

## English Enhancement Grant Scheme for Primary Schools

### Progress Report

School Name: Xianggang Putonghua Yanxishe Primary School of Science and Creativity

File number: A091

#### A Implementation Progress

Tasks scheduled for completion after the first year of implementation	Completed as scheduled (Please tick $\checkmark$ )		Reasons for not completing the tasks as scheduled	Resultant change of the implementation plan
	Yes	No		
1. To hire a supply teacher to release 21 lessons of 3 English panel chairs and 2 teachers	$\checkmark$			
2. An English curriculum team formed by 3 English panel chairs and 2 English teachers	$\checkmark$			
3. In odd weeks, 3 English panel chairs and 2 English teachers will have co-planning meetings with English teachers for 2 lessons. In even weeks, 3 English panel chairs and 2 English teachers will monitor the drama lessons and E-reading lessons.	$\checkmark$			
4. The supply teacher takes over 5 lessons for each English panel chairs	$\checkmark$			
5. The supply teacher takes over 3 lessons for each English teacher	$\checkmark$			
6. Panel chairs form 2 core teams, as	$\checkmark$			

the leaders to lead all English teachers to develop and implement school-based drama programme and E-reading programme				
7. The core teams share the information and ideas in regular core team co-planning meetings and formal panel meetings	√			
8. Supply teacher helps to conduct and assist all school-based English programmes including E-reading and drama programme in documents and materials	√			
9. select online reading materials related to the textbook	√			
10. set up a school-based reading data base and an online assignment platform	√			
11. design post-reading activities and materials	√			
12. P.2-3 classes have one E-reading lesson every two weeks	√			
13. develop 2 E-reading plans for each level in the first term	√			
14. develop 3 E-reading plans for each level in the second term	√			
15. hire the drama tutor to design and conduct P.4-5 school-based drama	√			

programme				
16. regular drama core team coplanning meetings are held biweekly with team members and drama tutor	√			
17. The drama tutor organizes 22-hour teacher workshop of school-based drama programme	√			
18. The drama tutor conducts teaching demonstration which observes by P.4 and P.5 English teachers	√			
19. The drama tutor observes the drama lessons to give feedback and evaluation	√			
20. The drama tutor develops school-based drama curriculum	√			
21. purchase of drama playbooks for P.4 - P.5		√	The drama service provider and the teachers develop tailor-made school-based drama materials. It was not necessary to purchase drama playbooks for P.4-5 students.	Part of the budget for purchasing drama playbooks for students would be absorbed by the increase on the hourly rate of drama workshops. The rest of the budget would be used to purchase drama playbooks as teachers' reference materials by English Panels in year 2011-2012.

## B Benefits Obtained

*(Remarks: The examples below are for illustration only. Schools are strongly advised to critically review the learning and teaching 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 <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	
To enhance teachers' professional growth in leadership, programme planning and curriculum development of School-based English programmes	<ul style="list-style-type: none"> <li>curriculum planning and development</li> <li>subject knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Two core teams were formed to develop school-based English E-reading and Drama programme</li> <li>The two teams had co-planning meetings with English teachers regularly.</li> <li>Teachers found that they had improvement in curriculum development of School-based English programmes.</li> <li>According to the data collected, teachers found improvement in planning and</li> </ul>	✓			

<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.

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	
			<p>designing teaching materials which suits students' different learning abilities.</p> <ul style="list-style-type: none"> <li>Teachers made improvement in teaching skills through discussing with drama tutor and panels after lesson observation.</li> </ul>				
To enhance students' reading skills through E-reading Programme	<ul style="list-style-type: none"> <li>reading</li> </ul>	P.2-3	<ul style="list-style-type: none"> <li>Students were eager to do the E-reading online reading tasks.</li> <li>According to the reading record, 89.1% of P.2 student participants completed the online reading tasks in the whole school year.</li> <li>85.1% of P.3 student participants completed the online reading tasks in the whole school year.</li> </ul>	✓			

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	
			<ul style="list-style-type: none"> <li>• Students perform better in reading as reflected in E-reading post-test</li> <li>• In the post-test, 70.9% of the P.2 student participants' reading skills were enhanced.</li> <li>• In the post-test, 71.7% of the P.3 student participants' reading skills were enhanced.</li> <li>• Teachers observed that students could identify key words and locate specific information in a text.</li> </ul>				
Professional development of teachers	<ul style="list-style-type: none"> <li>• teaching methods</li> <li>• curriculum planning &amp; development</li> <li>• subject knowledge</li> <li>• teaching of language arts</li> </ul>		<ul style="list-style-type: none"> <li>• Drama activities incorporated into English lessons.</li> <li>• Teachers observed the drama demonstration lesson and applied what they have learnt and observed in their</li> </ul>	✓			

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	
			<p>own classes.</p> <ul style="list-style-type: none"> <li>Teachers attended a total of 22 hours of drama lessons as provided by the company.</li> <li>According to the data collected from workshop questionnaires, 100% of the participated teachers find that drama programme workshops were useful and practical.</li> </ul>				
Arouse students' interests in learning English through drama	<ul style="list-style-type: none"> <li>exposure to English</li> <li>opportunities to speak and listen to English</li> <li>motivation for students to read in English</li> </ul>	P.4-5	<ul style="list-style-type: none"> <li>Students enjoyed the drama lessons according to the survey conducted.</li> <li>Students were willing to participate in the drama activities. Students had more</li> </ul>			✓	In P.4 and P.5 drama lessons, the drama activities mainly focused on certain drama activities. It is suggested to add more drama elements in the lessons, so that the students will be able to learn

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	
			<p>opportunities to read, speak and listen to English.</p> <ul style="list-style-type: none"> <li>• According to the survey, 56.6% of the participated pupils found that they learnt drama skills.</li> <li>• 55.9% of the participated pupils found that drama lessons helped them practise both spoken and written English.</li> <li>• From the data of the P.4-5 performance record, teachers found that students' language skills and drama skills were not enhanced greatly after the drama lessons.</li> </ul>				<p>more different drama skills. The writing and speaking drama activity worksheets were too difficult for the students, especially the less able students. It is recommended to amend the activity worksheets which suit students' level. The use of the suitable drama activities and worksheets would help students learn better in drama skills and practise both spoken and written English.</p>
Others (if any)							