

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

Please submit the completed report with Principal's signature and school chop on or before **31 October 2022.**

- by post (with “**PEEGS**” clearly written on the envelope) to:

Funding Scheme Team,  
Language Education and SCOLAR Section,  
Education Infrastructure Division,  
Education Bureau,  
Room 1702, 17/F, Skyline Tower,  
39 Wang Kwong Road,  
Kowloon Bay,  
Kowloon; **and**

- by email: [peegs@edb.gov.hk](mailto:peegs@edb.gov.hk)

**Additional reference notes:**

1. In accordance with the Agreement under the Scheme, an approved school should:

- ✧ complete ALL curriculum initiatives as set out in the Approved Plan (*the Schedule*);
- ✧ conduct proper evaluations; and
- ✧ fulfill reporting responsibilities.

2. Do revisit relevant parts of the Approved Plan and give thoughts to the following key evaluation questions before writing up the report.

<i>Parts</i>	<i>Key evaluation questions</i>
<b>(i) Part B - SWOT Analysis related to the learning and teaching of English</b>	
<i>Weaknesses and threats</i>	<ul style="list-style-type: none"> <li>⬇ How has the school-based project helped address the language learning needs at school (e.g. maximising exposure to English, enhancing academic literacy, nurturing reading habits and improving motivation)?</li> <li>⬇ What other development needs have been identified as a result of the project? Do you have any suggestions for future programmes?</li> </ul>
<b>(ii) Part E - How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?</b>	
<p>Column #1</p> <p><i>Proposed school-based English Language curriculum initiatives</i></p>	<ul style="list-style-type: none"> <li>⬇ To what extent have the stated project aims / objectives been achieved?</li> <li>⬇ How well did the core team carry out their roles and duties? What were the achievements and areas of improvement? What skills and knowledge have English Language teachers gained?</li> <li>⬇ Did the project proceed according to the Approved Plan? What were the actions different to it? Why? (<i>Please note that prior approval should be sought for any change in the Approved Plan.</i>)</li> <li>⬇ What are the successes and shortcomings of the project? What were the practices that worked / did not work well?</li> </ul>
<p>Columns #4 to 6</p> <p><i>Expected outcomes/Deliverables/Success criteria</i></p> <p><i>Sustainability</i></p> <p><i>Methods of progress-monitoring and evaluation</i></p>	<ul style="list-style-type: none"> <li>⬇ Did school complete all project outputs (e.g. learning and teaching materials and activities)?</li> <li>⬇ Did the core team review their work against the success criteria through collecting quantitative and qualitative feedback from stakeholders as pledged?</li> <li>⬇ Have the expected project outcomes in terms of students' learning and teachers' capacity enhancement been achieved?</li> <li>⬇ What are mid- / long-term outcomes? What can be done to further enhance sustainability?</li> </ul>

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

(A) Name of School: HKFEW Wong Cho Bau School

(File Number: A / B **C** D\* 130)

**(B) School Information and Approved Curriculum Initiatives**

*Please tick (✓) the appropriate boxes.*

<i>Name of Teacher-in-charge</i>	Kwan Wing Yan	<i>School Phone No</i>	2109 0087
<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/ <del>e-books</del> /Others* (please specify: _____)) <input checked="" type="checkbox"/> Employ supply teacher(s) <input type="checkbox"/> Employ teacher(s) who is/are proficient in English <input 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

Schools should:

- ❖ undertake rigorous project evaluation based on prescribed performance indicators;
- ❖ rate their performance using a 4-point scale#;
- ❖ explain, ***in as much detail as possible***, reasons for the ratings; and
- ❖ use the guidance notes (***in BLUE***) and examples (***in RED***) as reference.

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
<b>Efficiency</b> (Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)	<ul style="list-style-type: none"> <li>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.</li> <li>Additional resources (e.g. printed/e-books, teachers and teaching assistants) are suitably deployed to achieve the intended goals.</li> <li>Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul>	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> <li>100% of the project deliverables were completed and executed by the end of the project year.</li> <li>100% of newly-acquired titles were used for shared reading and guided reading sessions. The 29 titles (555 copies) readers purchased were used among target level students. Related post-reading tasks were assigned to engage students with their reading.</li> <li>The teacher hired under the Scheme was deployed as pledged. She taught P.2 and P.4 English and P.2 General Studies.</li> <li>The supply teacher took up a total of 17 lessons per week (half-day timetable) and the core team took up the project development duties as set out in the plan.</li> <li>A total of 16 English teachers, 3 NETs and 595 students have benefitted from the approved curriculum initiatives.</li> </ul>			
<b>Effectiveness</b>	Both observable (such as mastery of target language skills) and measurable outcomes (such	Yes (Fulfilled)	←	→	No (Not fulfilled)
		4	3	2	1



Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)																
(Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum <sup>+</sup> and use of evaluation instruments for ensuring effectiveness)	as improvement as reflected by formative and/or summative assessment results) are achieved. <ul style="list-style-type: none"><li>Teachers demonstrate a good understanding of new curriculum requirements<sup>+</sup> in lessons, co-planning meetings and material development process.</li><li>Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li></ul>		✓															
		Justifications: <ul style="list-style-type: none"><li>The school-based RaC packs have been developed and it covered a total of 88 lessons which are more than what we planned.</li><li>100% of the participating English teachers attended the PD workshop with the topic of “Reading across the Curriculum (RaC) Theory and practice”. They have acquired knowledge / pedagogy of promoting reading across the curriculum in their teaching.</li><li>Students’ performance in reading in tests and exams was closely examined to keep track of progress. Data of students’ test / exam performance were collected and analyzed.</li><li>In compare with the students’ result in reading part in 1<sup>st</sup> term exam and 2<sup>nd</sup> term exam, students got slightly improvement except P.3.</li></ul> <table><tr><td></td><td>1<sup>st</sup> term exam</td><td>2<sup>nd</sup> term exam</td></tr><tr><td>P.3</td><td>53.8%</td><td>49%</td></tr><tr><td>P.4</td><td>54.4%</td><td>58.9%</td></tr><tr><td>P.5</td><td>53.7%</td><td>61.8%</td></tr><tr><td>P.6</td><td>44.8%</td><td>57.8%</td></tr></table> <ul style="list-style-type: none"><li>Only P.3 students’ performance was lower than expected as there is only one module designed for P.3 this year. Students did not have sufficient time and opportunities to learn different reading skills.</li><li>Core teachers conducted co-planning meetings bi-weekly with NET teachers. Evaluation meetings were conducted after each module.</li><li>Lesson studies have been conducted once per term. Lesson evaluation was conducted after the observation and feedback was given to the</li></ul>					1 <sup>st</sup> term exam	2 <sup>nd</sup> term exam	P.3	53.8%	49%	P.4	54.4%	58.9%	P.5	53.7%	61.8%	P.6
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Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)												
		<p>observed teachers. All involved teachers agreed that lesson observation can help to</p> <ul style="list-style-type: none"><li>All involved English teachers agreed that the tasks such as searching from the internet, group work and presentation enhanced students' learning motivation. Students got more opportunity to read non-fiction text.</li><li>Students were asked by English teachers at the end of the school year and 70% of students agreed that they have improved their confidence in reading.</li><li>Lesson observation was carried out for term and close to 80% of target level teachers could apply related instructional strategies effectively.</li><li>A cross-curricular activity had been conducted in P.4 and P.6 respectively with General Studies.</li></ul> <table><tr><td>P.4</td><td>Healthy Eating</td></tr><tr><td>P.6</td><td>Environmental Protection</td></tr></table> <ul style="list-style-type: none"><li>Throughout the activities, students made connections between the reading texts across other KLAs as well as their life experiences. They also got knowledge of those areas and applied reading skills and strategies to retrieve content knowledge.</li></ul>	P.4	Healthy Eating	P.6	Environmental Protection								
P.4	Healthy Eating													
P.6	Environmental Protection													
<b>Impact</b> (Broader and longer-term effects on curriculum enhancement, learning atmosphere)	<ul style="list-style-type: none"><li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li><li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced</li></ul>	<table><tr><td>Yes (Fulfilled)</td><td>←</td><td>→</td><td>No (Not fulfilled)</td></tr><tr><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td></td><td>✓</td><td></td><td></td></tr></table> <p>Justifications:</p> <ul style="list-style-type: none"><li>The new Reading across the Curriculum programme provided opportunity for students to read non-fiction books.</li></ul>	Yes (Fulfilled)	←	→	No (Not fulfilled)	4	3	2	1		✓		
Yes (Fulfilled)	←	→	No (Not fulfilled)											
4	3	2	1											
	✓													

<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>			
and teachers' professional capacity)	<p>capacity.</p> <ul style="list-style-type: none"> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul>	<ul style="list-style-type: none"> <li>The core team consisted of the English panel chairs, P.3-6 coordinators and the NETs. They developed materials for the programme and shared teaching ideas with teachers in weekly co-planning meetings. They also provided additional support to enhance overall programme effectiveness.</li> <li>Lesson studies were conducted to improve and share good teaching practices.</li> <li>The core team shared their experience of developing and teaching the materials with other English teachers in the sharing session at the end of the school year.</li> <li>Students demonstrate their willingness to read English books as they found that the books are related to their daily life.</li> </ul>			
<b>Relevance</b> (Goal alignment)	<ul style="list-style-type: none"> <li>Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.</li> <li>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.</li> </ul>	Yes (Fulfilled)      ←                                      →                                      No (Not fulfilled)			
		4	3	2	1
			✓		
		Justifications: <ul style="list-style-type: none"> <li>The RaC curriculum was closely aligned with one of the 3 school's major concerns – enhancing students' learning motivation. As the non-fiction the theme of the readers were closely related to their daily life (e.g. environmental protection, healthy eating, discover Hong Kong), they were more interested in reading the books.</li> <li>Project progress was regularly reported to the vice principal and feedback from teachers collected in co-planning meetings.</li> </ul>			
<b>Sustainability</b> (Continuation of a project's goals, principles, and efforts)	<ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> </ul>	Yes (Fulfilled)      ←                                      →                                      No (Not fulfilled)			
		4	3	2	1
			✓		
		Justifications:			



<i>Criteria</i>	<i>Performance indicators</i>	<i>#Self-evaluation (Please put a ✓ in the appropriate box.)</i>
to achieve desired outcomes)	<ul style="list-style-type: none"> <li>• Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.</li> </ul>	<ul style="list-style-type: none"> <li>• The Key Stage 2 Reading Across the Curriculum programme has been incorporated into the core English Language Curriculum.</li> <li>• Related instructional strategies have been infused in classrooms and non-fiction texts are adopted in Reading Workshops.</li> <li>• English teachers will continue to use and modify the developed teaching and learning resources under the RaC programme.</li> <li>• The core team will serve as seed teachers and support the development of similar programme in other levels.</li> <li>• Cross-curricular projects will be extended to P.3 and P.5 and cross-curricular reading activities will be conducted as well.</li> </ul>



<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	NA
Other areas that the core team would like to raise which are not covered above	NA
Good practices identified (if any)	Our school is/is not* willing to share good practices with other schools. • NA
Successful experience (if any)	<b>Enhancement of students' language skills and learning motivation:</b> <ul style="list-style-type: none"> <li>• P.6 Cross-curricular activity (cooperated with General Studies) <ul style="list-style-type: none"> <li>➔ With the theme of Environmental Protection, students read a text about pollutions in textbook as a start.</li> <li>➔ Then, students got more ideas and knowledge about pollutions and environmental protection in General Studies lessons and from the readers in Reading Workshops.</li> <li>➔ Teachers brainstorm questions related to the theme to set a questionnaire. They needed to interview their family members or classmates about their habits.</li> <li>➔ With discussion about the survey's result with their groupmates in General Studies lessons, they needed to analyze the results and do a presentation with PPT in English.</li> <li>➔ Finally, an article was done by students to arouse people's awareness of environmental protection and suggest ways on how to protect the environment as a writing task.</li> </ul> </li> <li>• Students were motivated by the topic of the project and they were willing to search information through reading other relevant texts or the</li> </ul>

<i>Other details</i>	
	websites so as to enrich their PPT and presentation even the less-able students were able to do a simple presentation with scaffolding by teachers.

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 Key Learning Area 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](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf)

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

Date: 27<sup>th</sup> October, 2022

Name of Principal: Wong Kam Leung

