

School-based Plan on the Use of the English Enhancement Grant for Primary Schools

Name of School : Ho Shun Primary School Sponsored by Sik Sik Yuen

(I) Present state of play

Our Strengths

1. Teachers are well-trained and experienced that they are ready to adopt different teaching strategies to facilitate pupils' language development;
2. Our pupils enjoy learning through activities

Our Constraints

1. Learning English as a second language is difficult for most students;
2. Many of the students do not have strong motivation to learn English because English is not their social language;
3. Students cannot learn the features of different text types explicitly from the textbooks we are using, and the exposure to different text types is inadequate.
4. There are lack of teaching reference materials about reading and writing, teachers find it difficult to design new or effective activities to bring in the classrooms to help students with their learning.

(II) A holistic school-based plan

To develop a school-based reading and writing programme to help students to enhance their reading skills. As the workload will be too heavy for the teachers if we start developing the programme for all levels, so we will first start with P.3 because we find that the P.2 students of this year are specially weak in reading and identifying text types, thus remedial is necessary. In the second year, we will go on with P.4 to have a better continuity. The development will go on after these two years.

We will work on only one level because the workload will be too heavy if we work with more than one level. The team of teachers who will be involved in the programme will have only 4 or 5 extra free periods per week, they have to spend at least 1 or 2 periods to do the co-planning. At the same time, they have to prepare the module plans, to plan activities in the lessons, to develop the teaching resources, to co-teach and observe the lessons, to evaluate the lessons and resources. As the teachers involved in the programme still have other teaching and administrative duties, it would be a pressure for them to spare too much spare time on this programme.

Implementation details of the proposed measure(s)

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
<p>(1)Develop a school-based reading and writing programme for P.3 and 4.</p> <p>Students will be exposed to different text types and teachers will do explicit teaching on features of the target text types. Related resource packages connecting reading and teaching will be developed. The units in the textbooks will be re-moduled to 3 modules in each term and one reading and writing package will be developed for each module.</p> <p>In each module, students will be taught to do a piece of writing in the format of the target text type as a final product. The reading and writing packages will be designed in a way that a variety of text types will be exposed to the students</p>	<p><u>Teacher development</u></p> <p>The core team members of the programme will be released to develop the programme</p> <p>The core team members of the programme co-plan with the English teachers of the involved levels on designing the activities, reading and writing skills to be taught, teaching materials and worksheets.</p> <p>After these 2 years, the team members will be allocated to the other 4 levels and work together with the teachers of those levels base on the experience gained within these 2 years to pass on the experience of how to develop the reading and writing packages.</p>	<p>09/2010 – 12/2010: 3 packages for P.3</p> <p>02/2011 – 05/2011: 3 packages for P.3</p> <p>09/2011 – 12/2011: 3 packages for P.4</p> <p>02/2012 – 05/2012: 3 packages for P.4</p> <p>09/2010 –12/2010: 3 modules for P.3</p> <p>02/2011 – 05/2011: 3 modules for P.3</p> <p>09/2011 – 12/2011: 3 modules for P.4</p> <p>02/2012 – 05/2012: 3 modules for P.4</p>	<p>To hire a qualified supply teacher to release the English curriculum leader and 3 other core team members about 5 to six lessons from some of their non-English lessons</p>	<p>The team members of the programme will observe the lessons with the English teachers of the involved levels (once for every package) to see how effective the designated activities and the resource packages are</p> <p>Evaluation of the packages will be done during the co-planning lessons.</p> <p>The core team members and teachers involved in the teaching and planning will evaluate the effectiveness of the materials being developed in co-planning lessons and report to all English teachers during sharing meetings or panel meetings.</p> <p>Students involved in this</p>

	<p>The core team members and teachers involved in the teaching and planning will evaluate the effectiveness of the materials being developed in co-planning lessons and report to all English teachers during sharing meetings or panel meetings.</p> <p><u>Curriculum development</u></p> <p>A total of 6 resource packages with module plans, activity worksheets, reading and writing worksheets, and teaching resources will be developed for each involved level</p> <p>Review and evaluation of the packages will be done every year during co-planning and after teaching. Necessary amendments will be done to the resource packages for the use of the subsequent school years</p>			<p>programme have improvement in their internal assessment results for reading & writing.</p>
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	<p><u>Student learning</u></p> <p>Students involved in this programme will be able to learn more effectively. We hope that 80% of the P.3 students will have an increment of at least 10% improvement in their internal assessment results for reading & writing.</p>			
<p>(2) Buy teaching reference materials about reading and writing for teachers' reference during planning and designing activities for the lessons</p>	<p>Teachers will be encouraged to borrow the reference and resource books.</p> <p>Resource books will be referred to when designing the activities. The books will be kept in the English cupboard in the staff room for teachers' reference in the future.</p> <p>The teaching and learning resources will also be kept in the teaching aid's room for future reference.</p>	<p>09/2010 – 12/2010</p>	<p>Reference and resource books for reading and writing</p>	<p>A loan record will be prepared to check the usage of the books.</p>

(III) Targets to be attained

- The programme can help students to enhance their reading and writing skills.
- Teachers' teaching strategies can be enhanced

(IV) Budget

Measures / Activities to be funded by the Scheme	Estimated cost
(1) Supply teacher A full-time contract teacher for 24 months at \$19,000/month plus 5% MPF(\$950/month)	\$ 478,800 (\$19,000+\$950) x 24=\$478,800
(2) Reference and resource books Reference books for teaching reading and writing, activities and games for learning reading and writing. Thematic story books (additional inputs for brainstorming ideas for writing) (Books will be chosen according to the topic of writing tasks to be taught) Games to help students to enhance their English, e.g. Scrabble, crossword puzzles, board and card games	\$ 21,200

(V) Cash flow

School year	2010-2011	2011-2012
Cash requirement	\$252,000	\$248,000