

To: Secretary for Education  
(Attn.: Review and Planning Section  
Education Commission and Planning Division  
Education Bureau)

[Email: refined\_ees@edb.gov.hk] [Please mark caption of the e-mail “Application for Refined English Enhancement Scheme”.]

**Refined English Enhancement Scheme  
Application Form**

My school would like to apply for the Refined English Enhancement Scheme (Refined EES) and we have read through the Points to Note in the Appendix. The school-based plan endorsed by the School Management Committee / Incorporated Management Committee is attached.

**Part A: School Information**

School Name: Hong Kong Tang King Po College

School Address: 25 Kennedy Road, Wanchai

Telephone No.: 25272426 Fax No.: 25285954

Principal: Father YU, Fu Keung

Teacher-in-charge: CHAN, Ming Ming Post: Head of Academic Board

Contact No. (if different from the above telephone no.): \_\_\_\_\_

**Part B: Basic Information on English Language Teaching**

1. Total no. of English language teachers in 2010/11 school year: 11

◀ No. in regular staff establishment: 9

◀ No. outside regular staff establishment (e.g. temporary teachers): 1

◀ No. under the Native-Speaking English Teacher Scheme: 1

2. In the 2010/11 school year, while conducting regular lessons in the subject of English Language (i.e. within the timetable) for our junior secondary students, our school has adopted teaching by class/group as follows:

Secondary 1: From 4 approved classes, dividing them into 6 groups\*

Secondary 2: From 4 approved classes, dividing them into 6 groups\*

Secondary 3: From 4 approved classes, dividing them into 5 groups\*

**Part C: Information on Non-language Subjects Involved in School-based MOI Arrangements (if applicable):**

No. of teachers involved: 18

Subject/s and grade level/s taught: Science (S1-S6) and Mathematics (S1)

**Part D:**

1. My school did not participate in / has participated in and completed / has participated in and is still implementing\* the English Enhancement Scheme (EES).  
*[If your school is still implementing the EES, please continue to answer No.2 below; if not, please go straight to complete School-based Plan A.]*
2. While devising the proposed school-based measures for the Refined EES, my school has reviewed the remaining approved school-based measures under the EES:

*(Please put a “✓” in the appropriate box.)*

not to combine the proposed measures of the Refined EES with those measures under the EES which have already been approved / which are subject-to-review \* to cope with the different needs and domains of development. (Please complete School-based Plan A.)

to combine the proposed measures of the Refined EES with those measures under the EES which have already been approved / which are subject-to-review \* (including all or some of them), to incorporate different English enhancement measures and domains. (Please complete School-based Plan B.)

Signature of School \*Supervisor / Principal: \_\_\_\_\_

Name of School \*Supervisor / Principal: \_\_\_\_\_

Date: \_\_\_\_\_

\* Please delete if inappropriate.

## **Refined English Enhancement Scheme School-based Plan A**

*(Plan A is applicable to schools which:*

- (i) have never joined the EES;*
- (ii) have completed the EES; or*
- (iii) will continue to implement the remaining measures of the EES separately from the application for the Refined EES.)*

**Name of School:** Hong Kong Tang King Po College

*(In principle, this Plan should be completed in English.)*

- (I) With reference to categorizations listed below, please indicate the category of the proposed measures and provide the implementation details. Please note that the categorisation is only for the purpose of stock-taking and there is no ranking of priority for the categories. If the domains of the proposed measures belong to more than one category, please fill in the most appropriate category and do not repeat.

### **Categories of English Enhancement Measures**

- (A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.
- (B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.
- (C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.
- (D) Other support measures: For example, hiring teaching assistants, etc.
- (E) Measures enriching the English language environment.

Measures	Category (Note <sup>1</sup> )	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note <sup>2</sup> )	School-based Monitoring and Evaluation Mechanism	Remarks (Note <sup>3</sup> )
Establishing a Cross-curriculum Reading Scheme	C, E	<ul style="list-style-type: none"> <li>- The reading scheme is developed by the collaboration between teachers and service provider</li> <li>- SP and Ts meet regularly to develop a reading scheme involving about 500 reading passages of fictions and non-fictions (with exercises) on different topics like science and mathematics.</li> <li>- Students are proposed to read at least 50 readings, fiction and non-fiction, within one academic year.</li> <li>- A reading scheme will be set up for S1-S3 students so that they can follow a clear path of reading progress to absorb knowledge.</li> <li>- The reading selections and skill exercises can help students master Science, History and Maths content in English.</li> </ul>	S1-S3 (420)	11 English 8 Science	<b>2011/12</b> <b>Sept 11-Aug 12</b> \$42,320 (S1-S3)  F.1 \$14,110 F.2 \$14,110 F.3 \$14,100  <b>2012/13</b> <b>Sept 12-Aug 13</b> \$42,320 (S1-S3)  F.1: 14,110 F.2: 14,110 F.3: 14,100  Total amount: \$84,640	<ul style="list-style-type: none"> <li>- Students read at least 50 passages during school reading sessions or in lessons as required</li> <li>- Surveys are to be carried out to collect feedback from teachers and students,</li> <li>- Analysis of students' assessment results will be conducted every term.</li> <li>- Teachers will be able to further develop and monitor the scheme, and give feedbacks to students.</li> </ul>	Include: 1. 4 workshops are held per year, 2 hours each 2. Reading materials development for the scheme
Employing an Additional GM teacher	A	<ul style="list-style-type: none"> <li>- A cross-curriculum committee will be formed comprising of an experienced English teacher, two Science teachers and an external expert. One of the members will</li> </ul>	S1-S2 (140)	11 English teachers 8 Science teachers: Cross-curriculum	<b>2011/12</b> <b>Sept 11-Aug 12</b> \$289,380 (S1)  <b>2012/13</b>	<ul style="list-style-type: none"> <li>- Collaborative lesson planning meetings will be scheduled once each cycle in which the three experienced teachers</li> </ul>	

		<p>head the committee which concentrates on cross-curriculum development to embed science elements in the English curriculum.</p> <ul style="list-style-type: none"> <li>- Teachers involved in the committee will design 4 sets of teaching packages a year, starting from JS1 to JS2.</li> <li>- The materials will embed daily life science in the English curriculum so as to complete the existing school-based curriculum in which personal development and moral education are the foci.</li> <li>- Different levels of activities and exercises will be designed to cater for students of different abilities.</li> <li>- The external expert will give solid advice on how to integrate science into the English curriculum, help develop the teaching materials and demonstrate the skills involved;</li> <li>- The expert will take up 18 lessons, 50 mins each, per cycle for teaching packages tryout, demonstration and co-teaching with our teachers. Therefore, the three teachers involved in the committee will be released 6 lessons each to focus on the planning, tailor-making materials, implementation and administrative work involved.</li> </ul>		<p>um committee: 1 English Teacher + 2 Science Teacher + 1 external expert. Other teachers will be involved in peer observations.</p>	<p><b>Sept 12-Aug 13</b> \$289,380 (S2)</p> <p>total amount: \$578,760</p>	<p>involved in the target form will be sitting together to provide information about the interests, needs and language competency of their students.</p> <ul style="list-style-type: none"> <li>- The teaching packages will be tried out and lesson observations will be arranged so that our teachers can sit in and observe the feasibility and effectiveness of the packages.</li> <li>- Evaluation meetings with the form teachers, English and Science, will be followed to improve the packages and teaching strategies.</li> <li>- The effectiveness of the packages will be reviewed in the same year.</li> <li>- Peer observations will be arranged for teachers in other forms. All teachers are required to attend 12 lesson observations in two years. Teachers will meet after the peer observation to share their classroom experiences and strategies as well as to evaluate the</li> </ul>	
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						effectiveness. A reflective teaching culture will then be engendered.	
Establishing an E-Learning Platform  Remark: no learning E-platform involved in EES	C	<ul style="list-style-type: none"> <li>- Buying an E-Learning Platform from a service provider.</li> <li>- <u>The e-learning programme ties in with the S1 to S3 English Language and Science curriculum.</u></li> <li>- It will consist of videos, web pages and revised texts covering various topics.</li> <li>- Our English teachers will collaborate with the consultant from the service provider in designing and adapting the platform and the content.</li> <li>- The representatives from the two departments will have monthly meeting with the service provider which develops the E-Learning platform.</li> <li>- Carefully selected &amp; categorized Youtube Videos and Web Pages will be enhanced by subtitles and exercises. Graded videos and exercises will be assigned to different students to encourage a habit of self-learning and language appreciation.</li> <li>- Exercises will also be given in printed and online formats.</li> <li>- The platform can be used by both the students and teachers at school and at home with internet access.</li> <li>- <u>The school owns the license of the E-Learning platform.</u></li> </ul>	S1 – S3 (420 students)	11 English teachers 8 Science teachers	<b>2011/12</b> <b>Sept 11-Aug 12</b> S1: \$ 45,000 S2: \$22,500 = \$67,500  <b>2012/13</b> <b>Sept 12-Aug 13</b> S2: \$ 22,500 S3: \$ 45,000 = \$67,500  Total: \$135,000	<b>Qualitative</b> - Questionnaires & interviews with focus groups with students - Lesson observations focused on assessing implementation of specific strategies	The platform is expected to have the following features: 1. Optional Display of synchronized Subtitles 2. Automatic Answer Checking for MC and Fill-in the blanks Quiz 3. Instant Clickable Dictionary with over 20000 words with Bilingual sample explanation and sample sentences 4. Audio and video demonstration of certain difficult words 5. The system can record each student's learning programme from S1 to S6 6. Detailed Individual, Class and School Reports and Analysis 7. Instant Messaging VIII. Facebook Connect such that students can login with their facebook accounts 8. Facebook Sharing

Employing a Full-time Teaching Assistant	A	- Employ a full time teaching assistant to help the clerical work concerned in the E-Learning Platform	S1 – S3 420 students	11 English Teachers 8 Science teachers	<b>2011/12</b> <b>Sept 11-Aug 12</b> \$8000 x 12 + \$400 (MPF) x 12 =\$100,800  <b>2012/13</b> <b>Sept 12-Aug 13</b> \$8000 x 12 + \$400 (MPF) x 12 =\$100,800  Total: \$201,600	- School-based Appraisal system	
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Note 1: Please fill in the letter denoting the category.

Note 2: Please indicate clearly the implementation period and cashflow.

Note 3: If other funding is required to top up a proposed measure, please state clearly the source of the funding and the amount estimated.

(II) Expected output targets to be attained:

Remarks: Schools are not required to set output targets for each individual measure, but should set targets to be achieved in terms of the impact on the overall English learning of students or on specific areas of students' English ability.

Measures (Note <sup>4</sup> )	Expected Learning Targets to be Attained (Note <sup>5</sup> )
Establishing a Cross-curriculum Reading Scheme	1. The students' exposure of different content vocabularies will be increased. 2. The students' comprehension skills for both fiction and non-fiction, in and across subjects will be strengthened.

	<ol style="list-style-type: none"> <li>3. Students will become confident, strategic readers.</li> <li>4. The students' ability of writing across subjects will be developed.</li> <li>5. The students' content area knowledge will be enriched.</li> </ol>
Employing an Additional GM	<ol style="list-style-type: none"> <li>1. By the end of year 2, a newly developed cross-curriculum will have been developed.</li> <li>2. 8 sets of teaching packages will have been developed.</li> </ol>
Establishing an E-Learning Platform	<ol style="list-style-type: none"> <li>1. The school will own the license of the e-learning platform as well as all the printed and non-printed materials, school-based videos production and teacher menu and other teaching aids</li> <li>2. A habit of regular self-learning will be developed among students.</li> <li>3. The skills will be transferred to school teachers during the planning hours, training hours, demos and evaluations.</li> </ol>
Employing a Full-time Teaching Assistant	<ol style="list-style-type: none"> <li>1. Records of students' performance in the E-learning Platform will be developed.</li> <li>2. Workload of the teachers concerned will be lessened.</li> </ol>

Note 4: Only the number of the measures mentioned in the previous table is required.

Note 5: They can include deliverables produced after the implementation of the measures such as learning and teaching resources, etc.

(III) Please explain succinctly how the school would implement the measures proposed above and describe how these measures would be integrated into the school-based MOI plan / whole-school language policy holistically (In the brief description, the school can give a summary of the proposed measures mentioned above). This part should consist of about 2 pages.



Refined English Enhancement Scheme

Points to Note

The Education Bureau (EDB) has summed up the experiences in processing schools' applications for the English Enhancement Scheme (EES). It is important for schools to note that when drawing up the proposal for the Refined English Enhancement Scheme (Refined EES), they should pay attention to the following:

(a) *Procurement of learning and teaching resources*

The learning and teaching resources procured by the school should be in line strategically with the school-based measures. The school-based measures concerned should form a systematic plan of its own so as to raise the school's capacity in the teaching and learning of English to ensure value-addedness. In other words, the school should state in clear terms how the resources proposed to be procured will bring about sustainability upon completion of the measures. The school should not procure resource materials simply for stocking up the school library or purchase English language programmes produced commercially including e-learning materials, etc. which are not able to address student diversity.

(b) *Hire of additional teachers/ teaching assistants*

Additional manpower should be deployed to create room for teachers to develop school-based curriculum in the English language / cross-curricular English enhancement programmes and the teaching materials. The funding of the Refined EES should not be used to alleviate the workload of teachers in general or to facilitate teachers to attend in-service professional development courses under the fine-tuning of the medium of instruction (MOI) which have been provided with supply teachers. For details in this aspect, please refer to paragraph 5 of the Education Bureau Circular Memorandum No.105/2010.

(c) *Hire of service to conduct English learning activities for students/ student exchange programmes*

Schools planning to hire professional services to conduct English-learning activities (e.g. programmes in drama, listening, speaking, reading and writing courses, activities within or outside the classroom, including exchange programmes, etc.) should note whether these activities focus on enhancing the related knowledge and skills of teachers and students so that they will be equipped to lead and conduct these activities afterwards, and whether they will be able to develop a systematic plan to enhance the learning and teaching of English to benefit the English learning of the forthcoming students in achieving sustainable development. In other words, teachers' direct participation is indispensable to ensure that the activities have included an element of professional development. In addition, all approved funding related to student exchange programmes under the Refined EES should be used for subsidising students joining the programmes and no funding should be provided for subsidising teachers participating in the programmes.

- (d) *Hire of consultants/ experts to conduct professional development programmes or provide support for teachers*

The professional development programmes or support should be in line with the school-based English-learning plans and/ or MOI arrangements. The objective of the training courses should be strengthening teachers' capability in developing curriculums, raising the standard of English learning and teaching of the school, enhancing the capability of non-language subject teachers to teach in the English medium or developing strategies to address student diversity (such as different needs, interests and abilities, etc.). On completing the related training, the teachers should hold sharing sessions at school, promote action plans and / or conduct English-learning activities for students, etc.

- (e) The funding allocated should not be spent on purchasing hardware (e.g. furniture, audio-visual equipment, computer wares, etc.), providing fringe benefits to staff, conducting alteration/ addition/ renovation works and procuring services or packages to drill students to cope with assessments.
- (f) When compiling the estimates for the school-based measures for the Refined ESS, the school can make reference to other subsidy schemes of the Government (e.g. the Quality Education Fund) for the price levels in general.
- (g) In hiring outside services or employing staff, the school has to adhere to the prevailing directives announced in all the relevant circulars of the EDB.
- (h) The school has to observe the prevailing tendering and procurement procedures of the EDB.