

## English Enhancement Grant Scheme for Primary Schools

### Progress Report

School Name: Hong Kong Taoist Association Wun Tsuen School

File number: A259

#### A Implementation Progress

Tasks scheduled for completion after the first year of implementation	Completed as scheduled (Please tick ✓)		Reasons for not completing the tasks as scheduled	Resultant change of the implementation plan
	Yes	No		
<b>1. To establish a curriculum that aims to enhance the reading and writing skills of students from P.4</b>	✓			
<b>2. To develop a rich English language learning environment for the students that takes into consideration the rich cultural diversity present at the school</b>	✓			
<b>3. To provide additional English language teaching and learning resources at the school in order to develop more enriching educational experiences for the students</b>	✓			
<b>4. To enhance the professional capabilities of the school's teachers in developing and implementing the</b>	✓			

<b>proposed tailor-made curriculum for students from P.4 to P.6</b>				
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**B Benefits Obtained**

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	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	
<b>Enhancing the reading skills of students</b>	<ul style="list-style-type: none"> <li>-Identifying a story's "beginning", "middle" and "end"</li> <li>-Identifying and describing the unique personal qualities of characters in a storybook</li> <li>-Responding to questions found in guided reading texts</li> <li>-Using comprehension and research skills to locate relevant</li> </ul>	P.4	<p>-In an evaluation that was conducted by the school for the P.4 reading and writing curriculum, it was shown that the students were able to develop their ability to think critically and note down important details in their storybooks (e.g. the different parts of the story, its main characters). Furthermore, they were able to respond to open-ended questions regarding the stories mentioned in their units. The students were also exposed to different types of written content</p>	✓			

<sup>1</sup> 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	
	information		<p>such as biographies, autobiographies, and interview transcripts.</p> <p>-A survey conducted by the school also shows that students from P.3 to P.6 also greatly benefited from the "<i>Buddy Reading Ambassador Programme</i>", which fostered mutual learning and provided them with a greater appreciation for the English storybooks that were made available to them.</p>				
<b>Enhancing the writing skills of students</b>	<p>-Appropriately using the past and present tenses of verbs when writing paragraphs</p> <p>-Enumerating possible suggestions that would enhance a story's plot</p>	P.4	<p>-A survey regarding the P.4 writing curriculum mentions that a great majority of the student respondents were able to appropriately use both the past and present tenses of words when writing a story. The writing exercises in their units also enabled them to identify and correct</p>	✓			

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	<ul style="list-style-type: none"> <li>-Gaining experience in conducting interviews and writing short letters, surveys, biographies and autobiographies</li> <li>-Identifying grammatical errors in a sentence</li> <li>-Forming open-ended questions</li> </ul>		<p>common grammatical errors, provide suggestions on how to enrich a story's plot, and construct open-ended questions. Lastly, a sufficient amount of time was allotted for the P. 4 students to learn how to compose short letters, surveys, biographies, and autobiographies.</p>				
<b>Developing a rich English language learning environment for the students</b>	<ul style="list-style-type: none"> <li>-Designing and producing thematic materials such as posters, word cards, and murals that promote the use of the English language</li> <li>-Constantly updating the English language thematic materials</li> </ul>	P.1-6	<ul style="list-style-type: none"> <li>-Exposing the students to the different English language resources found around the school's common areas reminded them to speak English while communicating with each other, thus enabling them to orally practice the language</li> <li>-The school-wide "<i>Multicultural Day</i>" enabled the students to participate in</li> </ul>	✓			

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				Yes	Partly	No	
	that are found around the common areas of the school (e.g. hall, staircases, classrooms)		interactive learning activities, all of which incorporated English as its medium of instruction.				
<b>Providing additional English language teaching and learning resources at the school</b>	<ul style="list-style-type: none"> <li>-Purchasing new books and games for the school's English room</li> <li>-Purchasing new storybooks and teaching resources for classroom use</li> <li>-Hiring a supply teacher who assists the school's English panel in developing and implementing the reading and writing curriculum</li> </ul>	<p>P.1-6</p> <p>Core team teachers</p>	<ul style="list-style-type: none"> <li>-It is shown that by purchasing new English language learning resources, the school's teachers were able to expand the use of guided reading through incorporating more literature-based activities. Furthermore, increasing the quantity of books and games allowed there to be more activities in the English room, thus giving many students the chance to access these additional resources.</li> <li>-The hiring of a supply teacher helped free up time for the P.4 to P. 6 teachers to develop the school's reading and writing curriculum.</li> </ul>	✓			

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				Yes	Partly	No	
<b>Enhancing the professional capabilities of the school's teachers</b>	<ul style="list-style-type: none"> <li>-Forming core teams among P.4 teachers in order to develop the reading and writing curriculum.</li> <li>-Holding biweekly co-plan meetings regarding the reading and writing curriculum.</li> </ul>	Core team teachers	<p>According to a survey conducted among the school's English teachers, almost all the respondents believed that their experiences during the co-plan meetings greatly enhanced the strategies they incorporated in their lessons. Lastly, close collaboration with the school's Native English Teacher and attending various professional development workshops helped strengthen their capabilities.</p>	✓			

**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:

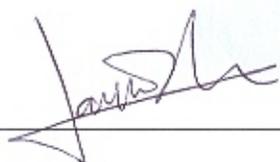
Outputs & deliverables produced

1. The acquisition of additional teaching and learning resources such as storybooks for the students and reference books for the teachers.
2. Regular co-plan sessions regarding the reading and writing curriculum of students from P.4 to P.6
3. Developing a more positive and conducive learning environment for the students while they are in the English Room

Successful experiences

1. Maximizing the additional learning resources that were recently acquired by the school
2. Successful collaborations among teachers through regular co-plan lessons
3. Redesigning the English Room in order for it to be more visually appealing and conducive to learning

Signature of Principal: \_\_\_\_\_



Date: 29.11.2011

Name of Principal: Lau Wai Chun