

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

School Name: HHCKLA Buddhist Chan Shi Wan Primary School (English)

Application No.: C047

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 14

2. No. of approved classes in 2011/2012 school year:

| | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|-------------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of approved classes | 4 | 4 | 5 | 4 | 4 | 4 | 25 |

3. No. of operating classes in 2011/12 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 | 4 | 5 | 4 | 4 | 4 | 25 |

4. Programme(s)/ project(s) implemented or support service(s) received in the past five years: (more rows can be added if needed)

| Name of programme/ project / support service e.g. PLP - R/W | Grade level e.g. P.1-3 | Focus(es) of programme/ project / support service e.g. reading and writing | External support (if any) e.g. NET Section |
|---|----------------------------------|--|--|
| 1. PLP-R/W | P.1-3 | Reading and Writing | NET Section |

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

| Strengths | Opportunities |
|--|---|
| <ol style="list-style-type: none">1. Most of our English teachers are experienced in the teaching profession. They are eager to help students.2. Students are willing to learn and believe they can improve under ‘Small Class Setting’.3. Co-planning culture has been developed.4. Lesson observation is conducted regularly. | <ol style="list-style-type: none">1. The implementation of PLP-R/W programme in P.1-3.2. Availability of the English Enhancement Grant Scheme3. School widely adopts Cooperative Learning Strategies to encourage communication among students.4. Small-class teaching has started in P.1-3. |
| Weaknesses | Threats |
| <ol style="list-style-type: none">1. Most students come from low income families. They do not have much family support.2. Some students are new immigrants from China. Their English standard is lower than their peers at school comparatively.3. Students are comparatively weak in reading in TSA results.4. Poor internal test and examination results in reading.5. Students are not interested in reading. | <ol style="list-style-type: none">1. Great learning diversity among pupils, a large cohort of SEN students.2. Teachers lack training to deal with SEN students. |

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 | Proposed measure(s) to be funded by EEGS |
|---|---|---|
| <ul style="list-style-type: none"> Refinement of the English Language curriculum for fostering (i) students' interest in reading and enhance (ii) students' reading abilities. | <ul style="list-style-type: none"> Reading | <ul style="list-style-type: none"> Obtain professional ELT curriculum consultancy to conduct PD workshops and give professional advice to support teachers in developing a school-based reading curriculum in KS2 (P4-5). Hire of a qualified 0.5 supply teacher to carry out the administrative work and free up some lessons of the core team members to develop a school-based reading curriculum in P. 4, 5. |

(D) How to implement the proposed measure(s) funded by EEGS?

| Proposed measure(s) | Grade level | Time scale (month/year) | Expected outcomes / Deliverables / Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|--|--------------|---|---|--|--|
| 1. Obtain professional curriculum consultancy to support teachers to develop a school-based reading curriculum in KS2 (P4-5). | | | | | |
| <ul style="list-style-type: none"> Professional curriculum consultancy will be hired to support teachers to develop a school-based reading curriculum in KS2 (P.4-P.5). <p>The expected consultant need to have a master degree or above in the field of English Language and with the experience of teaching English for at least 5 years and with the experience in supporting curriculum development of local schools.</p> | P4, 5 P.4 | <p>2012-2014</p> <p>2012-2013:</p> <p>1st term:</p> <p>Refine 1 package and produce 1 new reading package for P.4.</p> | <ul style="list-style-type: none"> A school-based reading curriculum is developed for KS2. 6 resources packages of reading workshops will be produced for P.4 | <ul style="list-style-type: none"> Teachers can make use of the teaching and learning materials to facilitate the implementation of reading curriculum in the future. | <ul style="list-style-type: none"> Evaluations on the lesson plans and learning materials will be made. Minutes and notes taken in the co-planning meetings. |

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"> Review the current English curriculum and develop a school-based reading framework to ensure coverage of skills and strategies indicated in the ELCG i.e from shared reading to guided reading, supported reading and independent reading throughout the key stages 1 and 2. Consultancy service includes co-planning, developing teaching materials with core team members and helping with conducting reading activities in class. Teachers will take up at least 50% of the lesson time during co-teaching with the consultant and the consultant will observe the lessons and give advice for improvement. This can help cater for learners' diversity in class. Graded learning and teaching materials (for different ability groups in a class) will be provided for catering learners' diversity. Core team includes P.4 (2012-2013), P.4 and P.5 (2013-2014) subject teachers and panel heads P.4 subject teachers will have 6 meetings with the consultant and each P.4 class will have 2 hours co-teaching and 2 hours of lesson observation and feedback in 2012/13 and 2013/14. | P4,5 | <p>2nd term: Refine 1 package and produce 1 new reading package for P.4.</p> <p>2013-2014: 1st term: Refine 2 package and produce 1 more unit package for P.4.</p> <p>1st term: Refine 1 package and produce 2 more packages for P.5.</p> | <p>and 5 after 2 years respectively. Each package consists of lesson plans, teaching references, teaching aids, learning tasks, assessment tasks and graded learning and teaching materials.</p> <ul style="list-style-type: none"> Students' interest, strategies and abilities in reading and reading skills will be enhanced. Expertise of core members in curriculum planning and teaching of reading is further developed. | <ul style="list-style-type: none"> Core team members help disseminate good practice on teaching and learning of reading to other panel members. The curriculum developed can be improved, revised and implemented effectively in the future. Teachers' expertise can be enhanced. Core team members can have more knowledge about the students' learning difference in | <ul style="list-style-type: none"> Questionnaires for the core team members and students on the teaching and learning effectiveness of the programme Annual review meetings with the production of corresponding reports. Lesson observations (video-recording) Regular panel meeting review Professional in-house sharing session |

| Proposed measure(s) | Grade level | Time scale (month/year) | Expected outcomes / Deliverables / Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|--|-------------|---|---|--|---|
| <p>For P.5 subject teachers will have 6 meetings with the consultant and each P.5 class will have 2 hours co-teaching and 2 hours of lesson observation and feedback in 2013/14.</p> <ul style="list-style-type: none"> Teachers will refine existing learning and teaching materials and produce new reading packages. Currently there are 6 units in GE programme per school term and 2 readers matching with 2 units each had been developed. 3 readers (fiction and non-fiction) will be incorporated with the GE programme each term. The theme/ language focus of the readers will be matched with the textbook units. Books/ Readers used in the Reading Programme will be purchased by parents. 2 lessons out of 8 per week (about 40% of the teaching time) will be allocated for this reading programme. Teachers will use task-based activities to help KS2 students to develop the skills of read with understanding, fluency, accuracy and enjoyment. Students are expected to apply and develop their knowledge of written symbols, letter-sound relationships and grammar with the help of teachers. | | <p>2nd term:</p> <p>Refine 2 package(s) and produce 1 new reading package for P.4.</p> <p>Refine 1 package and produce 2 more packages for P.5.</p> <p>Co-planning: Sept to June</p> <p>Co-teaching: October to June</p> <p>Lesson observation: Estimated months October to June</p> | | <p>each level when they are designing student-based materials for the curriculum.</p> <ul style="list-style-type: none"> Other panel members will observe the try-out lessons conducted by the core team members so that they can be equipped with the effective teaching strategies. The panel will keep on refining the reading curriculum so that students in KS2 can learn more effectively. | |

| 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"> • More text types, integration of non-fiction, enhance teachers' questioning techniques, vocabulary building skills, process writing, etc to be added in carrying out the reading workshops. • Graded teaching and learning materials will be designed for catering learners' diversity. • Authentic teaching and learning materials are designed and some activities with language arts elements, such as poems, songs and drama will be designed so as to enhance students' motivation. • A writing task will be carried out after the reading workshop for each package. • Plans, tasks and teaching materials are to be designed and produced by teachers and teachers took active role in planning, developing and trying out lessons accordingly to enhance reading skills and motivation of students. | | | | | |
| <p>2. Employing a 0.5 qualified supply teacher to create space for the core team members to refine the English Language curriculum with a school-based reading curriculum in P 4, 5</p> | | | | | |
| <ul style="list-style-type: none"> • A 0.5 supply teacher will be employed to free up level teachers to design of the new teaching and learning materials of reading workshop with the consultancy support. | P.4 | Sept 2012- June 2013 P.4 | Please refer to the implementation details of measure 1. | After the project, teachers will use the skills learnt from the | Please refer to the implementation details of measure 1. |

| 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"> • There are 9 core members. They are 2 vice principals, PSMCD, the EPC, the 2 vice EPC (P.4 teachers) and 3 more P.4 English teachers in 2012-2013. • There are 9 core members. They are 2 vice principals, PSMCD, the EPC, the 2 vice EPC (P.5 teachers) and 3 more P.5 English teachers in 2013-2014. • 2 to 3 lessons per week (about 1 hour) will be released tentatively from each of the five P.4 (1st year) and P. 5 (2nd year) English teachers for the meetings and preparation of learning and teaching materials. The 2 vice principals and the PSMCD will not be freed up by this supply teacher. 1 to 2 lesson(s) per week (about 0.5 to 1 hour) will be released tentatively from each of the P.4 (2nd year) English teachers. • About 14 lessons per week will be taken up by the supply teacher tentatively. • Co-planning meetings among level teachers will be carried out weekly other than the consultancy meetings to ensure the teaching schedule and the teaching focus of the GE programme in each unit. | P.4, 5 | Sept 2013- June 2014 P.4, 5 | | consultant and the gained curriculum development experience to develop the reading packages for P.6 | |

| Proposed measure(s) | Grade level | Time scale (month/year) | Expected outcomes / Deliverables / Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|---|--|---|---|--|--|
| 3. Hire of curriculum consultancy to provide professional development programmes for English teachers to enhance teachers' skills and strategies in teaching reading. | | | | | |
| <ul style="list-style-type: none"> • Professional development workshops on planning, implementing reading workshops will be organized. ✧ About four 3/4-hour workshops will be conducted for all English teachers. ✧ Focus: <ul style="list-style-type: none"> ➤ Curriculum planning (planning of reading lessons for students in P.4-5.) Arrangement of co-planning/co-teaching and lesson observation with feedback for each level will be carried out. ➤ Enhancement of teaching strategies of reading skills and motivation in reading. ➤ Techniques in catering for learning differences. • In-house sharing will be conducted. <ul style="list-style-type: none"> ➤ Core team members conducting experience sharing session with other panel members. • The school will ensure the service provider owns the copyright of all reference materials and will then be owned by the school after the service period. | PD: All English teachers On-site support: P4,5 | 9 hours per school year (September, December and February) In-house sharing: estimated months January and June | <ul style="list-style-type: none"> • Panel members can be equipped with expertise in planning, teaching and learning of reading. • The core team members will be equipped with the necessary skills and knowledge about how to develop tailor-made reading curriculum for other levels of students. | <ul style="list-style-type: none"> • The panel will keep on refining the reading curriculum so that students in KS2 can learn and enjoy reading more effectively. | <ul style="list-style-type: none"> • Self-evaluation Report by core team members indicating the use of skills and strategies used in teaching with reflections. • Through lesson observation and sharing, the curriculum leaders/panel heads can assess the knowledge and skills gained are being tried out in teaching. • Survey on the effectiveness of the workshops |

(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 | | | | |
| | 2012 /13 | | 2013/14 | | Sub-total |
| | Funded by EEGS | Funded by other sources (if any) | Funded by EEGS | Funded by other sources (if any) | (Funded by EEGS) |
| <p>1. Hire of professional ELT curriculum consultancy service</p> <p>2012/13 (P.4)</p> <p>\$2100 x 12 hours of co-planning meetings</p> <p>\$2100 x 5 hours of co-teaching (for 5 classes)</p> <p>\$2100 x 5 hours of lesson observation and feedback (for 5 classes)</p> <p>2013/14 (P.4):</p> <p>\$2100 x 6 hours of co-planning meetings</p> <p>\$2100 x 4 hours of co-teaching (for 4 classes)</p> <p>\$2100 x 4 hours of lesson observation and feedback (for 4 classes)</p> <p>2013/14 (P.5):</p> <p>\$2100 x 12 hours of co-planning meetings</p> <p>\$2100 x 10 hours of co-teaching (for 5 classes)</p> <p>\$2100 x 10 hours of lesson observation and feedback (for 5 classes)</p> | <p>(P.4)</p> <p>\$2100/hr x 22 hours</p> <p>\$46,200</p> | | <p>(P.4)</p> <p>\$2100/hr x 14 hours</p> <p>\$29,400</p> <p>(P.5)</p> <p>\$2100/hr x 32 hours</p> <p>\$67,200</p> | | \$142,800 |

| Proposed measure(s) | Estimated cost | | | | |
|--|---|----------------|----------------------------------|--|-------------------------------|
| | If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item | | | | |
| | 2012 /13 | | 2013/14 | | Sub-total (Funded by EEGS) |
| Funded by EEGS | Funded by other sources (if any) | Funded by EEGS | Funded by other sources (if any) | | |
| 2. Hire of a qualified 0.5 supply teacher (with experience) * EEGS supports MPS pt 14 of that school year. Extra cost to be supported by school grant / excess funding to be returned to the EDB. $\$ 22,445$ (expected pay rise included) $\times 0.5 \times 1.05 \times 12$ $= \$141,404$ (2012/13) $\$ 23,792$ (expected pay rise included) $\times 0.5 \times 1.05 \times 12$ $= \$149,890$ (2013/14) | \$141,404 | | \$149,890 | | \$291,294 |
| 3. Professional development of all English teachers per year (Different topics for each workshop in 2 years) $\$2,500 \times 3$ (workshops) $\times 3$ (hours) (2012/13) $\$2,500 \times 3$ (workshops) $\times 3$ (hours) (2013/14) $= \$22,500$ per year | \$22,500 | | \$22,500 | | \$45,000 |
| Total: | \$210,104 | | \$268,990 | | \$479,094 |

* Teachers who have joined the Early Retirement Scheme cannot be hired as the supply teacher in the EEGS.

The manpower for freeing up the English teachers for implementing the IT Pilot Scheme will not be from the supply teacher supported by the EEGS.