

**English Enhancement Grant Scheme for Primary Schools
Final Report**

School Name: Chan's Creative School (Hong Kong Island)

File number: A218

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.To develop the school-based writing curriculum developed for P1 and P2	✓			
2.Implementation of Oxford’s Read Write Inc. Programme to develop phonics skills from P1 –P3.To develop the speaking and interacting skill through English ECA and drama club for P4 to P6. Encouraging students to participate in Hong Kong Schools Speech Festival. 3.Hiring an ELTA to launch English activities and enrichment courses.	✓			<p>The content of the RWI Programme had to be adapted to suit the students’ cultural and academic needs.</p> <p>The ELTA is in charge of activities like, Fun Fun Talk at the Morning Assembly, setting up an English Drama club and staging a mini drama, helping to train students for TSA speaking/reading and one to one remedial coaching for students in need of extra practice.</p>

4. Drama Programme for Teachers.				Teachers attended ten hours of professional workshops on drama. There were four sessions of two and a half hours each.
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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	
Enhancing students' performance in English language	<ul style="list-style-type: none"> • Speaking • confidence and motivation 	P1 to P6 Especially effective in KS1.	<ul style="list-style-type: none"> • Teachers observed during speaking assessment and on analyzing student work that students were more willing to speak during English lessons. • Students were less hesitant to approach the NETs and have a conversation. • The growing number 	✓			
				✓			

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

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				Yes	Partly	No	
	<ul style="list-style-type: none"> • reading • writing • reading and writing 		<p>of students getting merits and distinctions at the Speech Festival shows the student's willingness to do well in English.</p> <ul style="list-style-type: none"> • Students' response was more positive at the speaking assessments during exams. • Students were using their blending and segmenting skills while reading unfamiliar text. • Students perform better in reading and writing sections as reflected in internal assessment and TSA results. 	<p>✓</p> <p>✓</p>	<p>✓</p>		<p>The school plans to introduce more small group activities at the brainstorming and pre-writing stage.</p>

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				Yes	Partly	No	
Professional development of teachers	<ul style="list-style-type: none"> teaching methods teaching of language arts 	P1 to P6	<ul style="list-style-type: none"> Teachers are able to incorporate teaching of phonics into reading lessons in a structural way. Drama activities are incorporated into English lessons on a regular basis. 	✓	✓		Phonics has already been incorporated in daily dictations. Fun phonics quizzes can be introduced as part of daily feedback exercise.
Creating an English-rich language environment	<ul style="list-style-type: none"> exposure to English opportunities to speak and listen to English inside/outside classroom. 	P1 to P6	<ul style="list-style-type: none"> More active participation of students in English activities conducted at morning assembly on Tuesdays and other activities. Students are more willing to speak English inside and outside classrooms. 	✓	✓		School has introduced a system of token economy to encourage students to speak English outside the classroom.

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				Yes	Partly	No	
	<ul style="list-style-type: none"> opportunities/ motivation for students to read in English English Drama Club. 		<ul style="list-style-type: none"> Students were keen to borrow and read English books. More number of students willing to join the English Drama Club. 	✓	✓		School has already launched the Reading Mums Programme, successfully, to encourage reading.
Others (if any)	Hong Kong Speech Festival	P1 to P6	Most participants in the Hong Kong Speech Festival were awarded either merit or distinction certificates.	✓			

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:

<u>Outputs & deliverables produced</u> 1. Teaching and learning resources (the phonics awareness programme from the Read Write Inc. by Oxford University Press.)	The Speed Sound section of the programme is highly recommended. Especially the teaching of blending and segmenting sounds on fingers helps the children to establish the essential link between sounds and words. The result is evident when they try to apply the acquired skill while decoding unfamiliar text. (Teaching level-P1)
<u>Successful experience</u> 1. Tailoring of the writing tasks to cater for learners' diversity 2. Promoting self-directed learning among students	Sometimes the text is difficult to comprehend as it may not have a local context or may not match the ability level of the students. In such a case we try to adapt the suggested written task and modify it to the required level of the students' abilities. Grouping of the students according to the abilities has helped as well. (Teaching level-P1 and P2).

Signature of Principal: _____ Cheng Wai Ki

Date: _____ 29-11-2012

Name of Principal: _____ Cheng Wai Ki

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