

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools
Final Report**

(A) Name of School: Meng Tak Catholic School (File Number: B 001)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Ms. Siu Sui Luen Jessica	<i>School Phone No</i>	25572244
<i>Approved Curriculum Initiative(s)</i>	<input type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources* <input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum <input type="checkbox"/> Enhance e-Learning <input type="checkbox"/> Cater for learning diversity <input type="checkbox"/> Strengthen assessment literacy		
<i>Approved Usage(s) of Grant</i>	<input checked="" type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify: _____)) <input type="checkbox"/> Employ supply teacher(s) <input type="checkbox"/> Employ teacher(s) who is/are proficient in English <input checked="" type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English <input type="checkbox"/> Procure services for conducting _____ activities		

(C) Self-evaluation of Project Implementation

Please evaluate your school's project implementation based on the indicators under the 5 key criteria using a 4-point scale#. Indicate the school's score for each criterion by ticking "✓" the appropriate box and **providing full justification of scoring.**

Criteria	Indicators	*Self-evaluation (Please put a ✓ in the appropriate box.)			
Efficiency (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	<ul style="list-style-type: none"> Deliverables such as learning and teaching resources of acceptable quality are produced, deployed and used as well as quality English language activities are organised as scheduled. Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals. Target groups as stipulated in the approved plan have benefitted from the project. 	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> 100% of the e-reader learning and teaching resources including lesson plans, PowerPoint slides and worksheets of fairly good quality were produced. The newly-developed resources were all used for Primary 1-6 in-class teaching during the last academic year. The hiring of an additional teaching assistant greatly reduced teachers' workload in writing lesson plans and producing teaching and learning materials. 			
Effectiveness (Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum ⁺ and use of evaluation	<ul style="list-style-type: none"> Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or summative assessment results) are achieved. Teachers demonstrate a good understanding of new curriculum requirements⁺ in lessons, co-planning meetings and material development process. Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement. 	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> All English teachers have participated in the design and making of a total 36 sets, with each set covering 8 lessons, of school-based reading across the curriculum materials. The end of term survey result showed that with almost 80% of students and 85% of teachers agreed that PEEGS programme helped promote reading across the curriculum. In addition, all level teachers agreed that students have improved their confidence and skills in English learning. as well as students' interest of reading English books in other subjects was built as a result of students have made connections between their learning 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
instruments for ensuring effectiveness)		<p>experiences and their life experiences.</p> <ul style="list-style-type: none"> ● However, according to the data from the web-based learning platform, students' submission rate of self-access learning materials was not satisfactory. The low submission rate was mostly due to lack of relevant computer software support (e.g. Flash Player cannot run properly in certain browser) in students' families. Further discussion of the solution with the technicians of the web-based platform has taken place. Moreover, the school has explained the issues in detail at seminars for parents. 			
<p>Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p>	<ul style="list-style-type: none"> • Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum. • Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity. • The English language learning environment has been enriched and students are more motivated in learning English. 	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
		✓			
		<p>Justifications:</p> <ul style="list-style-type: none"> ● Panel heads of English, General Studies and Visual Arts department had co-planning meetings and contributed ideas on what learning tasks and activities could be incorporated among the subjects at the beginning of each term. Panel heads would then had co-planning sessions with core members, level teachers and the teaching assistant, thus all English teachers have developed a better understanding of the knowledge and pedagogy in promoting Reading across the Curriculum as well as were able to apply the learnt knowledge in their lessons. ● The experience in conducting the project will be passed on. Teachers from the core team will pass on the knowledge and share their experience to other teachers during subject panel meetings. They then will become the mentors of other English teachers for future implementation of the project. ● All English teachers agreed that by reading the e-readers with multimodal features together in class could raised students' interest in learning English. 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
Relevance (Goal alignment)	<ul style="list-style-type: none"> Project goals set are in close alignment with the school's major concerns and teachers'/students' needs. Proper mechanisms (e.g. regular project review meetings) are in place to ensure that project activities and outputs are consistent with the overall goal and the attainment of the objectives. 	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> E-readers which with topics and values align with school's core curriculum and support students' learning were purchased. The purchase at the same time responds to the English Language Curriculum (Primary) in promoting reading across the curriculum. English teachers and the teaching assistant had co-planning meetings every two weeks to have discussion and evaluation on try-outs of the newly developed lesson plans. Students' performance including homework submission and other self-learning effort was recorded on the web-based learning platform. Teachers have monitored students' learning progress by checking their submission regularly. 			
Sustainability (Continuation of a project's goals, principles, and efforts to achieve desired outcomes)	<ul style="list-style-type: none"> Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum. Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained. 	Yes (Fulfilled) ←		→ No (Not fulfilled)	
		4	3	2	1
		✓			
		Justifications: <ul style="list-style-type: none"> The school owns the license of all selected e-readers. The e-readers will continue be used for in-class teaching as well as out-of-class self-learning through a web-based learning platform with an annual operating expense of HKD\$10 per student starting from 2020/2021 academic year. The school-based e-reader learning and teaching materials developed are used by English teachers as part of the English curriculum in the current academic year and will be used in succeeding years. The soft copies of all the developed materials will be saved in the school server for further 			

<i>Criteria</i>	<i>Indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
		curriculum development. <ul style="list-style-type: none"> ● Evaluation meetings will be held each term to collect teachers' views on the programme and materials. The materials developed will be evaluated and modified in the subsequent years. Questionnaires on teachers and students' feedback will also be collected by the end of each academic year.
<i>Other details</i>		
Issues or problems encountered during the reporting period which have impacted on the progress of the project and how they were/will be dealt with	Nil	
Other areas that the core team would like to raise which are not covered above	Nil	
Good practices identified (if any)	<ul style="list-style-type: none"> ● The school-based reading across the curriculum materials offer students with exposure of different text types, such as play script and biography. Meanwhile, students' creativity and independent analytical ability is nurtured through completing the developed learning tasks, for instance, writing story ending and taking part in a role-play. 	Our school is/is not* willing to share good practices with other schools.
Successful experience (if any)	<ul style="list-style-type: none"> ● The programme supports and facilitates students' self-learning development as the web-based platform provides an extra channel to students to access different types of books. According to teachers' observation, reading books with different themes or text types helps broaden students' horizons at the same time connect their learning with different KLAs. 	

Other details

- The built-in audio playing function of the purchased e-readers effectively assists students with weak parental support with English learning. Students can listen and learn from the accurate pronunciation as well as the precise intonation at home by themselves.

Remarks:

* Please delete as appropriate.

Rating scale

<i>Score</i>	<i>Rating Scale</i>
4	Related indicators have been completely fulfilled.
3	Related indicators have been largely fulfilled.
2	Related indicators have been adequately fulfilled but corrective actions are needed.
1	Related indicators have not been fulfilled.

+ For details, please refer to pages 6-9 of the English Language Education Curriculum Guide (Primary 1 - Secondary 6) (2017)

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

Signature of Principal: 

Date: 6/11/2019

Name of Principal: Leung Hau Yau

