English Enhancement Scheme  
Project-end Evaluation Report

Name of School: Kowloon Tong School (Sec Section)  
Project Period: 2007/08 to 2013/14

Part 1 - Project deliverables [Please refer to Part 1 of Guidelines on completing the Project-end Evaluation Report]:

<table>
<thead>
<tr>
<th>No.</th>
<th>Describe the tangible deliverables (e.g. curriculum materials with genres, CD-ROMs, publications, etc.) [details to be entered by school]</th>
<th>Suitable for dissemination; reason(s)</th>
</tr>
</thead>
</table>
| 1   | 3 School-based NSS Electives Packages-  
a. Learning English through Short Stories  
b. Learning English through Social Issues  
c. Learning English through Popular Culture | *Yes / No  
The design of the materials was based on our students’ learning abilities, the NSS curriculum framework and the design of public examination. The package of Learning English through Short Stories has been used as the core source for teaching and learning since 2012. The packages of Learning English through Social Issues and Popular Culture have been used as reference materials and supplementary materials to support teachers’ teaching. These packages are tailor-made to suit the needs of our students. |
| 2   | F.1-F.3 School-based Packages (Each package includes 3 modules) | *Yes / No  
The packages were designed for junior form students. They include the four language skills, grammar and vocabulary. All these packages are ready to use. They are good resources to support teachers’ teaching and |
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| 3. | **Materials for the Ambassador Programme (5 lessons)** | *Yes / No*  
The materials were prepared and designed by the service provider. They were especially designed for the Ambassadors of our school. |
| 4. | **Materials related to the NSS modules – Social Issues, Debate, SBA, Popular Culture, Short Stories, Poetry** | *Yes / No*  
English teachers attended 6 workshops related to NSS curriculum and SBA. The materials were prepared and designed by the service providers. The materials are not suitable for dissemination as some of the materials are difficult for students with low language proficiency. |
| 5. | **English Reading Fair** | *Yes / No*  
The Reading Fair is organised every year. Apart from our students participating in the Fair, teachers and students from primary schools are invited to join the Fair. |
| 6. | **Materials for poems and songs workshop for F.1 students** | *Yes / No*  
The materials were prepared and designed by the service provider. Some materials are too simple that are not suitable for students with high language proficiency. |
| 7. | **Booklets for short stories workshop for F.2 students** | *Yes / No*  
The materials were prepared and designed by the service provider. They were designed to suit the needs of our students. |
| 8. | **Booklets for story-telling workshop for F.2 students** | *Yes / No*  
The materials were prepared and designed by the service provider. They were designed to suit the needs of our students. |
| 9. | **Booklets for drama workshop for F.1 students** | *Yes / No*  
The materials were prepared and designed by the service provider. They were suitable for schools which offer this elective module only. |
10. Booklets for writing workshop for F.5 students  
   *Yes / No  
   The materials were prepared and designed by the service provider. They were designed according to our school curriculum and the learning abilities of our students.

11. Booklets for public speaking workshop for F.6 students  
   *Yes / No  
   The materials were prepared and designed by the service provider. They were designed to suit the needs of our students.

* Delete the inappropriate.

Part 2 - Attainment of output targets [Please refer to Part 2 of Guidelines on completing the Project-end Evaluation Report]:

<table>
<thead>
<tr>
<th>Output / outcome-based targets pledged by school in the proposal [details to be entered by school]</th>
<th>Extent of Attainment (please elaborate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining positive responses from students</td>
<td>A significant number of positive responses were received after each programme. Students generally found the workshops interesting and the objectives of the programmes were achieved.</td>
</tr>
<tr>
<td>An improvement in the pass rate of internal oral exam after taking part in debating and public speaking programmes</td>
<td>The pass rate of internal oral exam remained steady.</td>
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<tr>
<td>An increase in the number of English Ambassadors taking part in different English activities</td>
<td>The number of English Ambassadors has increased by more than 5% since 2008.</td>
</tr>
<tr>
<td>An improvement is shown between the</td>
<td>Doing online exercise has become a routine practice for students. Students’</td>
</tr>
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</tr>
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<tr>
<td>pre-test and post-test of the online programme provided by English Builder and students’ self-learning habit is developed</td>
<td>performance and the completion rate are quite satisfactory every year.</td>
</tr>
</tbody>
</table>
| An improvement in the pass rate of TSA and HKCEE/HKDSE starting from 2008 | TSA pass rate- 2008 (63%), 2009(61%), 2010(55%), 2011(55%),2012(48%), 2013(37%)  
HKCEE pass rate-2008(47%), 2009(58.1%), 2010(59%)  
HKDSE pass rate-2012(74.1%), 2013(64.7%), 2014(81.7%) |
| Developing a reading culture | The English Reading Fair is organised annually. Positive responses were received from participating students after the Fair. Reading culture is being cultivated in our school. |
| Professional development of teachers and curriculum development | By attending different NSS workshops, English teachers gained practical experiences and reinforcement of their own knowledge base. Materials designed by the service providers can be used as reference materials to support teachers’ teaching. English teachers have modified the existing curriculum and have designed the new NSS school-based materials to enhance their teaching effectiveness. |
Part 3 - Reflections on the project [Please refer to Part 3 of Guidelines on completing the Project-end Evaluation Report]:
(in concise and precise language, point form acceptable)

Appropriateness of measures to help achieve the school-based objectives

- With the support of the EES fund, the deployment of an extra English teacher enabled our regular English teachers to develop school-based packages which suit our students’ learning abilities and learning needs.
- Under the EES, various activities and workshops were organised which enriched the English-learning environment in our school.

Strengths of the Project management

- Monitoring of service providers was carried out by all English panel members together.
- Administrative support from the school like event scheduling enabled the Scheme to be implemented smoothly.

Sustainability of the measures

- As all materials and lesson plans were designed according to the needs of our students, they are always ready to use after modification.
- With the experience gained in the past six years, some measures like the English Reading Fair and the English Ambassador Training Programme can be continued in order to keep creating an English-rich environment in our school.

Difficulties encountered and solution

- It was difficult to schedule the programmes during class time as the teaching schedule was packed and tight.

Part 4 - Self-rating on the implementation of the project [Please refer to Part 4 of Guidelines on completing the Project-end Evaluation Report.]:

Self-rating: (_3_)  
[4 = Objectives well met  3 = Objectives satisfactorily met  2 = Objectives partially met  1 = Objectives not met]
Part 5 - Information for stakeholders [Please refer to Part 5 of the Guidelines on completing the Project-end Evaluation Report.]:

Please put a” ✓” in the appropriate box.

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

✓ Yes.

☐ No. [Please give reason(s)]:

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________________________________________________________________________________________

Signature of Principal: ________________________________

Name of Principal: ____________________________ Mr Chung Kwok Keung

Date: ____________________________ 6 August, 2014