

# English Enhancement Grant Scheme for Primary Schools

## School-based Implementation Plan

School Name: Lei Muk Shue Catholic Primary School (English)

Application No.: B131 (for official use)

### (A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 16

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	Grade level	Focus(es) of programme/ project / support service	External support (if any)
1. Integrated English Learning Program (CECES)	P.1-3	Storytelling and shared-reading	CECES
2. School Support Partners (Seconded Teacher) Scheme 2010-2011	P.1	Co-operative learning (Small classes)	EDB
3. Language Learning Support	P.4	From reading to writing	Language Learning Support Section,

Name of programme/ project / support service	Grade level	Focus(es) of programme/ project / support service	External support (if any)
Services for Primary School			EDB
4. WELNET	P. 4-6	Online learning platform	Active and Independent Education Limited (City U Enterprises Ltd)

**(B) SWOT analysis related to the learning and teaching of English<sup>1</sup>:**

Strengths	Opportunities
<ol style="list-style-type: none"> <li>1. The school has joined the Net Scheme. The NET teacher co-plans and co-teaches with local teachers from P.1- P.3 and has some speaking training for P.6 students.</li> <li>2. There are eleven Teachers for Specialized Teaching.</li> <li>3. Most of our teachers are open-minded, eager professionals willing to engage in professional growth and curriculum development to enhance the English learning of our students.</li> <li>4. We have made significant progress in establishing an English language-rich environment for our pupils.</li> <li>5. Teachers are supported by the principal and school organization in the shared vision of enriching our students' learning processes.</li> <li>6. The school has been committed in developing a professional learning community equipped with a co-planning and lesson observation culture to support and instigate teachers' professional growth.</li> <li>7. An English TA has been hired to support our English teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. For Key Stage 1 (P1-P3), the school is supported by the NET teacher and the EDB's School Support Partners (Seconded Teacher Scheme) to develop and improve our current English curriculum. For Primary 4 English curriculum, we are supported by EDB's Language Learning Support Section. We hope to extend this curriculum development and enhancement to our Primary 5 and 6 to provide a more holistic impact to our Key Stage 1 and 2 English curriculum across the levels.</li> <li>2. With a supportive school community and an emerging professional learning culture, the English Enhancement Grant Scheme has the potential to assist in the development of school-based measures to strengthen the learning and teaching English.</li> <li>3. With the English Enhancement Grant Scheme, our current implementation of small class teaching in P.1 has the potential to be extended to the other levels.</li> <li>4. The school has an overall good reputation in the community. The English Language Panel believes an upgrade of our English curriculum quality will not only benefit students' English learning, but further bolster parents' and community's confidence in our teaching quality.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>1. Currently, we have many helpful initiatives that generate pockets of fragmented change and support. However, we lack</li> </ol>	<ol style="list-style-type: none"> <li>1. The workload of our subject teachers is so high that we don't have enough time to put into practice the fruit of our reflection. We know that</li> </ol>

<sup>1</sup> 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.

<p>the manpower and resources to take a more holistic approach in consolidating and coherently organizing the effort to optimize the benefits brought about by these initiatives.</p> <ol style="list-style-type: none"> <li>Most of our English teachers are not English majors. Participating in “piecemeal” professional development does little to make teachers’ professional growth effective and sustainable.</li> <li>Our students lack parental support and have inadequate exposure to English in their daily lives.</li> <li>Students lack confidence when interacting in English.</li> <li>The latest TSA data available shows that the present P4 cohort has plenty of room for improvement.</li> <li>There is a significant number of students who find both reading and writing challenging due to lack of vocabulary. The students are also weak in grammatical knowledge.</li> </ol>	<p>some things need to be changed and that we need to develop new skills, but we do not have the time to do this in a structured manner.</p> <ol style="list-style-type: none"> <li>Currently, there is inadequate communication and sharing amongst teacher groups of the different levels and between Key Stage 1 and 2.</li> </ol>
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**(C)** Based on the SWOT analysis, what is / are the focus(es) of the school’s proposed English enhancement measure(s) <sup>2</sup>

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
<ul style="list-style-type: none"> <li>To develop a thematic task-based curriculum for KS2 that shows both horizontal and vertical coherence, focusing specifically on the development of reading and writing skills as an entry point but also integrating speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>From reading to writing, focusing also on the development of vocabulary learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>To employ a full-time supply teacher to create space for the core team members to develop the school-based curriculum.</li> </ul>

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

<sup>2</sup> 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
<p>To employ a full-time supply teacher to create space for the core team members to develop the school-based curriculum.</p> <ol style="list-style-type: none"> <li>1. The core team members are released to critically examine the existing curriculum, co-plan ways to improve and augment it, prepare the necessary teaching materials, and reflect on executed pedagogies.</li> <li>2. There are six core team members including one panel and five subject teachers. Each of them will be released for 4 lessons</li> <li>3. The supply teacher will have 24 lessons per week. Four lessons will be released tentatively for each core team member. This teacher will take up all the duties as a regular class teacher.</li> <li>4. Peer lesson observation focusing on implementation of specific teaching strategies (questioning techniques, teachers' feedback, cooperative teaching, etc) will be conducted by the core team members in each module.</li> <li>5. Adjustment of the teaching strategies on reading and writing will be taken by the core team after</li> </ol>	P.5	2011-2012	<ol style="list-style-type: none"> <li>1. A holistic P.5 and 6 school-based English curriculum with lesson plans that integrate the 4 strands, learning tasks developed for P.5 and 6.</li> <li>2. The core team members will develop an English curriculum covering at least 10 different text types (as indicated in the English Language Curriculum Guide 2004) throughout the year (eg. Accounts, E-mails, Journals, Recipes, Reports etc.)</li> <li>3. A resource package will be created for each of the 3 modules (i.e. worksheets for the pre-task activities, supplementary Power Points, picture cards, game cards etc. when needed).</li> <li>4. Students will be explicitly taught reading strategies (e.g. inference skills, reference skills, self-monitoring skills,</li> </ol>	<p>For each of the 3 modules, teaching and learning materials (see # 2 , # 3 in the Expected i outcomes column) will be created, used, and refined by the teachers in the following year.</p> <p>Evaluation reports will be systematically used for teachers' work in improving the curriculum. In addition, core teacher members can use the evaluations to select sharing of challenges and successes with other English teachers at English Panel meetings and in-house</p>	<p>Collect samples of students' work (9 tasks from each class with different abilities) e.g. writing task to monitor the effectiveness of the strategies adopted.</p> <p>Teachers' evaluations—reflection will be discussed at weekly co-planning meetings amongst the core team members.</p> <p>Evaluation and sharing with all English teachers will be held twice a year at English Panel meetings to establish a forum for teachers' dialogues and discussions about teaching.</p> <p>Questionnaires for teachers and students will be collected and analyzed. Concerns will be addressed in upcoming core team members' co-planning sessions in which teachers will focus on a specific problem area one at a time and devise solutions that will be tried out in the classroom.</p>
	P.6	2012-2013			

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
peer lesson observation.			<p>etc) to read more effectively both in and outside the classrooms.</p> <p>5. Students' reading habit will be developed.</p> <p>6. Students' word power and writing skills are enhanced as indicated in students' work samples.</p> <p>Students' abilities to write different text types (personal recounts, story writing, letters, etc) are enhanced.</p> <p>7. Teachers' abilities to plan the curriculum holistically can be enhanced.</p> <p>8. The core team members will develop a more reflective and holistic way of planning. Their professional sharing with other fellow English teachers will create a more reflective teaching culture amongst peers. A more reflective teaching culture practice amongst the members of the English department is</p>	<p>professional development workshops.</p> <p>Curriculum framework and overview of the school-based curriculum will be uploaded to the intranet twice a year (once at the end of each term).</p>	

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
			created. 9. Teachers will improve their abilities to teach the four skills in an integrative manner, focusing specifically on reading and writing.		

**(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)	
1. Employ a supply teacher * (monthly salary with MPF included) x 12months	\$250,000 (EEGS)	\$1,307 (Supplementary Grant )	\$250,000(EEGS)	\$1,307 ((Supplementary Grant)	\$500,000
2. Buy English teaching reference books for subject teachers		\$2000 ((Supplementary Grant)			
3. Buy 2 readers with 80 copies each for P.5 and P.6 respectively (total : 4 readers)		\$15,000 ((Supplementary Grant)			
					= \$500,000

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)	
					\$500,000 funded by EDB \$19,614 funded by Supplementary Grant

\* Break down:

School year 2011-2012

Basic Salary	MPF	Monthly Expense	Annual Salary
\$19945.00	\$997.25	\$20,942.25	\$251,307

School year 2012-2013

Basic Salary	MPF	Monthly Expense	Annual Salary
\$19945.00	\$997.25	\$20,942.25	\$251,307