

**`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 **30 November 2023.**











- 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

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>
(i) Part B - SWOT Analysis related to the learning and teaching of English	
<i>Weaknesses and threats</i>	 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)?  What other development needs have been identified as a result of the project? Do you have any suggestions for future programmes?
(ii) Part E - How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?	
Column #1 <i>Proposed school-based English Language curriculum initiatives</i>	 To what extent the stated project aims / objectives have been achieved?  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?  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>)  What are the successes and shortcomings of the project? What were the practices that worked / did not work well?
Columns #4 to 6 <i>Expected outcomes/Deliverables/Success criteria</i> <i>Sustainability</i> <i>Methods of progress-monitoring and evaluation</i>	 Did school complete all project outputs (e.g. learning and teaching materials and activities)?  Did the core team review their work against the success criteria through collecting quantitative and qualitative feedback from stakeholders as pledged?  Have the expected project outcomes in terms of students' learning and teachers' capacity enhancement been achieved?  What are mid- / long-term outcomes? What can be done to further enhance sustainability?

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(A) Name of School: Ng Wah Catholic Primary School (File Number: A/B/C/ D*045)

(B) School Information and Approved Curriculum Initiatives

Please tick (✓) the appropriate boxes.

<i>Name of Teacher-in-charge</i>	Miss Fung Sin Yi	<i>School Phone No</i>	23838079
<i>Approved Curriculum Initiative(s)</i>	<input checked="" type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources* <input 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 type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify:_____)) <input type="checkbox"/> Employ supply teacher(s) <input checked="" 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.)			
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:			
		✧ 100% of the project deliverables were completed and executed by the end of the project year. The drama program was allotted over 24 lessons, not including extra rehearsals. To display their progress, each target level's students were given the opportunity to present one in-class and one inter-class drama performance. ✧ The teachers hired under the Scheme were deployed as pledged. Mr Adrian and Mr Ken co-taught P.3 – P.6 drama lessons once a week within the timetable and ran the drama activities with local English Language teachers and the NET on Thursdays & Fridays (2021-2022) and Tuesdays & Wednesdays (2022-2023) respectively. ✧ A total of 15 teachers and 407 students have benefitted from the approved curriculum initiatives.			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
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 instruments for ensuring effectiveness)	<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: ✧ 92% of P.3 – P.4 students and 95% of P.5 – P.6 students reported in the end-of-term survey that they enjoyed the drama activities. 87% of P.3 – P.4 students and 92% of P.5 – P.6 students claimed that the drama programme has enhanced their confidence in speaking English. 82% of P.3 – P.4 students and 91% of P.5 – P.6 students agreed that they are more interested in English speaking activities. ✧ 100% of teachers participating in the programme reported in the end-of-term survey agreed that P.3 – P.6 students enjoyed in the drama activities. 80% of teachers involved agreed that P.3 – P.4 students' confidence in speaking English enhanced. All teachers unanimously agreed that the English-speaking confidence of students in P.5 - P.6 had improved. 60% of teachers involved agreed that students in P.3 - P.4 showed an increased interest in speaking English. 100% of teachers involved agreed that P.5 – P.6 students' interest in speaking English enhanced. ✧ Professional development workshop with the part-time teacher was conducted in September 2021 and January 2023 for the whole panel. 100% of English Language teachers involved acquired skills and knowledge of conducting drama activities and applied the skills in their teaching. ✧ Co-planning meetings were held twice a week for planning and evaluation. Modification was made accordingly.			

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)							
Impact (Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers’ professional capacity)	<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	
				✓					
		Justifications:							
		✧ The drama programme has helped revisit the language skills covered in General English lessons progressively across the target levels. Relevant languages skills such as reading and writing stories or drama scripts, using stress and intonation were enhanced.							
		✧ The core team consisted of the English panel chair, the NET, the drama teacher and the target level teachers. Members formulated the programme framework, planned, oversaw and led projects from ideation through to completion. They co-developed learning and teaching materials for the programme and shared teaching ideas with teachers in co-planning meetings. They also arranged lesson observation to enhance overall programme effectiveness.							
✧ Lesson evaluations were made frequently during the co-planning meetings.									
✧ The core team shared their experience during panel meetings.									
✧ P.3 – P.6 students demonstrate an improved willingness to learn English and show their interests in participating in plays after the project.									

Criteria	Performance indicators	#Self-evaluation (Please put a ✓ in the appropriate box.)			
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: ✧ The drama programme was closely aligned with the school major concern and core English Language curriculum. The drama scripts for the drama performance were in line with one of the 3 school's major concerns – building a positive campus with the Catholic education philosophy. Positive values and attitudes such as working hard, forging ahead, bravery, perseverance and gratitude were incorporated in the drama scripts. Teaching booklets were based on the vocabulary and language items covered in the General English lessons for preparing and performing the drama. ✧ To cater for learner diversity, instructions were strategically differentiated to provide less able students extra support and stretch the potential of more able ones during drama lessons. ✧ Project progress was regularly reported to senior management and feedback from teachers collected in co-planning meetings.			
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: ✧ Related instructional drama teaching skills/strategies have been incorporated in teaching and learning in General English programme. ✧ The core team will serve as seed teachers and support the development of the programme and the continuous development in P.4 in 2023-2024 onwards.			

<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	/
Other areas that the core team would like to raise which are not covered above	/
Good practices identified (if any)	Our school is/ is not * willing to share good practices with other schools.
Successful experience (if any)	<ul style="list-style-type: none"> enhancement of the existing English Language curriculum; enhancement of students' language skills and learning motivation; enhancement of teachers' professional capacity

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

Signature of Principal: Y. S. Wong

Date: 31-08-2023

Name of Principal: Miss Wong Yuk Sim