English Enhancement Grant Scheme for Primary Schools

Final Report

School Name: HKKKWA Sun Fong Chung Primary School File number: A213

A Implementation Progress

Tasks should be completed after 2 years of implementation	Completed as scheduled (Please tick √)		Reasons for not completing the tasks as scheduled	Follow-up actions for completing the tasks as stated in the approved school plan
	Yes	No		
1. Facilitating higher-order thinking in learning and teaching	√			
2. NET lessons	√			
3. Reading assessment	√			
4. Purchase and level books for students	√			
5. Online reading support	√			

B Benefits Obtained

(Remarks: The examples below are for illustration only. Schools are strongly advised to critically review the teaching and learning 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	
Facilitating higher-order thinking in learning and teaching	• Effectiveness of teaching and meaningfulness of learning • Maximizing the usefulness of cooperative learning	4-6	• Our consultant, Ricky Chan organized professional development workshops for teachers on the implementation of higher-order thinking approach in teaching. He also observed some of the lessons and gave us comments. He even organized a seminar for parents. • We now value the meaningfulness of the use of mind-map, which is evidently useful in writing. Students can organize their ideas better now.	√			

[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	
NET lessons	• Enriching the English speaking environment • Introducing famous stories and authors in a creative way in Reading workshops	4	• We have joined the Key Stage 2 Integration Programme. With the support from the NET Section of EDB, we introduce Process Writing and Guided Reading in Primary 4.	√			
Reading assessment	• Better understand students' strengths and weaknesses in reading	4	• "PM Benchmark Kit" is used to assess students' reading ability in order to foster assessment for learning. • It is found that students should know more about letter-sound relationship and therefore we are planning to introduce the 44 phonemes to students.	√ √			

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	
Purchasing and leveling books for students	• Providing "comprehensible" inputs to students	4	• Besides the leveled books at school, students read books online. Bug Club allows teachers to assign appropriate books for students easily. The website itself is very attractive already. Students can gain points in order to decorate their house there. The more they read, the more points they get. Through reading online, they can also listen to authentic British English.	√			
Online reading support	• Using IT to support students learning at home		• Bug Club and eClass: We incorporate Bug Club with the PowerVoice of eClass. Students need to record their reading aloud of the books they read from Bug Club and submit to their teacher. It makes home reading more observable.	√			

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	
			• Vocabulary: Students are now used to learn online. Some of them may even have downloaded the audio file of vocabulary onto their parents' smartphone so that they can always listen to the tape. • Listening skills and mind-mapping: Students can listen to stories from the school website. They can practise note-taking and mind-mapping in order to prepare a short presentation for the story they listen to. It sharpens their listening skills.	√ √			

C Self-evaluation on the Implementation of the Measures

1. What are the focuses of the enhancement measures? *(You may tick more than 1 option)*

   ☑ Enhancing teachers' professional development

   ☑ Refining or developing a school based English curriculum

   ☑ Catering for learner diversity

   ☐ Strengthening the learning and teaching of English for SEN/ NAC/ NCS students

   ☑ Creating a rich English language environment

2. Please consider whether the following statement is true: *(Please explain if the rating is "1" or "2")*

		Yes ←			→ No	
		5	4	3	2	1
1.	The measures are appropriate to achieve the school-based objectives	√				
2.	The school-based English curriculum developed could cater for learner diversity (if applicable)		√			
3.	All the English teachers have acquired the required strategies and pedagogies (if applicable)	√				
4.	Curriculum leader(s) is/are developed (if applicable)		√			
5.	The deliverables produced could further help the learning and teaching of English	√				
6.	The overall implementation of the measures has built up the capacity of the school for raising students' English proficiency	√				

Explanation: _____

_____

D 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:

Outputs & deliverables produced Examples: 1. Teaching and learning resources 2. Lesson and curriculum plans 3. New teaching strategies to cater for learner diversity	
Successful experience Examples: 1. Tailoring of the writing tasks to cater for learners' diversity 2. Promoting self-directed learning among students	

Signature of Principal: _____ Date: _____

Name of Principal: Ms Lo Sau Chee

Please submit the completed report with Principal's signature on or before 30 November 2012.

1. by post (please state "EEGS" on the envelope) to SCOLAR Rm 1702, 17/F, Skyline Tower, 39 Wang Kwong Road, Kowloon Bay, or;
2. by fax Fax No. 3184 0417, or;
3. by email eegs@edb.gov.hk