CCC Kei Heep Secondary School

English Department

Report on the One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025-2026

Item	Content	Participants	Actual Expenditure (HKD)	Means of evaluation	Evaluation
1	Purchased resources for AI writing and speaking	Senior form students (S.4-6) of 2025-2026	$30,000	Teacher observation Student feedback	Feedback from teachers and Secondary 4-6 students reveals that AI writing and speaking platforms have significantly enhanced language proficiency and learning efficiency. Students appreciate immediate, detailed feedback on grammar, vocabulary, and pronunciation, which builds confidence and reduces anxiety about making mistakes. Teachers report that the automated grading and actionable analytics save valuable instructional time while pinpointing individual students' weaknesses. Driven by these measurable improvements in senior secondary academic performance and engagement, the school has decided to expand the rollout of AI learning platforms to all forms next year.
2	Hired tutors to assist students' English Learning	Mainly S.6 students	$25,800	Teacher observation Student feedback	Feedback from teachers and Secondary 6 students indicates that the three supplementary tutors hired for intensive post-study-leave lessons were exceptionally effective. Tutors provided targeted exam-skill training, clarifying complex concepts and boosting student confidence ahead of public examinations. Their personalized attention addressed individual learning gaps, resulting in noticeable improvements in academic

					performance and morale. Both students and staff highly praised their dedication and expertise. Given its tangible impact on examination readiness and student success, this tutorial support has proven invaluable and should continue in future academic years.
3	Organised a wide range of English activities 3.1 Arts Workshop: Mindfulness art workshop and Floral management workshop were organised	All students	$6,880	Teacher observation Student feedback	The activities were organised in a Cross-curricular Learning week, co-organised by English Department and Counselling Committee. Mindfulness Art Workshop, featuring 3D texture painting, and the Floral Management Workshop were resounding successes. These engaging activities provided students with a wonderful outlet to de-stress, unwind, and cultivate mental well-being following intensive academic routines. Beyond relaxation, both sessions naturally integrated English language learning, encouraging participants to follow instructions, discuss creative techniques, and expand their vocabulary in an immersive environment. Student feedback highlighted renewed energy and engagement. Given their dual benefits for emotional wellness and authentic language acquisition, these enriching experiential workshops should certainly become a recurring feature in future school programs.
	3.2 Joined School Drama Festival	20 S.4-6 students	$2,151.61	Teacher observation Student feedback	The school drama festival participation was a resounding success, highlighted by the prestigious win for Outstanding Script, three Outstanding Performer awards, and exemplary overall cooperation. The cast and crew demonstrated exceptional dedication, teamwork, and artistic talent throughout rehearsals and the final

					performance. Students not only refined their theatrical and language skills but also built strong peer bonds through shared creative efforts. The enriching experience significantly boosted participants' self-confidence. Building on this remarkable achievement, the drama team will participate in the festival again next year to pursue further excellence.
4	S.1 Summer Bridging Programme	30 S.1 students	$22,025	Teacher observation Student questionnaire	The Secondary 1 English Summer Bridging Programme successfully facilitated student transition, achieving high marks in peer bonding (mean 4.08) and positive engagement with experiential activities like Wong Chuk Hang pickleball and drawing. However, overall attendance was low at 60% due to summer travel and communication gaps. While most students enjoyed the interactive lessons, English confidence scores varied, highlighting differing foundational levels. Moving forward, recommendations include adopting multi-channel notifications and early schedule announcements to boost attendance. Curriculum adjustments should incorporate differentiated instruction for lower-confidence learners and expand experiential learning opportunities in future iterations.

Grant: HKD $200,000

Total amount spent: HKD $86,856.61

Remaining amount: HKD $113,143.39

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