

English Enhancement Grant Scheme for Primary Schools
School-based Implementation Plan

School Name: Yan Chai Hospital Chiu Tsang Hok Wan Primary School **(English)**

Application No.: B022 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 6

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	1	1	1	1	1	1	6

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service	Grade level	Focus(es) of programme/ project / support service	External support (if any)
1. PLP – R/W	P.1-3	Reading & Writing	EDB NET Section
2. Process Writing	P.5	Writing	EDB LLSS

(B) SWOT analysis related to the learning and teaching of English¹:

Strengths	Opportunities
<ol style="list-style-type: none">1. We've participated in a lot of English schemes in the past years. Most of them are well established (e.g. PLP - R, PLP - R/W, Link programme, QEF Project – Establishment of Reading Room, LLSS Programme, Learning Circle of small Class...).2. Our English staff is very experienced.3. Our NET has been working in our school for more than 8 years. She is experienced and knows our school well.4. Principal and English teachers' wholehearted support.5. Students enjoy the activities that we organise.	<ol style="list-style-type: none">1. EEGS will help us in the curriculum development.2. Implementation of small class teaching in P.1 & 2 and will be extended to other levels in the subsequent school years.3. The schemes we have in our school may increase the school enrolments.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students in general find it difficult to read the materials in English lessons.2. Our school is small. Human resources and financial support are limited.3. Most parents are not well educated. Students lack parents' support.4. They are not able to read English newspapers and magazines by themselves.5. Most students are from working class families. Students may not be able to take part in cultural and sporting activities.6. TSA, internal tests and examinations results could be better.7. Students are weak in reading and writing.	<ol style="list-style-type: none">1. Our NET will leave in 2012.2. More SEN students, greater learning diversities.3. Not enough IT equipment.4. 2 millennium schools in our neighbourhood.5. Staff turnover.6. A high turnover of English panel chairperson.

¹ Schools may refer to the School Development Plan, Quality Assurance Report, Comprehensive Review Report, External Review Report, Focus Inspection Report and internal assessment data, like TSA results when performing the SWOT analysis.

(C) Based on the SWOT analysis, what is / are the focus(es) of the school's proposed English enhancement measure(s) ²

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
1. A school-based literacy programme for Key Stage 2 (P4-6)	➤ Guided Reading and Writing	<ul style="list-style-type: none"> ➤ To enhance students' interest and self-learning ability in English ➤ To develop a habit of independent reading ➤ To develop writing skills

(D) How to implement the proposed measure(s) funded by EEGS? (Please refer to the "Guiding Notes" for reference)

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>1. <u>Employ a qualified part-time supply teacher to create space for teachers to develop a school-based literacy programme in P4-6</u></p> <p>➤ The core team members of the programme include the English panel chairperson, the NET, and 3 P4-6 English teachers. 7 lessons of each of the 3 P4-6 English teachers will be released, which will be taken by the part-time supply teacher (3 x 7 = 21 lessons).</p>		<p>2011-2013</p> <p>➤ P4-6 for 2 years.</p>	<p>➤ Release the English teacher who is involved in the planning, development and implementation of the programme.</p> <p>➤ Improvements are expected in the students' reading ability especially phonics, word skills and comprehension.</p>	<p>➤ The developed curriculum will be an ongoing implementation in further years.</p>	<p>➤ The school management team will monitor the performance of the supply teacher.</p> <p>➤ All record of co-planning meetings will be kept.</p>
<p>2. <u>Develop a school-based reading scheme to enhance students' reading and writing abilities</u></p>	P4-6	<p>2011-2013</p> <p>Co-planning from Sept to June</p>	<p>➤ A school-based curriculum on literacy teaching will be developed.</p>	<p>➤ Purchase a variety of reading books matching with the themes of the</p>	<p>➤ A co-planning meeting per week (P4-6 English teachers and the NET) for curriculum tailoring and lesson evaluation.</p>

² The focus(es) of the English enhancement measures should be related to the school-based English Language curriculum and the school development plan.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> ➤ 14 units of the textbook will be taught per level. Core team teachers will design reading and writing curriculum according to the themes/text types of the 14 units. Reading books will match the theme of the units. At least 25 books will be used per level per year for guided reading. ➤ There will be 9 lessons per week in which 1 double lesson will be spent on reading and writing. ➤ Students will spend 1 double lesson weekly in the programme. They will be divided into 4 groups in each lesson. Each 2 groups will be guided by either the NET or the LET. Students will read appropriate materials according to their ability. Each of the fiction and non-fiction texts is followed by interactive activities (writing, phonics) to consolidate students' understanding of the story and literacy skills. The materials prepared for the activities will depend on the theme of books and they will be designed by teachers. Core team teachers will design learning and teaching activities with the phonics materials purchased. Adaptations of reference materials will be made in order to 		<ul style="list-style-type: none"> ➤ The development timeline will be according to school scheme of work. ➤ 7 unit plans will be developed per level per year 	<ul style="list-style-type: none"> ➤ 14 unit plans and resources packages (reading and writing) will be developed per level in 2 years. ➤ Students will be more motivated to read and will have greater exposure to English materials. ➤ Students and teachers will be engaged in a range of learning and teaching opportunities. 	<ul style="list-style-type: none"> curriculum and the ability level of students. Reading books purchased will be reused after the programme. ➤ The developed curriculum will be adapted and improved by teachers to meet the specific needs of the students. 	<ul style="list-style-type: none"> ➤ Ongoing formative assessment as per our reading and writing assessment criteria. ➤ At least 1 peer lesson observation for each teacher in each school term by the Curriculum Development coordinator, the English panel chairperson and among core team teachers to assess the effectiveness of learning and teaching. Feedback will be given after the observation. ➤ There will be at least 2 sharing sessions for the English panel during the school year mainly in co-planning session. ➤ A portfolio and a home-reading handbook for each student will be kept to monitor their progress. Follow-up will be done on needs bases. ➤ On going formative assessment, lesson observation will be used to assess the effectiveness of learning and teaching.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>tailor make school-based curriculum. The use of the materials will be indicated in the scheme of work/unit plans.</p> <ul style="list-style-type: none"> ➤ The NET and the LET will co-teach 1 lesson for each unit. ➤ Core team members will ensure a smooth curriculum framework from KS1 to KS2 at the beginning. ➤ The curriculum framework will cover the text types in accordance with the EDB ELCG. ➤ Students will read books with language arts activities suitable for the specific books. ➤ Reading books will be used in the reading lessons and students are required to read books at home. ➤ PD for teachers will be conducted in collaboration with Advisory Teachers of the NET Section. 					

(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>1 <u>Employ a qualified part-time (0.7) supply teacher</u></p> <p>MPS point 14</p> <p>$\\$19,945 \times 1.05$ (MPF included) $\times 0.7 \times 12 = \\$175,914.9$ (Round up to \$175,920)</p>	\$175,920		\$175,920		\$351,840
<p>2 <u>Acquisition of learning / teaching resources</u></p> <p>2.1 Purchase of reading books</p> <p>25 titles $\times 4$ groups $\times 8$ copies $\times 3$ levels = 2,400 books</p> <p>Guided reading includes books for home reading. Books chosen will match themes and students' ability.</p> <p>Estimated cost: $\\$58.7 \times 2400 = \\$140,880$</p>	\$140,840	\$40			\$140,840
<p>2.2 Purchase of phonics materials (Phonics cards, CD-ROMs with site licence, Reference books) for developing and maintaining phonemic awareness. Materials (e.g. blends, word building and usage) chosen will match themes and students' ability.</p> <p>(1 series 12 different copies $\times \\$255 + 1$ series 12 different copies $\times \\$355$)</p>	\$7,320				\$7,320
Total:	\$324,080	\$40	\$175,920	\$0	\$500,000