

English Enhancement Grant Scheme for Primary Schools

School-based Implementation Plan 2011-2012

School Name: Ng Wah Catholic Primary School (English)

Application No.: B165 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 15

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	4	4	4	4	4	4	24

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	4	4	4	4	4	24

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 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. Drama-in-education Alliance	P.4	Reading and Speaking	SCOLAR

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

Strengths	Opportunities
1. More than half of the teachers are enthusiastic and willing to face changes. 2. Most teachers have had school-based curriculum development experience. 3. Collaborative and sharing culture nurtured by EDB and other education officer. 4. Effective use of co-planning meetings.	1. Raise students’ interest and encourage students to take part in English activities. 2. Help to build up students’ confidence to use English. 3. Teachers could learn new teaching methods to increase students’ motivation. 4. To provide students with great exposure to authentic use of English.

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.

Weaknesses	Threats
<ol style="list-style-type: none"> 1. A wide range of learner diversity. 2. Parental support in most students' study is insufficient. 3. Little exposure to English outside the classroom. 4. Decline of English proficiency of students and low socio-economic backgrounds. 5. Lack of opportunities and confidence in communicating with English speakers in their daily living. 	<ol style="list-style-type: none"> 1. Competition from neighbouring schools 2. Increasing concern from parents and the society as they demand a higher standard of language proficiency of the students. 3. Students have performed fairly inconsistently in TSA over the past few years.

(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. Enhancing students' writing skills through reading and systematic writing process-PM Writing Programme in P.2.	● From reading to writing	<ul style="list-style-type: none"> ● To link from reading to writing and promote writing constructive meaning in contents ● To incorporate a systematic process of writing from planning to publishing
2. Creative Writing Programme in P.4 & P.5	● reading and writing	<ul style="list-style-type: none"> ● Design a school-based Creative Writing Framework and Curriculum for P.4 and P.5 students

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

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
3. Home Reading Programme in P.1-P.6	● Reading	● To incorporate a systematic reading programme in P.1-P.6

(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>Measure 1:</p> <p>All English teachers in P.2 and the NET (from EDB) will help to implement the following measures. They play the role in leading and carrying out a systematic reading and writing process.</p> <p><u>PM Writing Programme(P.2)</u></p> <ol style="list-style-type: none"> to link reading to writing Incorporating shared, guided and independent writing and reading 	P.2	eight months Oct,2011- May2012	<p>Benefits anticipated:</p> <ol style="list-style-type: none"> To motivate students to write independently on various text types To develop a better understanding of the purposes for writing different text types, as well as knowledge of the grammatical 	<ol style="list-style-type: none"> Regular review (16 co-planning meetings) and adaptation of the program plan are to be made to improve teaching and learning 	<ol style="list-style-type: none"> Having regular meetings(twice per month, altogether 16 meetings) to reflect , share and evaluate. Besides, qualitative evaluation- interview and questionnaire will be taken by the end of the year Conduct lesson observation (twice per year for all P.2 English teachers) Record the progress and work done in lesson plans, file

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>through systematic writing process</p> <p>3. Introduce different text types</p> <p>4. To help develop knowledge of the grammatical patterns of texts</p>			<p>patterns of texts</p> <p>3. School-based Reading workshops implemented more effectively in KS1.</p> <p>4. Students in P.2 read 10 titles in the PM Writing programme each year.</p>	<p>different writing skills.</p> <p>e.g skills in writing informative , recount, narratives and descriptive texts</p> <p>e.g to have reflections done during co-planning meetings, (twice per month, approximately 16 meetings) records will be kept, too.</p> <p>2. The newly</p>	<p>documents and compile the resource materials</p>

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
				<p>acquired resources e.g. 10 lesson plans with worksheets, evaluation forms etc will be kept for future use.</p> <p>They will be used in double lessons with NET (from EDB) every week.</p>	

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>Measure 2:</p> <p>Teachers teaching P.4 and P.5 will implement the programme. They help to conduct the lessons with the NET.</p> <p><u>Creative Writing Programme in P.4 & P.5</u></p> <ol style="list-style-type: none"> 1. Design a school-based Creative Writing Framework and Curriculum for P.4 & P.5 (20 double creative writing lessons for each level, a total of 40 lessons) 2. Creative writing booklets have been designed for writing purposes. 3. Students are asked to write short story endings, interesting poems and other creative texts. (Different types of creative texts e.g letters, writing story endings. diaries for each level. Each text will be set for three double lessons. A total of 40 lessons will be planned for each level. 4. The outputs will be compiled together for other schoolmates 	<p>P.4 & P.5</p>	<p>Two years:</p> <p>P.4: Oct, 2011 - May,2012</p> <p>P.5: Oct, 2012 - May,2013</p>	<ol style="list-style-type: none"> 1. Teacher will acquire the skill of developing a Creative Writing Curriculum including clear teaching procedures and self-designed teaching materials e.g. powerpoints, writing booklets. Develop a school-based writing package with teaching plans and teaching materials. Altogether 6 different creative writing lessons for each level. Students will have confidence in writing different text types (e.g poems, 2 story endings, letters, diaries) 2. Develop and cultivate creative thinking and an enquiring mind 	<ul style="list-style-type: none"> • Tailor-made materials and lesson plans for each double lessons will be kept for future use • Sharing and lesson demonstration will be held in panel meetings(twice per year)among other English teachers <p>The tailor-made learning and teaching materials will be owned by school after the program.</p>	<ol style="list-style-type: none"> 1. Regular review(6 co-planning lessons+ two mid-term reviews) , sharing and observation of classroom delivery strategies(twice per year) 2. Feedback through self-evaluation and questionnaires on students' performance Evaluate the effectiveness of the teaching skills, and the quality of the teaching materials through co-planning meetings. 3. Students' output will be compiled and printed into a newsletter as school's asset to inspire other fellow schoolmates

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<p>5. A native English speaking teacher will be delivered from corresponding company monitoring the creative writing programme will have co-planning lessons with the teachers. He/ She needs to have TESL/TEFL qualifications and teaching experiences in Primary schools.</p>			<p>Through:</p> <ul style="list-style-type: none"> -Writing different text types, e.g. story endings : -Adaptations and expansion of a story outline -Identifying different aspects of setting -Using different vocabulary to create character -Producing ideas for the climax of the module story 		

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>Measure 3:</p> <p>The teachers' role is to</p> <ol style="list-style-type: none"> 1. assess the reading levels of pupils in their respective classes and select appropriate books for the pupils 2. deploy various reading strategies like reading aloud, shared reading, supported reading and independent reading in reading workshops at various levels to assist pupils to read 3. monitor pupils' reading progress <p><u>Home Reading Programme (P.1-6)</u></p> <ol style="list-style-type: none"> 1. To implement home reading programme with leveled books 2. Incorporating shared, guided 	P.1-P.6	<p>eight months</p> <p>Oct,2011- May2012</p>	<p>Benefits anticipated:</p> <ol style="list-style-type: none"> 1. School-based reading workshops are to be implemented more effectively. 2. Students from P.1-P.6 read 20 books in the reading programme each year according to his/her own reading level. 5. Students can read books of different text types: <p>Narrative Texts</p> <ol style="list-style-type: none"> a. Literary (e.g. Fairy tales, Poems, Stories & Plays) b. Non-literary 	<ol style="list-style-type: none"> 1. The programme is to be carried on in future years. 2. Regular review and adaptation of the program plan are to be made to help 3. The newly acquired resources (mainly books of different titles) will be kept for future use. 	<ol style="list-style-type: none"> 1. Pupils' reading performance is to be assessed through : <ol style="list-style-type: none"> a. book-talks held in classroom reading workshops. b. Book talks between teacher and individual pupil 2. Pupils' reading progress is to be monitored by checking their reading records. 3. Record the progress and work done, file documents and compile the resource materials

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<p>and independent reading in classroom reading workshops</p> <p>3. Introduce different text types examples:</p> <ol style="list-style-type: none"> 1. Narrative Texts <ol style="list-style-type: none"> a. Literary b. Non-literary 2. Information Texts 3. Exchanges 4. Procedural 5. Explanatory Texts <p>4. To help cultivate interests of learning and promote learning through reading.</p>			<p>(e.g. Diaries, Autobiographies & Journals)</p> <ol style="list-style-type: none"> 1. Information Texts (e.g. Riddles, Picture dictionaries, Children's encyclopedia, Maps and legends) 2. Exchanges (e.g. Personal letters, E-mails & Formal letters) 3. Procedural Texts (e.g. Procedures & Recipes) 4. Explanatory Texts (e.g. Explanations of how and why) 		

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			<p>5.Learner diversity is to be catered.</p> <p>By reading books which suit their reading levels and attending remedial reading workshops (mainly for Key Stage 1) .</p>		

(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)		
Measure 1: <u>PM Writing Program(P.2)</u> 1.Purchase of books a. Classroom shared reading (PM WRITING Exemplars for Teaching Writing) b. Guided reading (PMWRITING Levelled Exemplar Texts): About 600 copies (of various titles and copies depending on the result of levelling) to circulate among 4 classes of 30 pupils c. Storyland/circus (39 books per box) d. Wings & Springboard(leveled readers):	a. \$2,600 (About 10 copies of Big Books) b. \$3,0000 c. \$1,600 per box d. \$6,000 e. \$1,880 x 2 f. \$8,000 g. \$318 (1copy,photocopiable)	\$ /	\$ /	\$ /	Measure 1: \$ 52,278

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>About 130 copies</p> <p>e. PM Benchmark(1 copy)</p> <p>f. Bookflix E-book (1 set)</p> <p>g. PM Writing Student book</p>					
<p>Measure 2: <u>Creative Writing Program(P.4 & P.5)</u></p> <p>1. Hiring of consultancy service in designing the whole structure of the framework & curriculum</p> <p>a.40 lessons x\$600 per unit(P.4)</p> <p>b.40 lessons x\$600 per unit(P.5)</p> <p>2. Employ a native English speaking teacher</p> <p>The role of the English Speaking teacher is to help facilitate the teaching and learning of</p>	<p>1.</p> <p>a.\$24000</p> <p>b.\$24000</p> <p>2. a. \$103400</p>	\$	\$	\$	Measure 2: \$ 185,400

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>effective strategies in creative writing and hopefully helps to conduct the lessons more effectively.</p> <p>a.(188hours x\$550) (80 double lessons for 2 levels-4 classes per level)</p> <p>3. Essential teaching resources</p> <p>a. Design and production of teaching materials</p> <p>b. Powerpoint ,multi-media material and</p> <p>c..Related teaching resources and activity materials (game cards, picture cards, props, puppets)</p> <p>4. Output-Design and production of an anthology of students' creative work(including editing , graphic layout and typesetting)</p>	<p>3. a \$12000</p> <p>b.\$10000</p> <p>c.\$5000</p> <p>4. \$7000</p>				

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>Measure 3:<u>Home Reading Programme Program (P.1 - P.6)</u></p> <p>1. Levelled Book Corners</p> <p style="padding-left: 20px;">a. 800 titles (4 copies each, 3200 books total)</p> <p>1. Narrative Texts (60%) (Literary:Non-literary=4:1)</p> <p>2. Information Texts (10%)</p> <p>3. Exchanges (10%)</p> <p>4. Procedural (10%)</p> <p>5. Explanatory Texts (10%)</p> <p>Books of different reading levels will be marked by labels of different colours. Once the the pupils are leveled, the program will start. About 124-128 copies will be kept on the shelves of each classroom. The loaning processes will be responsible by the respective language teachers. Pupils are expected to read one book</p>	a. \$ 140,000	\$	\$	\$	Measure 3: \$ 252,000

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	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>a week and pay for the books they lost. Stock checking will be carried out at the end of the first term and the second term. Re-levelling will be conducted in the mid-term upon teachers' observation.</p> <p>b. PLPR Reading Levels are to be adopted</p> <p>c. Text-types to be covered: Fiction & non-fiction (narrative, informative, plays.....)</p> <p>d. A teaching assistant is to be employed by school for the first year (He/She is expected to assist teachers in setting up book corners (wrapping the books, labeling the books, categorizing the books) and do the stock-checking. She is also expected to help the less-able pupils at Keystage 1 to read better through reading-together and conducting some remedial reading workshops.</p>	<p>d. \$ 112,000 (MPF inclusive)</p> <p>(Ed. Level req: Preference will be given to degree holders /Teacher Cert holders)</p>				

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><u>Professional development of teachers</u></p> <p>Measure A: <u>PM WRITING Program</u></p> <p>a. Workshop) for 16 English teachers, (2 hours) \$1,000/hr</p> <p>b. Teachers’ resource book (with Teaching in Practice DVDs)</p> <p>Measure B: <u>Creative Writing Program</u></p> <p>c. 5 hours x @\$800Workshop on teaching creative writing) for 16 English teachers, including demonstration on the steps in conducting the creative writing lessons and the rationale behind the programme.</p>	<p><u>Measure A:</u></p> <p>a.\$2000</p> <p>b.\$4200</p> <p><u>Measure B:</u></p> <p>\$4000</p>	\$	\$	\$	<p><u>Measure A+B:</u></p> <p>\$8600</p>

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)		
d. Sharings in each co-planning session					
Overall total:	\$ 499,878	\$	\$	\$	\$ 499,878
Measure 1: \$52,278					
Measure 2: \$185,400					
Measure 3: \$252,000					
Measure A+B: \$10,200					