

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

School Name: Fanling Public School

File number: C014

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		
Example: To develop the school-based writing curriculum developed for P1 and P2				
1. To develop a school-based and reading and speaking curriculum in KS2.	✓			
2. To strengthen teachers' professional skills on teaching in 'Reading' and 'Speaking'.	✓			
3. To further develop reading and speaking workshops and enhance the interest of the students in reading English books and speaking English with more confidence.	✓			

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"> • Students reading abilities had improved and their interest in reading English books was enhanced. • Students' confidence in speaking English somewhat increased. 	P.4-P.6	<ul style="list-style-type: none"> • There were more students borrowing English books from the library. Hence, their interest and their abilities to reading English books had improved. • Teachers noticed that there were more students willing to participate during English lessons. 	✓	✓		Students would be encouraged to speak in English and to participate in extra-curricular activities after school. Also, students would be provided with more visuals to aid them with their learning of the language. The more they see the language, the more they eventually will pick up the language and

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	
							boost their confidence in speaking the language. Students would be more praised and teachers would focus more on their strengths than just their weakness in the classroom. Teachers will focus more on teaching in context that students are familiar with. In addition, teachers will use the strategy of repetition. Doing so, students will remember the chunks of the language and will be able to speak English with more confidence than compared to their level of confidence at present.
Professional development of teachers	<ul style="list-style-type: none"> The teacher's gained more confidence in teaching reading lessons. 	P.4-P.6	<ul style="list-style-type: none"> Teachers are able to use similar strategies taught during lessons using chants and vocabulary games. 	✓			

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"> • Students have more opportunities to speak, read, and listen to English outside the classroom. • opportunities to speak and listen to English inside/ outside classroom 	P.4-P.6	<ul style="list-style-type: none"> • Students are more willing to speak in English with the teachers during their break. Also there are a lot of English bulletin boards for students to read. • Students are more willing to speak English inside and outside classroom. 	✓	✓		More speaking activities (field trips or English-only clubs) would be introduced in the school so as to encourage students to speak in English. NETs/LETs would try and communicate with the students in English outside the classroom too. (in recess and lunch breaks)
Others (if any)							

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>	-
<u>Successful experience</u>	

Signature of Principal: _____

Date: 2-9-2014

Name of Principal: Yee Mei Yin

Please submit the completed report with Principal's signature **on or before 30 November 2014** by post (please state "EEGS" on the envelope) to LE & SCOLAR Section, Rm 1702, 17/F, Skyline Tower, 39 Wang Kwong Road, Kowloon Bay.