

Law Ting Pong Secondary School
English Department & Chinese Department (2019-2020)
Evaluation of School-based Support Scheme (SBSS) for Schools with Intake of Newly Arrived Children (NAC)

Programme Name: English and Chinese Supplementary Classes for Newly Arrived Children

Objectives:

- To boost students' confidence in spoken English and Cantonese
- To strengthen students' English ability through English reading and viewing activities
- To expose students to Traditional Chinese written characters
- To develop students' sense of belonging to Hong Kong through cultural activities and visits to historical sites

Implementation Period: October 2019 – September 2020

Target Group: 3 Newly Arrived Children from Mainland China for less than a year

Grant Used: School-Based Support Scheme (SBSS) for Newly Arrived Children (NAC)

Financial Summary

Grant received on 2020.1.21 (3 students x \$5,746) (A)	\$17,238.00
Actual Expenditure (B)	(\$2,812.50)
- Tutor Fee: \$2,812.50 (9 lessons x \$312.5/lesson)	
Surplus for the year (C)	\$14,425.50
Surplus brought forward from previous year (D)	\$11,124.00
Prior Year(s) Adjustment (E)	\$0
(Deficit) to be transferred to Income and Expenditure Account	\$0
Surplus to be clawed back (F) = (D) – (E) – (B)	\$8,311.50
Surplus retained to be carried forward to next year (C)+(D)–(E)– (F)	\$17,238.00

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.

Evaluation of the Programme

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.
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Due to the COVID-19-induced school suspension, most lessons had to be cancelled and could not be rescheduled. Six lessons were conducted by the Heads of the English Department and the Teaching Assistant from 29th October 2019 to 17th December 2020. Two lessons were conducted by the external tutor on 20th January 2020 and 23rd January 2020.

Due to the Coronavirus-induced class suspension and the availability of the tutor, seven lessons were rescheduled from 25th August 2020 to 10th September 2020. The details of the re-scheduled lessons were as follows:

Date	Time	Mode
25 th August 2020 (Tuesday)	2:30 – 3:45p.m. (75 mins)	Online (via Zoom and WeChat)
26 th August 2020 (Wednesday)		
27 th August 2020 (Thursday)		
28 th August 2020 (Friday)		
3 rd September 2020 (Thursday)		
7 th September 2020 (Monday)		
10 th September 2020 (Thursday)		

1. Attendance Rate

The attendance rate of the two face-to-face lessons conducted by the external tutor for the three students in January was 100%.

The attendance rate of the seven online lessons conducted by the external tutor for the two students (one student withdrew on 8th July 2020) from August to September was 70%, which was satisfactory. A student missed three lessons because her parent was concerned about her screen time.

2. Tutor's Evaluation of the Programme (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 improved in all aspects of the expected learning outcomes. The improvements in reading aloud in English with confidence and responding to questions about English texts were particularly evident.

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

Item	Average / 6
1. I am satisfied with this programme.	5 / 6
2. I am satisfied with the timing of this programme (no. of lessons and the length of each lesson).	5 / 6
3. I am satisfied with the performance of the tutor.	5 / 6
4. What I learnt in the programme was related to what I learnt in English lessons.	4 / 6
5. After this programme, I speak English with more confidence.	4 / 6
6. After this programme, I read in English with more confidence.	4 / 6
7. After this programme, I speak Cantonese with more confidence.	N/A
8. After this programme, I am more able to recognise and write in Traditional Chinese.	N/A
9. After this programme, I have developed a stronger sense of belonging to Hong Kong.	N/A

The students' evaluations of the programme were positive, in particular the performance of the tutor, the programme and the timing of it (all 5 out of 6).

4. Teachers' Evaluation of the Programme

Based on the observations of the nine lessons, the tutor successfully conducted student-centred lessons in which a few chapters of the English novel *Wonder* were covered. Interactive activities such as reading aloud, role playing, giving responses to different characters and events, doing creative writing related to the chapters, consolidating knowledge via *Kahoot*, building vocabulary via *Quizlet*, and 1-1 IELTS-format speaking practice were implemented. The students were engaged and were eager to express their thoughts in English in front of the tutor. Similar lesson strategies should be adopted next year.

5. Recommendations for future programme

Given the current COVID-19 situation, it may be necessary to explore the feasibility of conducting the lessons online. A platform which the students can access must first be established. More Chinese lessons will be scheduled to help students overcome the learning difficulties and discrepancy of Chinese Language between Mainland China and Hong Kong.

Written by CTC & CWY

13th October, 2020