Refined English Enhancement Scheme  
Project-end Evaluation Report

Name of School: Kowloon Tong School (Sec Section)  
Project Period: 2011/12 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. Language-across-the-curriculum and English language curriculum materials, teaching and learning resources by non-language subjects, etc.) [details to be entered by school]</th>
<th>Suitable for dissemination; reason(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materials for F.1 Orientation Programme (English Bridging Programme)</td>
<td>*Yes / No</td>
</tr>
<tr>
<td></td>
<td>The materials were prepared and designed by the service provider. They were designed to suit the needs of our students.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Booklets for oral training course for F.2 students</td>
<td>*Yes / No</td>
</tr>
<tr>
<td></td>
<td>The materials were prepared and designed by the service provider. They were designed to suit the needs of our students.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>English Reading Fair and Social Studies Reading Fair</td>
<td>*Yes / No</td>
</tr>
<tr>
<td></td>
<td>The English Reading Fair is organised every year. Apart from our students participating in the Fair, teachers and students from primary schools were invited to join the Fair. The Social Studies Reading Fair was organised for</td>
<td></td>
</tr>
</tbody>
</table>
our junior form students only.

| 4. | **F.1-F.2 School-based Packages**  
**(Language Across the Curriculum)** | *Yes / No*  
The packages were designed with collaboration with English, I.S and Social Studies teachers for F.1 and F.2 students. The materials are reviewed and revised every year. |

*Delete the inappropriate.*

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

| Output / outcome-based targets pledged by school in the proposal  
*details to be entered by school* | Extent of Attainment (please elaborate) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining positive responses from students</td>
<td>A significant number of positive responses were received after the orientation programme. Students enjoyed the lessons conducted by NET teachers. They found the lessons full of fun and joy. Positive responses were received from participating students after the English and Social Studies Reading Fairs. Students have started reading non-fictional materials. Reading culture is being cultivated in our school.</td>
</tr>
<tr>
<td>An improvement in the pass rate of internal oral exam after taking part in the oral training course</td>
<td>The pass rate of internal oral exam remained steady.</td>
</tr>
<tr>
<td>An increment in students’ participation rate in the debating team</td>
<td>The number of debating team members has increased by more than 10%.</td>
</tr>
</tbody>
</table>
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
- The implementation of the measures corresponded to the school’s major concern - cross-curricular collaboration.
- With the support of the REES fund, the deployment of a supply teacher enabled Social Studies teachers to develop school-based packages with English teachers. The collaboration between the English Department and the subject departments has been enhanced. And the culture of sharing has been cultivated.

Strengths of the Project management
- Apart from English teachers, Social Studies teachers also involved in the project, more suggestions and opinions were elicited from different subject teachers.
- Administrative support from the school like event scheduling enabled the Scheme to be implemented smoothly.

Sustainability of the measures
- The school-based materials and resources packages are well-developed and they are ready to use.
- Materials developed by the service providers have been modified and revised and they have been tried out in the classroom after the project.

Experiences contributing to the successful implementation of the Project
- Effective communication with service providers could help carry out the measures smoothly and successfully. Co-planning with service providers could ensure that all materials were suitable for our students. Lesson observation and co-teaching were also essential to ensure teaching effectiveness.

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

Taken Parts 1 to 3 above together, the overall rating on my school’s implementation of the Project is: (3)

[4 = Very good  3 = Good  2 = Satisfactory  1 = Can be improved]
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)]:

___________________________________________________
Signature of Principal: __________________________________

Name of Principal: Mr Chung Kwok Keung

Date: 6 August, 2014