

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Progress Report for the period from September 2011 to August 2012
Hong Kong Tang King Po College

Part A: Implementation of the funded enhancement measures [Please refer to Part A of the *Notes on Completing the Progress Report*.]

Measures	(I) Extent of completing the measures [Please rate from 1 to 3] <i>(refer to Note (i) below, and put the figure in the brackets)</i>	(II) Extent of attaining the objective(s) stated in the approved proposal [Please rate from 1 to 4] <i>(refer to Note (ii) below, and put the figure in the brackets)</i>	(III) When any of the ratings awarded to (I) or (II) is <u>below “3”</u> , please explain briefly why so.
Professional development of teachers		(4)	
(a) Hiring service to conduct professional training courses for teachers on Phonics, Social issues, Workplace Communication and Popular culture.			
(b) Hiring service to conduct professional training courses for teachers on assesement of learning outcomes			
(c) Hiring service to conduct professional training courses on school-based curriculum development	(3)		

*The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.

Note (i) 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii) 4 = Objective(s) well met

3 = Objective(s) satisfactorily met

2 = Objective(s) marginally met

1 = Objective(s) not met

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Creating an English-rich language environment		(4)	
(d) Hiring service to conduct a training programme on discussion skills for 4 groups of SS1 students and 2 groups of SS3 students			
(e) Hiring service to conduct a training programme on presentation skills for 4 groups of JS1 students and 4 groups of JS2 students	(3)		
(f) Hiring service to conduct a training programme on young writers for 4 groups of JS1 students and 4 groups of JS2 students			
(g) Hiring service to conduct English Day activities for 30 students and with 10 teachers trained			
(h) Hiring service to conduct a training			

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programme on Student Reading Ambassadors for 40 students and with 10 teachers trained			
Learning English through Language Arts		(4)	
(i) Hiring service to conduct training programme on songs and poetry for 4 groups of JS2 students			
(j) Hiring service to conduct training programme on short stories appreciation for 4 groups of JS1 students			
(k) Hiring service to conduct training programme on short stories creation for 4 groups of SS1 students	(3)		
Relieving teachers' workload for school-based curriculum development		(4)	
(l) Employing an additional English teacher (GM) to relieve 3 English teachers each year to develop school-based curriculum	(3)		

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and to devise task-related assessment rubrics for JS1 to SS3			

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Part B: Experience(s) gained from the implementation [Please refer to Part B of the *Notes on Completing the Progress Report.*]

Throughout the 2011-2012 school year, there was on-going enthusiasm and support for the project. Following the release of the DSE results, the whole panel expressed satisfaction with students' achievements and attributed this both to a concerted effort to implement a fully-integrated programme, and the positive outcomes of extended English exposure as a result of the extra programmes offered. Consequently, satisfaction with the service provider was also high.

Part C: Sharing of good practices [Please refer to Part C of the *Notes on Completing the Progress Report.*]

Measure(s)	Brief description of the implementation process	Features that effectiveness is hinged
Curriculum renewal	<ul style="list-style-type: none">•The Form 5 Key Teacher was engaged in refining Scope & Sequence charts, and developing additional materials for use in the Form.•The Form 6 Key Teacher and the Curriculum Designer developed 3 mini-units for Form 6 in order to cover topics considered to be vital learning.•On-going evaluations both internal and external were conducted. In December, we were visited by the Department of Education for a focused inspection of the English Department, and we also conducted our own internal reporting process in meetings and informally. The focused inspection while in the main highly positive, alerted us, among other things, to the need to pay more attention to the actual teaching process and foundational skills.	We reiterate comments made in previous reports (see these documents for details) and add that on-going evaluation both internal and external is required to maintain focus, and also identify strengths and weaknesses.

	<p>Curriculum development was considered to be highly successful with materials and programmes described as ‘well-prepared’ and ‘appropriate’.</p> <ul style="list-style-type: none"> •With the release of the DSE Mock & Final papers we were able to analyse the requirements/formats etc. that students needed to produce. Consequently, the Form 6 Key Teacher and the Curriculum Developer developed more oral support materials & practice protocols for Paper 4, as well as writing models for Paper 2. This also allowed us to engage fruitfully in developing task -specific specifications for Form 5 (writing) & Form 6 (speaking) tasks in order to assist students to have explicit knowledge of the requirements of tasks, and also to help teachers acquire new professional understandings to help them teach to the DSE and the course more effectively. 	
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Part D: Overall rating [Please refer to Part D of the *Notes on Completing the Progress Report.*]

Taken Parts A to C above together, the overall rating on my school's implementation of the Project so far is : (3)

[3 = Good 2 = Satisfactory 1 = Can be improved]

Part E: Information for stakeholders [Please refer to Part E of the *Notes on Completing the Progress Report.*]

Please put a "✓" in the appropriate box

(1) Has your school included the Strategy and implementation Plan of the Project in the school development plan?

Yes.

No. [Please give reason(s)]:

(2) Has your school included the report(s) on the progress and evaluation of the Project in the school annual report?

Yes.

No. [Please give reason(s)]:

Signature of Principal:

CHAN WING KIN

Name of Principal :

Date :

13th September 2012

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