**Gifted Education Fund**

**Off-school Advanced Learning Programmes for Gifted Students**

**Progress Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Programme number : | |  |  |  |  |  |
| Title of programme: | |  | | | | |
| Name of organisation: | |  | | | | |
| For the period from# | |  | to |  | | |
|  |  | (dd/mm/yyyy) |  | (dd/mm/yyyy) | | |

**Instructions**

Please read the Guidelines to Completion of Progress Report on the reverse side before completing this report.

Please use separate A4-size sheets to report the progress of implementing the programme with due attention to the following aspects:

1. the work progress (e.g. the topics/ learning and teaching activities completed) within the period against the items stipulated in the detailed implementation plan;
2. major observations about teaching and student learning within the period;
3. quality assurance and follow-up actions; and
4. any other issues related to the implementation of the programme.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of programme leader: |  |  | Official chop of organisation |
| Signature: |  |  |
| Date: |  |  |
| Name of Head of organisation: |  |  |
| Signature: |  |  |
| Date: |  |  |

# The period shall follow the report submission schedule stated in the service agreement.

(Note: This progress report should be endorsed and signed by the Head of the organisation or the one who signed the service agreement for acquisition of funding on behalf of the organisation.)



*This annex can be downloaded from the webpage of the GE Fund and the ACGE (*[*https://www.edb.gov.hk/en/GEFund*](https://www.edb.gov.hk/en/GEFund)*).*

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**Off-school Advanced Learning Programmes for Gifted Students**

**Guidelines to Completion of Progress Report**

The progress report is intended to help the programme leader review the work progress against the tasks and schedule stipulated in the detailed implementation plan. Some guidelines are provided below as hints to what may be included in the report. Other information, if desirable, may also be added to this report.

1. **Progress review**

A section to provide information on:

* the major preparation work (e.g. processing of student applications, procurement of equipment/ services) for the programme;
* the dates, time, venues, instructors/ mentors, number of lessons, topics/ learning and teaching activities of all lessons organised for the student participants within the period;
* attendance figures of each session;
* learning and teaching materials (e.g. handouts, worksheets, software, etc.) developed/ acquired for use by the student participants;
* major tasks (e.g. an independent research project, showcase in an international event) accomplished/ completed by student participants within the period;
* assignments/ deliverables submitted by the student participants;
* alternation of any kind (e.g. variation of budget, change of schedule, mode of learning and teaching against the initial setting stipulated in the detailed implementation plan with reasons);
* the strengths and weaknesses, if any, observed in the learning and teaching during the programme implementation and follow-up actions taken;
* strategies adopted to cater for learning diversity and promote affective value education; and
* evaluation of the students’ learning outcomes against the set objectives.

(The information above may be presented in a table form if necessary.)

1. **Quality assurance**

A section to report:

* the actions taken to assure the quality of the programme (e.g. having set up a quality assurance team, dates and time of quality assurance meetings held, etc.);
* quantitative figures and qualitative information collected with evaluation;
* issues and queries, if any, raised by students, schools, parents, training personnel, etc.;
* views of external reviewer, if any, about the programme implementation; and
* proposed actions to improve/ further develop the programme.

1. **Other related events and concluding remarks**

A section to report:

* the publicity of the programme, interviews by the media, paper presentation, etc., if any, in relation to the programme;
* experience sharing sessions, if any, organised for parents, schools and other communities about the programme; and
* concluding remarks to comment the overall performance and effectiveness of the programme within the period.

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