

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Hong Kong Southern District Government Primary School (English)

Application No.: A 037 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2. No. of approved classes in the 2016/17 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 the 2016/17 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (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)
The School Based Curriculum Support Section	4	School based reading programme	CDI, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. Co-planning meetings are held regularly and teachers are willing to share their ideas in improving the effectiveness of teaching during the meetings.2. Morning reading sections provide opportunities for students to read English books.3. School-based reading programme is established in KS1.	<ol style="list-style-type: none">1. Availability of the Grant Scheme on Promoting Effective English Language learning in Primary Schools2. Communication among students is encouraged to boost students' generic skills.3. Small-class teaching in P.1 and P.6
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are weak in writing.2. Below average formative and summative assessment results related to the aspects of reading and writing3. Students are not motivated in reading and writing.4. Lack of reading materials for self-access5. Lack of parental support	<ol style="list-style-type: none">1. Shrinking enrolment due to low birth rate2. Competitive primary schools in the neighbourhood3. Great learning diversity exists among students. The number of SEN students is increasing and inexperienced teachers have to deal with them.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

(more rows can be added if needed):

Area(s) of Development	Usage(s) of the grant	Grade Level
Developing school-based reading and writing curriculum	Employing a supply teacher to create space for the core team members to develop school-based reading and writing curriculum	P4 – P5

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or —developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term)-</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To employ a 0.5 supply teacher to create space for the core team members to promote literacy across the curriculum in P5-6					
<ul style="list-style-type: none"> The proposed initiative aims to assist P5 and P6 students for smooth transition to subsequent key stages of English language learning and help them to bridge the gap between primary and secondary levels. The employment of a supply teacher will create space for the core team members to develop and implement school-based reading and writing programme for promoting literacy across the curriculum. A school-based literacy programme with a focus on developing reading and writing across the curriculum in upper primary levels (P5-P6) will be integrated in the existing curriculum. Based on this programme, students will be able to learn various reading and writing strategies so as to facilitate “reading to learn” in making meaning from texts covering other key learning areas, for example, General Studies using prints, visuals, sound, space and movement for example, General Studies. The 0.5-supply teacher should be a qualified teacher and a university graduate who majored in educational studies or English language studies or equivalent. <p>Core Team</p> <ul style="list-style-type: none"> 4 core team members will be released to plan, develop and implement the school-based reading and writing programme 	P5-6	2017/18 (2 nd term) to 2018 / 2019 (first term) Employing a supply teacher From Feb to June 2018 Co-planning Co-teaching Peer lesson observation Sharing session Co-teaching 1 (Feb-March 2018) Co-teaching 2 (March-April 2018)	A reading and writing programme to promote literacy across the curriculum including various text-types for P5-6 students will be developed. About 9 resource packages with lesson plans and learning activities on reading and writing sessions for promoting literacy across the curriculum for P5-P6 will be developed each term by the core team members and teachers at the same level. 100% of the existing English teachers will	The materials (teaching kits) will be used in the succeeding academic years. The reading and writing programme to promote literacy across the curriculum will become the standard practice of the school. After completion of the project, at least two teachers who have taught in	Periodical assessment tasks and on-going reading and writing tasks will be conducted to promote literacy across the curriculum. The progress and evaluation of the effectiveness of the measure will be monitored through regular evaluation meetings and analysis of students’ assessment results twice per term. Post lesson

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>for promoting literacy across the curriculum. For each member, 3 lessons per week will be released tentatively. 12 lessons per week will be taken up by the supply teacher. The chosen team members will be teachers with at least 3-year experience in teaching English in primary schools. Those 4 core team members will teach P5 General English programme in 2017/2018 (second term) and P6 General English programme in 2018/2019 (first term). They will also share the responsibility and co-teach with P5 and P6 English teachers in the school-based reading and writing programme in 2017/2018 (second term) and 2018/2019 (first term) to promote literacy across the curriculum.</p> <ul style="list-style-type: none"> The 4 core team members will also be responsible for organizing reading and writing activities for the target levels throughout the year to arouse the reading and writing atmosphere among the students. <p>Details of the school-based programme</p> <ul style="list-style-type: none"> The programme will be implemented once per week in a double lesson (i.e. one session) which lasts for 70 minutes. Various reading and writing skills and significant grammar items will be taught and appropriate and effective reading and writing strategies will be employed in each session. The school-based programme will cover different text types of the reading and writing materials e.g. fictions such as story and non-fiction texts such as posters, menus and reports. The reading and writing materials will be from the topics of other KLAs such as General Studies. For example, themes like environmental protection, family or transport will be covered. Different reading skills and strategies such as word attack 		<p>Co-teaching 3 (April-May 2018)</p> <p>Co-teaching 4 (May-June 2018)</p> <p>Co-teaching 5 (Sept-Oct 2018)</p> <p>Co-teaching 6 (Oct-Nov 2018)</p> <p>Co-teaching 7 (Nov-Dec 2018)</p> <p>Co-teaching 8 (Dec 2018-Jan 2019)</p> <p>Co-teaching 9 (Jan-Feb 2019)</p> <p>Production of resource package</p>	<p>enhance their capabilities in teaching different reading and writing strategies for promoting literacy across the curriculum through co-planning meetings and peer lesson observations.</p> <p>100% of students will have more exposure to various reading materials of different text types and cross-curricular content.</p> <p>70% of students' abilities to read and write different text types of different subject contents will be enhanced through exposure to various text types. The enhancement will be measured by data collected from students' questionnaires and teachers' observation.</p>	<p>this reading and writing programme will keep teaching at P.5-6 so that the teaching strategies and skills in utilizing the resource packages can be passed onto other teachers.</p> <p>Experience of curriculum development gained by core team will help teachers of other levels for their future planning.</p>	<p>observation will be conducted right after each try-out.</p> <p>Surveys on the effectiveness of the programme will be conducted.</p> <p>Records of co-planning and evaluation meetings will be kept for future reference.</p>

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<p>skills, skimming and scanning, inferring meaning of unfamiliar words, summarizing the main ideas, interpreting writer's feelings will be covered. Follow-up tasks after reading would be conducted, for example oral or written book reports, sharing among peers, reading worksheets, reading journals. Students will be guided to use different writing skills such as brainstorming, selecting and organizing ideas. Follow-up tasks after writing such as sharing of good work and oral presentations will be covered in the programme.</p> <ul style="list-style-type: none"> Student will be able to produce similar text types on different topics after reading various texts on different topics as input for writing. They will be able to integrate reading and writing and apply what they have learnt with the support from teachers. <p>Collaboration among core team and other English teachers</p> <ul style="list-style-type: none"> The core team members will have co-planning meetings with the same level teachers every alternative week. Prior to the co-planning meetings, the 4 core team members will discuss the teaching content, activities and assessment tasks beforehand. They will have meetings on their own twice every month. In the week after their meeting, they will present their preliminary lesson plans and teaching materials to the level teachers. Comments will be given by the level teachers and refinement of teaching materials will be made by core team member and level teachers. There will be 9 sessions of co-teaching for each teaching package. The contents of the co-teaching will focus on related teaching package. The core team members will be actively involved in designing the teaching package. The existing school English teachers will observe the 		Package 1 (Feb-March 2018) Package 2 (March-April 2018) Package 3 (April-May 2018) Package 4 (May-June 2018) Production of resource package – 2018 Package 5 (Sept-Oct 2018) Package 6 (Oct-Nov 2018) Package 7 (Nov-Dec 2018) Package 8 (Dec 2018-Jan 2019) Package 9	<p>30 % of P5-6 students' reading and writing skills in a variety of text types enhanced per year.</p> <p>65% of P5-6 students are able to answer the comprehension questions, compose one of the text types covered in the programme and get passing marks in reading and writing summative assessments.</p> <p>Assessment results on reading of over 60% of students at P5-6 will improve by 15 percent in 2 years' time.</p> <p>Assessment results of writing of over 50% of students at P5-6 will improve by 15 % in 2 years' time.</p> <p>100% of the existing</p>		

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<p>co-teaching lesson and advice will be given after the observation.</p> <ul style="list-style-type: none"> In the first term of 2018/19, peer lesson observations will be arranged for all English teachers so that they can catch up with the latest development of the programme. Sharing among teachers and observers will be conducted after the observations. The teaching strategies and materials used in that session will be refined and adjusted after the sharing. 		(Jan-Feb 2019)	<p>English teachers will acquire knowledge/pedagogy of promote literacy across the curriculum.</p> <p>100% of the existing English teachers will apply literacy across the curriculum to English teaching at P5-6.</p>		
2. To procure professional service to conduct English drama activities for enriching the English environment at P4 to P6					
<ul style="list-style-type: none"> A drama programme will be conducted by the service provider in which the school teachers will be involved in planning, developing and conducting the activities together. The drama teacher should be a native speaker of English and possess qualifications in teaching drama. He/She will conduct drama activities, with the involvement of the school teachers in planning, developing and conducting the activities together. The English Panel chairpersons will co-ordinate the development and collaborate with the level teachers to help conduct the drama activities. The drama lesson activities will take up one lesson per class for every 2 weeks. Students will be trained the listening and oral skills through drama activities. Teachers-in-charge will be involved in designing, planning and organizing the drama activities with the drama teacher. There will be a co-planning meeting every 2 weeks and records of the meetings will be kept. The focus and the content of the meetings will be related to constructing the 	P4 –6	<p>2017/18 (2nd term) to 2018 /2019 (first term)</p> <p>Co-planning (Feb-May 2018)</p> <p>Demonstration by the service provider (March 2018)</p> <p>Co-teaching (Feb-May 2018)</p>	<p>Language activities on drama will be conducted for P4-6 students one lesson per class for every 2 weeks.</p> <p>5 mini performances will be launched during the “Mini-stage” period at recess time per year.</p> <p>70% of P4-6 students will improve confidence and skills in public speaking.</p>	<p>Students’ performances will be recorded throughout the project for sharing among the students as well as teachers.</p> <p>The drama teaching materials will be owned and used by the school after the contract period.</p>	<p>The records of co-planning and evaluation meetings will be kept for monitoring and evaluation.</p> <p>Video recording of each performance will be kept for monitoring and evaluation.</p> <p>Feedback from teachers, students and parents will be collected for</p>

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<p>drama script of the drama activities. Records of meetings will be kept for evaluation of the activities. The existing English teachers will stay in the classroom and co-teach with the drama teacher. The English teachers will take up at least half of the teaching.</p> <ul style="list-style-type: none"> For rehearsals and performances, the drama teacher will act as an advisor who gives advice to the English teachers on how to conduct drama lessons. Meetings will be held after the try-outs and adjustment of teaching strategies will be the agenda of the meetings. Students will be given a chance to perform in variety shows in May 2018 and December 2018. The selection of students will be based on their willingness and readiness through audition. They will be set as role models for the whole school. Those actors will also act as the English ambassadors to disseminate the skills of acting in different classes during recess period. A mini-acting programme will be launched and be held by the English ambassador to arouse the atmosphere in using English. They can be an active element in enriching the English environment. Agreed terms and conditions with the service provider will be stated in black and white in the contract and will be signed by the school authority to ensure that the school will have the rights to use the materials after the contract period. 		<p>Observation of the existing English teachers' trial-run (May 2018)</p> <p>Evaluation meetings (June 2018)</p> <p>Variety Show (18 May 2018)</p> <p>April 2018 Mini performance 1</p> <p>June 2018 Mini performance 2</p> <p>Nov 2018 Mini performance 3</p> <p>Jan 2019 Mini performance 4</p> <p>Feb 2019</p>	<p>65% of P4-6 students use English in daily communication.</p> <p>80% of P4-6 English teachers will acquire the knowledge / pedagogy of conducting drama activities for P4-6.</p> <p>80% of P4-6 English teachers will apply the knowledge of conducting drama activities to English activities at P4 to 6 per year.</p> <p>100% of students of the school will enjoy watching the drama performance.</p> <p>100% of students involved in the performance will benefit from the process of the</p>	<p>Drama activities will be infused into English teaching at P4-6.</p>	<p>evaluation.</p>

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		Mini performance 5	performance.		