

Sheung Shui Government Secondary School
Evaluation of English Enhancement Scheme (6th year) 2012-2013

Subject: English Enhancement Scheme (EES 6th year)

- Objectives :**
1. To help students cultivate a daily reading habit and improve their English.
 2. To provide students with opportunities to appreciate language arts and develop their capability to use English in real and imaginative experience.
 3. To encourage students to develop creativity, teamwork and self-confidence in using English.
 4. To enhance the building up of an English-rich learning environment.
 5. To motivate students to learn English via fun and dynamic activities.

Implementation Plan	Expenditure	Schedule	Goals	Performance Indicators	Evaluation	Person in charge
1. Implement an On-line Reading Programme for students of the whole school. (Throughout the year)	\$35,000	<ol style="list-style-type: none"> 1. Panel members decide on what features that are related to students' needs and interests. 2. Invite potential service providers for price quotations. 3. Finalize the schedule and learning activities with the successful service provider. 4. Devise post-reading evaluation sheets for analysis. 5. Carry out propaganda and conduct promotional announcements during morning assemblies. 6. Monitor the progress of the reading activities. 	<ol style="list-style-type: none"> 1. To help students develop good reading habits. 2. To encourage English learning via multi-media resources. 3. To improve students' English by attempting regular practice. 	<ol style="list-style-type: none"> 1. Students' login rate is on an increasing trend. 2. Students' completion rate is rising. 3. Students score better in the on-line reading tasks. 4. Students' generic English skills are improved as observed by teachers. 5. More students borrow English books from the 	<ol style="list-style-type: none"> 1. The On-line reading programme was analyzed to be an effective and interesting self-learning tool for the students. Students were given multi-media texts regularly to polish up their reading, listening, speaking, grammar and vocabulary usage skills. Teachers reported that in general, students' generic English skills were improved gradually throughout the year. 2. Students found the reading resources attractive as they were interactive and animated. There was a rise in both the login and attempt rates. 3. Learners' differences were 	HOD & Programme Coordinator

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		<ol style="list-style-type: none"> 7. Collect feedback and data regularly on students' performance from the service provider. 8. Praise the good performers and distribute related awards. 9. Carry out year-end evaluation. 10. Analyze the feedback and evaluate the performance. 11. Record relevant documents. 		school library.	<ol style="list-style-type: none"> carefully tackled under this scheme as students were assigned reading levels which suit their standards and needs. 4. All students reported that the exercises had consolidated and strengthened their English foundation. 5. Some of the students took this reading programme seriously and scored very high completion rates. 6. It was suggested that regular monthly on-line reading lessons could be arranged in the MMLC in future to motivate the otherwise students. 7. It was recorded that more students had started to borrow English books from the school library. 	
2. Hire a Teaching Assistant to help with the Scheme (Throughout the year)	\$145,152	<ol style="list-style-type: none"> 1. Panel members decide on the duties of the teaching assistant. 2. Draft the requirements and get approval from the school administration. 3. Put up an advertisement and screen the applications for suitable 	<ol style="list-style-type: none"> 1. To help the programme coordinators with the implementation of all the proposed measures. 2. To collect, organize and prepare relevant teaching materials. 	<ol style="list-style-type: none"> 1. A resource bank of diversified learning and teaching materials is set up. 2. Lead lively English learning activities at 	<ol style="list-style-type: none"> 1. The overall performance of the Teaching Assistant in all preparatory and follow-up tasks related to the scheme was graded as outstanding. A resource bank was built up and replenished with teaching and learning materials tailor-made by subject teachers. 2. The T.A. also helped in 	HOD & All English teachers

Implementation Plan	Expenditure	Schedule	Goals	Performance Indicators	Evaluation	Person in charge
		<p>candidates.</p> <ol style="list-style-type: none"> 4. Arrange for a recruitment interview. 5. Select the best candidate and complete all necessary recruitment procedures. 6. Record relevant documents. 7. Brief the successful candidate the duties and monitor his/her performance. 8. Assess the performance and give evaluation. 9. File all the related documents. 	<ol style="list-style-type: none"> 3. To record and analyze performance and progress of students. 4. To support the implementation of workshops by checking the discipline of the participating students. 5. To set up a resource bank with organized and systematic teaching materials and packages. 6. To develop a clear and efficient system to record and analyse performance and progress of students. 	<p>lunch-time and after-school.</p> <ol style="list-style-type: none"> 3. Teachers are spared from miscellaneous work like reservation of venues, photocopying of notes and decoration of display boards. 	<p>leading activities to build up an English-rich learning atmosphere. Students of junior levels enjoyed the creative and stimulating activities arranged at the English Corner during lunch-time and after school.</p> <ol style="list-style-type: none"> 3. Most students reflected that they were better equipped with expressions for daily conversations via the wall displays along the corridors. The regular “Trick and Treat” activity helped them much in recycling what they had learnt. 4. Students of senior levels also reported that they had become more confident English users through helping out with the activities. 5. Feedback from English teachers was positive as they were spared from the time-consuming tedious work and could therefore focus more on their teaching. 	

<p>3. Stage an interactive and educational English drama show to students of the whole school (18 Mar 2013)</p>	<p>\$15,000</p>	<ol style="list-style-type: none"> 1. Panel members decide on the theme and activities that are related to students' needs and interests. 2. Invite potential service providers for price quotations. 3. Finalize the schedule and learning activities with the successful service provider. 4. Devise worksheets and evaluation sheets for pre-, while- and post-show activities. 5. Train up student helpers and English Ambassadors for the function. 6. Conduct pre-show learning activities. 7. Carry out propaganda and venue decoration work. 8. Conduct promotional announcements and mini-dramas during morning assemblies. 9. Monitor the progress of the drama show. 10. Conduct the post-show revision. 11. Collect feedback from students and teachers. 	<ol style="list-style-type: none"> 1. To enhance students' interest in learning English through a lively and interactive means. 2. To enhance students' teamwork through singing and acting together. 3. To give students exposure to English culture. 4. To enhance students' confidence in speaking to a large audience. 	<ol style="list-style-type: none"> 1. Students' interest in learning English is aroused with drama as a tool. 2. Students are able to appreciate the beauty of language art via an English play. 3. Students are able to be MCs and act in front of a large audience. 4. Students' background knowledge about English culture is enhanced. 	<ol style="list-style-type: none"> 1. The theatre-education company <i>Chunky Onion</i> was invited to perform an interactive musical for the whole school. Over 96% of our students agreed that this show had improved their interest in learning English and gave them courage to speak in English. 2. Students generally agreed that this show provided an opportunity for them to experience an alternative way of learning English. 3. Most students agreed that the pre-show & post-show worksheets helped them a lot in understanding the show and the underlying culture. 4. All students reported that they enjoyed the show and the way that they could learn English in a more lively and interactive manner. 5. Teachers generally thought that the post-show worksheets had helped consolidate what the students had learnt in the show. 6. Teachers observed that almost all students were actively involved in the theatrical games and 	<p>HOD & Programme Coordinators</p>
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<p>4. Employ a full-time English teacher to relieve workload of subject teachers to develop a school-based reading programme. (throughout the year)</p>	\$307,174.90	<p>1. HOD and the school administration decide on the duties of the supply teacher.</p> <p>2. Draft the requirements and get approval from the school administration.</p> <p>3. Put up an advertisement and screen the applications for suitable candidates.</p> <p>4. Arrange for a recruitment interview.</p> <p>5. Select the best candidate and complete all necessary recruitment</p>	<p>1. To set up a school-based English learning platform with tailored materials for all levels.</p> <p>2. To help students develop good reading habits and self-learning practice.</p>	<p>1. Students have access to English texts at an appropriate level of difficulty as their Morning Read materials.</p> <p>2. Students are exposed to different genres and cross-curricular materials in English.</p> <p>3. Students start to build up a</p>	<p>1. A set of reading booklets consisted of short texts of different genres and topics were devised for all students of S.1-S.6 as supplementary reading materials for Morning Reading periods. Students found the texts useful as they were at an appropriate length and level of difficulty which enabled them to read on their own.</p> <p>2. Post-reading exercises were also incorporated to analyze students' understanding of the texts. All students welcomed these exercises</p>	HOD & Programme Coordinators

		<p>procedures.</p> <ol style="list-style-type: none"> 6. Record relevant documents. 7. Brief the successful candidate the duties and monitor his/her performance. 8. Assess the performance and give evaluation. 9. File all the related documents. 		<p>regular reading habit.</p>	<p>and remarked that the tasks had helped them much in understanding and organizing the ideas from the reading passages.</p> <ol style="list-style-type: none"> 3. Useful reading materials and learning web materials were uploaded to the school's E-learning platform to strengthen the foundation of students. The viewing rate was satisfactory. 	
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