

English Enhancement Grant Scheme for Primary Schools

Progress Report

School Name: Sung Tak Wong Kin Sheung Memorial School

File number: A079

A Implementation Progress

| Tasks scheduled for completion after the first year of implementation | Completed as scheduled (Please tick \checkmark) | | Reasons for not completing the tasks as scheduled | Resultant change of the implementation plan |
|---|---|--------------|---|--|
| | Yes | No | | |
| 1. Develop a Fun Reading Programme in P.4 | \checkmark | | | |
| 2. Invite the EDB officer to conduct 1-2 workshops on teaching reading skills and strategies | \checkmark | | | |
| 3. Invite experts to conduct 4 workshops on teaching of reading skills and strategies for teachers | \checkmark | | | (2 workshops were held in 2010-2011 and 2 workshops will be held in 2011-2012) |
| 4. Invite teachers from each level to share how they implement what they have learnt in their lessons in the co-plan meetings on Saturday | \checkmark | | | |
| 5. Employ a part-time NET to co-teach with local English teachers in P.4 to P.6 in the reading programmes and interact with students | | \checkmark | | As the part-time NET needs to be responsible for the development of the Fun Reading Programme, he did not have time to co-teach with the P.5 and P.6 teachers. Therefore, our school employed another part-time NET to |

| | | | | |
|---|---|--|--|---|
| | | | | co-teach with P.3, P5 and P.6 teachers. The expenditure of employing another part-time NET was subsidized by the Class Enhancement Grant. |
| 6. Set up an English corner in Reading Room with English readers and language games | √ | | | |
| 7. Display of materials in English around the campus based on different themes or festivals and ask the NET to introduce the themes in morning assemblies | √ | | | |
| 8. English Fun Day | √ | | | |

B Benefits Obtained

(Remarks: The examples below are for illustration only. Schools are strongly advised to critically review the learning and teaching of English (and where applicable, the English language environment) in their schools and evaluate the effectiveness of the enhancement measures accordingly.)

| Evaluation Focus | Areas with improvement found | Grade level | Supporting evidence ¹ | Have the effects of the measures met the school's expectation? (Please tick √) | | | If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take? |
|--------------------------------|--|-------------|--|---|--------|----|---|
| | | | | Yes | Partly | No | |
| Arousing students' interest in | <ul style="list-style-type: none"> • Reading • Writing • Speaking | 4 | <ul style="list-style-type: none"> • Pupils were more willing to read English storybooks. | √ | | | |

¹ Findings obtained from surveys/ questionnaires, analysis of students' work, observation of their daily performance and review of their performance in formal assessments etc.

| Evaluation Focus | Areas with improvement found | Grade level | Supporting evidence ¹ | Have the effects of the measures met the school's expectation? (Please tick ✓) | | | If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take? |
|---|--|-------------|--|---|--------|----|---|
| | | | | Yes | Partly | No | |
| learning English and develop their reading skills | | | <p>They were more willing to read longer texts.</p> <ul style="list-style-type: none"> • Pupils could provide creative ideas in their writings. • Teachers observed that pupils were more willing to speak English during English lessons. | | | | |
| Professional development of teachers | <ul style="list-style-type: none"> • Teaching of reading skills • Teaching of reading activities | 1-6 | <ul style="list-style-type: none"> • Teachers are able to incorporate fun reading activities in their lesson planning. • Teachers are able to incorporate the teaching of reading skills in their lessons. • Teachers used what they learnt in the workshops in their teaching. | ✓ | | | |

| Evaluation Focus | Areas with improvement found | Grade level | Supporting evidence ¹ | Have the effects of the measures met the school's expectation? (Please tick ✓) | | | If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take? |
|---|--|-------------|--|---|--------|----|---|
| | | | | Yes | Partly | No | |
| Creating an English-rich language environment | <ul style="list-style-type: none"> • Pupils' exposure to English is greater. • Opportunities to listen and speak English inside and outside classroom. • Opportunities to engage in English activities. | 1-6 | <ul style="list-style-type: none"> • The display of IE posters around the school campus • The display of boards based on different themes, e.g. Halloween, Mid-Autumn Festival, Chinese New Year, Easter • Performances in the morning assemblies • Pupils participate in the activities in the English corner • Pupils enjoyed the cartoon broadcast | ✓ | | | |
| Others (if any) | | | | | | | |

C Dissemination of Good Practices

1. Would you like to share the good practices with other schools? Yes No (Please tick)
2. Please give a brief account of the good practice(s) you would like to share with other schools:

| | |
|--|--|
| <u>Outputs & deliverables produced</u> | |
| <u>Successful experience</u> | |

Signature of Principal: _____

Date: _____

Name of Principal: _____