

Report on 2018-2019 School-Based Support Scheme (SBSS) for Newly Arrived from Mainland China (NAC)

I. Programme Name:

English and Chinese Supplementary Classes for Newly Arrived Children

II. Objectives:

- To boost students' confidence in spoken English and Cantonese
- To strengthen students' ability to comprehend English novels
- To expose students to Traditional Chinese written characters
- To develop students' sense of belonging to Hong Kong

III. Implementation Period:

December 2018 – March 2019 (20 lessons in total were conducted)

IV. Target Group:

2 Newly Arrived Children from Mainland China for less than a year

V. Financial Summary:

Grant received on 2018.1.30 (2 students x \$5,562) (A)	\$11,124.00
Actual Expenditure (B)	(\$6,474.00)
- Tutor Fee: \$6,375	
- DVD for use in class: \$99	
Surplus for the year (C)	\$4,650.00
Surplus brought forward from previous year (D)	\$23,246.35
Prior Year(s) Adjustment (E)	(\$1,518.35)
(Deficit) to be transferred to Income and Expenditure Account	\$0
Surplus to be clawed back (F) = (D) - (E) – (B)	\$15,254.00
Surplus retained to be carried forward to next year (C)+(D)–(E)–(F)	\$11,124.00

Remarks: the surplus retention ceiling for the SBSS Grant will also be lifted to 12 months of its provision and will be subject to claw back to be in line with aided schools.

VI. Expected Outcomes

Expected Outcomes	Success Criteria
<ul style="list-style-type: none"> - Students will boost their confidence in spoken English and Cantonese. - Students will read in English with more confidence. - Students will know more Traditional Chinese characters. - Students will develop a sense of belonging to Hong Kong. 	<ul style="list-style-type: none"> - Students are willing to express themselves in English and Cantonese and have adequate vocabulary to do so. - Students complete at least one English book during the supplementary classes. - Students are able to recognise and write in Traditional Chinese. - Students know more about the lifestyle and culture of Hong Kong.

VII. Evidence of the Programme

1. Attendance Rate: The attendance rate was 100% which was excellent.

2. Tutor's Evaluation (*see "School-Based Support Scheme (SBSS) for Newly Arrived Children from Mainland (NAC) Lesson Records"*)

The tutor's lesson records showed that the two students made improvements in all aspects of the expected learning outcomes, in particular the willingness to express themselves in English with adequate vocabulary, the confidence in reading aloud in English, the ability to respond to questions about English texts and comprehend English texts when alone. The tutor also commented that both students were more eager to read and expanded their vocabulary.

As for Chinese, both students improved in all aspects of the expected learning outcomes. The improvements in having adequate vocabulary to express themselves in Cantonese and knowing more about the lifestyle and culture of Hong Kong were particularly evident. The tutor commented that both students could recognise and write in Traditional Chinese, and showed more confidence in Cantonese by the end of the programme.

3. Students' evaluation of the programme (averages) (*see "Programme Evaluation Form"*)

Item	Average / 6
- I am satisfied with this programme.	5.5 / 6
- I am satisfied with the timing of this programme (no. of lessons and the length of each lesson).	5 / 6
- I am satisfied with the performance of the tutor.	5 / 6
- What I learnt in the programme was related to what I learnt in English lessons.	5 / 6
- After this programme, I speak English with more confidence.	6 / 6

- After this programme, I read in English with more confidence.	5.5 / 6
- After this programme, I speak Cantonese with more confidence.	5.5 / 6
- After this programme, I am more able to recognise and write in Traditional Chinese.	5.5 / 6
- After this programme, I have developed a stronger sense of belonging to Hong Kong.	5 / 6

The students' evaluations of the programme were very positive. They were especially satisfied with the programme, the fact that they were able to speak English and Cantonese with more confidence, and recognise and write in Traditional Chinese (all 5.5 or above out of 6).

4. Teachers' Evaluation of the Programme

Based on the lesson observations, the tutor successfully conducted student-centred lessons in which two novels were covered (i.e. *Wonder* and *Matilda*). A variety of activities were implemented including reading aloud, giving responses to different characters and events, summarising the chapters and doing creative writing related to the novels. The students were engaged and were eager to express their thoughts in English in front of the tutor.

Based on the students' feedback, the highlight of the programme was a trip to the Tai Po Market to learn about the Hong Kong food culture and lifestyle, followed by "Tea in Cantonese" where they practised using Cantonese authentically to order food and to have conversations while eating.

5. Recommendations for the Future Programme

- Start the programme earlier (latest by October) by gathering information related to which students are qualified for the programme during the admission stage (in July). This is particularly important to help students settle into the school whether it be learning subjects in English or communicating with classmates in Cantonese during their first few months of Secondary One.
- Follow the practice of this year to conduct lessons twice a week as this provided the students with intensive support which they needed. This may also make it easier to hire a tutor.
- Conduct a pre-test before the start of the programme to determine the number of Chinese and English lessons to be conducted.
- Continue to explore more authentic learning opportunities outside of the school like a visit to a public library and the Tai Po Market to allow students to live the languages for real.
- Recommend English learning websites and pop Canton culture to students such as TV dramas, pop songs and movies so they can learn more about local cultures independently.

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