

聖家學校

English Enhancement
Grant Scheme for Primary
Schools (EEGS)

提升小學英語水平津貼計劃
(2012-2013)



English Enhancement Grant Scheme for Primary Schools

School-based Implementation Plan

School Name: Holy Family School (English)

Application No.: C027

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 3

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	1	1	1	1	1	1	6

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. 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
			NIL

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Small class sizes 2. Enthusiastic and experienced teachers who are open to new ideas and approaches 3. A supportive principal 	<ol style="list-style-type: none"> 1. Students can experience the rich diversity of English use through participating in language arts activities, and being exposed to a wide variety of stimulating materials. 2. English is highly promoted by the school sponsoring body.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Lack of learner motivation as a result of low parental support, due in part to location in low socio-economic area. 2. Lack of stimulating, relevant materials. 3. TSA results show weaknesses in writing, spelling and reading. 	<ol style="list-style-type: none"> 1. Learner diversity is substantial, with a considerable number of SEN students. 2. There is a lack of space in the school premises to offer extra curricular activities. 3. Enrollment in the school is shrinking, due to a low birth rate.

(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
<ul style="list-style-type: none"> • Refinement of the English Language curriculum through the introduction of appropriately selected readers and associated learning and teaching tasks. • Enhance teachers' skills in teaching reading and writing 	<ul style="list-style-type: none"> • reading • writing <p>both with an emphasis on different text types and creative responses to texts.</p>	<ul style="list-style-type: none"> • Employ a 0.5 qualified supply teacher to free up space for core team teachers to integrate reading and writing elements into the English curriculum/ develop a school based reading and writing curriculum in P. 1 to 3 (year 1) and 4 to 6 (year 2). • Hire of curriculum consultancy to organise related PD workshops and provide on-site consultancy support to teachers who will try out the new strategies learnt during lessons

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.

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

(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
<p>1. Employ a 0.5 qualified supply teacher to free up space for core team teachers to integrate new reading and writing elements into the English curriculum in P. 1-6.</p>					
<ul style="list-style-type: none"> ● The core team members will be released in order to allow time to be spent refining the curriculum and attending PD workshops. ● There are 3 core team members, each English teacher teaches 2 levels, and the teachers released will teach 1 each of a KS1 and KS2 level. ● Each member will be released for 5 lessons per week. ● The supply teacher will take up 15 lessons per week. (3 x 5 = 15) ● The focus of curriculum development will be on reading and writing. Currently there is little emphasis on e.g. guided/shared reading, different text types, etc. In KS1, emphasis will be on more storytelling, reading aloud and shared reading. In KS2, more supported reading and independent reading will be carried out. The four stages of developing writing will be followed, building up from copying, through controlled writing and guided writing, to finally independent writing. ● The curriculum leader will be the Panel Head. The EDB NET will be involved in curriculum planning and teaching. There will be co-teaching among the English teachers and NET. 	<p>P1 - 3 P4 - 6</p>	<p>2012/13 2013/14</p> <p>Co-planning October to June</p> <p>Development timeline per level: 1st term 3 packages 2nd term 3 packages</p>	<ul style="list-style-type: none"> ● School-based reading and writing curriculum with unit/ lesson plans, learning tasks/ activities developed per level ● Resource packages with lesson plans, supplementary reading materials and 2 levels of learning tasks to cater for learner diversity developed ● Each year group will have 6 modules with 2 levels each developed, so by the end of the project, P1-6 will all have 6 new 	<ul style="list-style-type: none"> ● The newly developed school-based reading and writing curriculum will be taught as part of the curriculum after completion of the project. ● Team meetings will be used to iron out any difficulties in the programme. Records will be kept to identify changes made/ improvements and areas for further 	<ul style="list-style-type: none"> ● Records of meetings will be kept for future reference. ● The progress and effectiveness of the measure will be monitored by discussion during team meetings, analysis of students' assessment results (e.g analysis of TSA results/exam results) and continuous assessment in class, for example using the test-teach-test method. ● Student reading levels will be assessed by teachers/the NET regularly.

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"> • Books and texts chosen will be matched with the theme/language focus/text type of the textbook. 2 double and one single lesson will be allocated to this reading and writing curriculum per week for each class, in both KS1 and KS2. Teaching strategies will include storytelling, reading aloud, shared reading (KS1), supported reading, independent reading (KS2) copying, controlled writing, guided writing, independent writing and process writing (pre-writing, drafting, revising, editing, final draft). The other focus for curriculum development will be catering for learner diversity, with materials suitable for different abilities being developed each class. • Books and texts will be chosen specifically for the level of our students, with at least 2 levels of tasks developed by teachers per text. • Core team members (of the same key stage, P1-3 and P4-6) will meet the consultant (as a team of 3 teachers) to plan, discuss and refine the programme at least once a month. The 3 core team teachers will meet at least once a week to develop the learning and teaching materials for the 3 levels collaboratively. • All English teachers will undergo professional development workshops conducted by the consultant in order to enhance their skills and 			<p>modules with 2 levels per module.</p> <ul style="list-style-type: none"> • Each module will include lesson plans, teaching aids, texts, worksheets and games. • Each module/package is expected to last for about 1 month. • Students are expected to have improved reading and writing skills, greater motivation in English learning/independent reading, better TSA results and greater confidence. 	<p>refinement. The project will be seen as an organic process, growing and changing with the strengths and requirements of learners.</p>	<ul style="list-style-type: none"> • Lessons will be video taped for sharing and evaluation among team members as well as for future reference (e.g for any new teachers). These will be shared at least once a year, with the option of teachers viewing them in their own time whenever required.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>strategies in teaching reading and writing, as well as materials design, motivating learners and cultivating a language rich environment through reading.</p> <ul style="list-style-type: none"> Lessons will be observed and discussed once per package, with all core team members being observed once. A post-observation sharing session will be run to consider the strengths and challenges noted in the lessons, and the programme or teaching approach suitably refined where appropriate. Peer observation will be carried out once per level. 					
<p>2. Hire of curriculum consultancy to organise related PD workshops and provide on-site consultancy support to teachers who will try out the new strategies learnt during lessons</p>					
<ul style="list-style-type: none"> A school based reading and writing curriculum plan with teaching and learning resources that complements the GE programme will be developed under the joint effort of the teachers and the programme consultant. The focus will be promoting reading and writing across the curriculum. The consultant is expected as a minimum to have a degree in English Language and more than 5 years of experience in English language education as well as local education experience. In addition, experience as working as a Panel Chair in HK and Primary teaching experience is desirable. 	<p>P1 -3 P4 -6</p>	<p>2012/13 2013/14</p> <p>Co-planning</p> <p>October to June (both years)</p> <p>Development timeline per level:</p>	<ul style="list-style-type: none"> The knowledge and skills will be disseminated to English teachers through regular sharing sessions. The learning and teaching materials will be owned by school without recurrent costs after the project. 	<ul style="list-style-type: none"> Teachers will learn, during this year, about how to develop and implement an in-house curriculum for KS1. Then in the following year, teachers will design, develop and implement an in-house 	<ul style="list-style-type: none"> Records of meeting will be kept for future reference. References from other schools who have undertaken consultancy with the company will be taken. A plan will be set out at the beginning of the year to monitor the progress of implementation.

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"> ● The English teachers will collaborate with the consultant through meetings, co-planning, lesson and curriculum design, lesson observation and feedback. ● During co-teaching, teachers will take up at least 50% of teaching, with the consultant also taking up 50%. ● English teachers will reflect on personal strengths and challenges after the lesson observations/ try-outs, keeping a personal reflection journal and adjusting their teaching strategies to cater for learner diversity where necessary. Frank sharing sessions after observations will help teachers to reflect honestly on their strengths and challenges as well as providing the opportunity for creative feedback and suggestions for improvement. ● The workshops will focus on 4 areas: <ol style="list-style-type: none"> 1. Teaching reading and writing through fiction texts 2. Teaching reading and thinking through non-fiction texts 3. Conducting reading workshops in class 4. Promoting a reading culture across the school ● There will be 4 PD workshops per year, 2 hours each in duration. 		<p>1st term</p> <p>3 packages per year group</p> <p>2nd term</p> <p>3 packages per year group</p> <p>PD workshops:</p> <p>2012/13 December</p> <p>2013/14 December</p>		<p>reading and writing programme for KS2, with further help from the consultant, using the skills and strategies learned through the workshops, consultation, advice and planning of the first year. These skills will allow teachers to develop further programmes in the future, where required as well as enhancing teaching skills.</p>	<ul style="list-style-type: none"> ● In order to evaluate the effectiveness of the measure, surveys to collect feedback from teachers, students and parents will be taken and analysis of students' assessment results will be performed annually. ● Student performances will be video-taped for assessment. Teacher will observe each other once a year and feedback during group sharing. ● Group meetings including analysis and reflection will take place at least biennially, in order to refine and amend the programme for future years. Teacher reflection records will be kept

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"> All core teachers will attend the workshops. Skills and strategies learned during the workshops will be implemented immediately in teaching, as well as being incorporated into the school-based curriculum. 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. 					by all teachers throughout the year for both continual improvement and as a tool for group sharing sessions.

(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)
1. Employ a 0.5 qualified supply teacher (\$21,175 + 8% expected pay rise = \$22,869) x 0.5 x 1.05% x 12months x 2years <i>Expected pay rise has to be included</i> 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.	\$144,075 (round up)	\$	\$144,075 (round up)	\$	\$288,150

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>2. Hiring of consultancy service and Professional development seminars for teachers.</p> <p>2012-13</p> <p><u>PD workshops (with different focus for each workshop in 2 years)</u> \$ 1500/hour x 4 x 2 hours = \$ 12,000</p> <p><u>co-planning</u> \$ 1500/hour x 3 meetings x 6 hours for 3 levels = \$ 27,000</p> <p><u>co-teaching and follow-up meetings</u> \$ 1500/hour x 6 hours x 3 levels = \$ 27,000</p> <p>2013/14</p> <p><u>PD workshops</u> \$ 1500/hour x 4 x 2 hours = \$ 12,000</p> <p><u>co-planning</u> \$ 1500/hour x 3 meetings x 6 hours for 3 levels = \$ 27,000</p> <p><u>co-teaching and follow-up meetings</u> \$ 1500/hour x 6 hours x 3 levels = \$ 27,000</p>	\$ 66,000		\$ 66,000		\$132,000

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)		
3. Purchase of storybooks for the reading and writing curriculum (kept by school for circulation)	\$ 37,800		\$ 37,800		\$ 75,600
<u>Class sets to be kept by school for circulation:</u> 6 titles x 3 levels x 30 copies x \$70 = \$ 37,800 Purchase of teaching reference book \$200 x 6= \$ 1200 All books will be purchased after proper procurement exercise as stated in the EDB circular 15/2007.	\$ 600		\$ 600		\$1,200
Total:	\$ 248,475		\$ 248,475		\$ 496,950

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