

**English Enhancement Scheme
Project-end Evaluation Report
SPHRC Kung Yik She Secondary School**

Project Period: 2007/08 to 2013/14

Part 1

No.	The tangible deliverables	Suitable for dissemination; reason(s)
1	<p><u>School-based curriculum:</u></p> <ul style="list-style-type: none"> - The schemes of work from Form 1 to Form 6 detail plans that are aligned with the NSS requirements and show progression. - Elements of the elective modules are embedded in the junior form curriculum to prepare students for learning them in the senior forms. - Students' exposure to different genres, questions types and themes has been systematically planned. - The curriculum has a core component for all students and an extended component for the faster students to cater for learner diversity in the junior forms - There are two schemes of work for Forms 4 and 5 to cater for learner diversity. - Revisions of the Form 4 and Form 5 schemes of work have been done based on the feedback of the consultants. 	<ul style="list-style-type: none"> - To a certain extent, the school-based curriculum can be disseminated. However, work still needs to be done to bridge the gap between the junior form curriculum and senior form curriculum and to fine-tune the extended component of the curriculum of the junior forms.

2	<p><u>School-based materials:</u></p> <ul style="list-style-type: none"> - Teachers of faster classes in the junior forms have developed materials and activities to meet their students' needs. - Two sets of booklets have been developed to teach the Short Stories elective module in F.4. One booklet is for the use of the regular classes. The other is for the advanced class. The booklets contain texts, questions and activities that are designed to help students increase their appreciation and understanding of short stories. Nonetheless, based on observation and student feedback, some of the texts included can either be further adapted or replaced as they may have been beyond the students' level of competence and/or may not have been interesting enough for them. - Two sets of booklets have been developed to teach the Social Issues elective module in F.5. One booklet is for the use of the regular classes. The other is for the advanced class. Both booklets took into account relevant social issues to build students' background knowledge, help them think more critically and expand their vocabulary. Based on observation and student feedback, there is still a need for some texts to be further adapted so students can manage them better. 	<ul style="list-style-type: none"> - Some of the school-based materials can be disseminated. However, these materials need further evaluation and revision to ensure that they are suitable for their target learners.
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Part 2

Output / outcome-based targets	Extent of Attainment
1. Students' Performance	
Minimum academic standards met in school-based exams	We expected that majority of the students of the same batch could meet the passing mark in their term exams when they were in Form 4 and later in Form 5. We exceeded this target based on an analysis of the students' performance. Favourable results could be attributed to teachers' collaborative work in constantly refining and evaluating the schemes of work, teaching materials and the guidance provided by the consultants hired.
Improved TSA results	We had originally targeted a school average that would be equal to the average Hong Kong TSA scores. We achieved these targets from 2011 onwards. All these passing percentages were higher than the average Hong Kong TSA scores.
Improved HKDSE results	Our HKDSE passing percentages since 2012 have continued to improve.
2. Professional Growth of Teachers	
Effective consultancy service hired for teachers' professional development	We hired a consultant to help us with the Form 4 curriculum from 2012-2013 and another one to help us with the Form 5 curriculum from 2013-2014. Based on teachers' feedback, majority of the teachers found the consultancy service useful in equipping them with more knowledge and skills in teaching.

Output / outcome-based targets	Extent of Attainment
Effective workshops held for teachers to enhance their competence in teaching Short Stories and Social Issues	As part of the consultancy services, 9-hour Short Stories and 6-hour Social Issues workshops were held for English teachers in 2012 to 2013 and 2013 to 2014 respectively. Based on our survey results, most English teachers found the Short Stories and the Social Issues workshops useful. The high percentages show that both workshops were helpful in enhancing teachers' abilities to teach these two elective modules.
Improved pedagogy	There has been a marked improvement in pedagogy and steps are regularly taken to improve teachers' professional knowledge and teaching skills.
3. Students	
Engagement and Confidence a. English Ambassadors b. Speech Festival c. Drama Club	a. Students have been tapped to become English Ambassadors to help in carrying out school-wide English activities. Some of these English ambassadors attended 12 workshops offered by a service provider to train them to run different kinds of English activities and improve their English communication skills. b. Student participation rate in the Solo Verse Speaking dramatically increased in 2012-2013. More students were also given merit awards. In 2013-14, the participation rate and the number of merit awards further increased. c. Drama workshops were offered to Form 2 in 2007-2008 and to Form 1 in 2008-2009. In the following two years, service providers offered courses that focused on the elements of the short story to better prepare students for the Short Stories elective module of our English curriculum. Although no Drama Club has been set up, students still had a chance to appreciate drama as some theatre companies were hired to perform plays to our students.