，與報告一併遞交。關於預算項目的分類辦法，請參照計劃協議書附件二。

請就以下各方面評鑑計劃的成本效益：

- 資源的運用(例如器材、申請學校/參與學校的人力資源等)
- 按直接受惠人士數目計算的單位成本
- 計劃所建構的學習課程及資料的延續性
- 當其他學校重做計劃時，不須另外注資的開支項目(包括計劃的開辦成本、備用成品等)
- 以較低成本達致相同效益的其他辦法

### 4. 可推介的成果及推廣模式

在評鑑計劃的成品及推廣價值時應包括以下項目。(有關資料可按本附件內表三的格式列出)：

- 成品說明(例如種類、名稱、數量等)
- 評鑑成品的質素及推廣價值
- 已舉辦的推廣活動(請列出日期、模式等)，以及參加者／受眾對活動的反應。
- 有關由優質教育基金加以推廣的成品的價值及其可行性，以及建議的推廣模式。

請同時扼要說明計劃的成功因素/經驗，以及延續計劃的可行性。

### 5. 活動一覽表

請列出計劃進行期間舉辦的活動詳情，例如活動種類、內容、參加人數及參加者的反應(有關資料可按本附件內表四的格式，或以簡短段落形式書寫)。

### 6. 困難及解決方法

如實際推行的計劃(包括預算、時間表及過程等)與原來計劃有出入，須在此部分解釋原因。



表一：目標是否達到

說明目標	與目標相關的活動	達標程度	達到目標的證據或指標	未能達到目標的理由
1. To equip the junior secondary students (S1-S3) with the set of enquiry skill that confers the right attitudes and approaches in learning and thinking to cope with the mounting challenges of the NSS curriculum.	<ol style="list-style-type: none"> <li>1. Junior Secondary Students (S1-S3): Enquiry Skill – An Approach to Critical Reasoning / Independent Thinking.</li> <li>2. Junior Secondary Elite Students (S1 &amp; S2): Effective communication &amp; presentation skills</li> <li>3. Junior Secondary Students (S3): Enquiry Skill – An Approach to Project-based Learning</li> </ol>	Achieved	<ol style="list-style-type: none"> <li>1. Participants average attendance rate</li> <li>2. Participants find that the program is useful and satisfy with it</li> <li>3. Teachers observe and evaluate the program effectiveness</li> <li>4. Trainers observe and evaluate the program effectiveness to the participants</li> </ol>	
2. To equip senior secondary students (S4 & S6) with the set of enquiry skill with a focus on strategic problem solving and study planning to enhance their confidence and competence in the preparation for public examination and university application.	<ol style="list-style-type: none"> <li>1. Senior Secondary Students (S4): Enquiry Skill – An Approach to Study Planning</li> <li>2. Senior Secondary Students (S6) Enquiry Skill – An Approach to University Application</li> </ol>	Achieved	<ol style="list-style-type: none"> <li>1. Participants average attendance rate</li> <li>2. Participants find that the program is useful and satisfy with it</li> <li>3. Teachers observe and evaluate the program effectiveness</li> <li>4. Trainers observe and evaluate the program effectiveness to the participants</li> </ol>	
3. To enrich teachers with a set of enquiry skills, reasoning skills and project coaching skills so that they can be further prepared for facilitating the	<p>Enquiry Skill – An Approach to ‘The ART of Asking’</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Art of Asking</li> <li>3. Project-based learning</li> </ol>	Achieved	<ol style="list-style-type: none"> <li>1. Teachers observe and evaluate the program effectiveness</li> <li>2. Trainers observe and evaluate the program effectiveness to</li> </ol>	



students to think and learn differently.			the participants	
4. To help parents gain an insight into the new way of enquiry-based learning in the NSS so that they can establish a common language with their children to enhance student learning outside the classroom.	Enquiry Skill – An Approach to ‘The ART of Asking’ 1. Critical thinking 2. Art of Asking 3. Project-based learning	Achieved	1. Parents find the program is useful for themselves and their children 2. Trainers observe and evaluate the program effectiveness to the participants	

表二：預算核對表

預算項目 (根據協議書附表 II)	核准預算 (甲)	實際支出 (乙)	變更 [(乙)-(甲)] / (甲) +/- %
Staff cost:	\$160,800	\$160,800	+/- 0%
Training service cost:	\$216,500	\$216,500	+/- 0%
Consultation cost	\$50,000	\$50,000	+/- 0%
General expense	\$71,750	\$71,750	+/- 0%

表三：計劃成果的推廣價值

項目詳情 (例如 種類、名稱、數量等)	成果的質素 及推廣價值評鑑	舉辦的推廣活動 (例如 模式、日期等) 及反應	是否值得優質教育基金推介及可供推介的可行性？如值得，請建議推廣模式



表四：活動一覽表

活動性質	概略說明	參加人數				參加者的回應
		學校	教師	學生	其他 (請註明)	
Workshop	<ul style="list-style-type: none"> <li>Jul – Dec 2009</li> <li>Junior Secondary Students (S1-S3): Enquiry Skill – An Approach to Critical Reasoning / Independent Thinking</li> </ul>					<ul style="list-style-type: none"> <li>09/10 S1: 89.5% students find out the program is useful and satisfied with it.</li> <li>S1: 88% students find out the program is useful and satisfied with it.</li> <li>S2: 91% students find out the program is useful and satisfied with it.</li> <li>S3: 97% students find out the program is useful and satisfied with it.</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>Jun 2009</li> <li>Junior Secondary Elite Students (S1 &amp; S2): Effective communication &amp; presentation skills</li> </ul>					<ul style="list-style-type: none"> <li>S1 elite students: 83% students find out the program is useful and satisfied with it.</li> <li>S2 elite students: 87% students find out the program is useful and satisfied with it.</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>Jan – Mar 2010</li> <li>Junior Secondary Students (S3): Enquiry Skill – An Approach to Project-based Learning</li> </ul>					<ul style="list-style-type: none"> <li>93.5% students find out the program is useful and satisfied with it.</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>Jun 2009</li> <li>Senior Secondary Students (S4): Enquiry Skill – An Approach to Study Planning</li> </ul>					<ul style="list-style-type: none"> <li>89% students find out the program is useful and satisfied with it.</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>Aug 2009</li> <li>Senior Secondary Students (S6) Enquiry Skill – An Approach to University Application</li> </ul>					<ul style="list-style-type: none"> <li>09/10 S6: 96% students find out the program is useful and satisfied with it.</li> <li>S6: 93% students find out the program is useful and satisfied with it.</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>Aug 2009 – Mar 2010</li> <li>School teachers: Enquiry Skill – An Approach to ‘The ART of Asking’</li> </ul>					
Workshop	<ul style="list-style-type: none"> <li>Aug 2009 – Mar 2010</li> <li>Parents: Enquiry Skill – An Approach to ‘The ART of Asking’</li> </ul>					<ul style="list-style-type: none"> <li>100% parents find out the program is useful and satisfied with it.</li> </ul>



### Appendix – Students' evaluation result about the program

Target Audience	Program	Satisfaction	
		The program is useful and I am satisfied with it	I am satisfied with the performance of Trainer
09-10 S1	Critical Thinking	87%	95%
	Independent Thinking	92%	99%
S1	Critical Thinking	89%	95%
	Independent Thinking	87%	95%
S2	Critical Thinking	92%	98%
	Independent Thinking	90%	95%
S3	Critical Thinking	98%	99%
	Independent Thinking	96%	98%
	Project-based Learning - Part I	92%	99%
	Project-based Learning - Part II	95%	99%
S4	Study Planning	89%	97%
09-10 S6	University Application	96%	100%
S6	University Application	93%	100%
S1 Elite Students	Effective communication and presentation skills	83%	100%
S2 Elite Students	Effective communication and presentation skills	87%	100%
Parent	Critical Thinking	100%	100%
	Project-based Learning	100%	100%
	The Art of Asking	100%	100%