

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

School Name: Fanling Public School (English)

Application No.: C014 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 7

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	2	2	2	3	2	2	13

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	Grade level	Focus(es) of programme/ project / support service	External support (if any) e.g. NET Section
1. Language Learning Support Section - Develop school-based curriculum	P.1 – P.5	Reading Workshop	Language Support Team(Eng) from EDB
2. Professional Development Schools Scheme - Reading to Writing Facilitated by Cooperative Learning	P.1 – P.6	Reading to writing facilitated by cooperative learning	Tai Po Old Market Public School (Plover Cove)

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

Strengths	<ol style="list-style-type: none">1. Supportive IMC and principal.2. Collaborative and sharing culture developed through effective use of co-planning lesson time.3. A culture of peer lesson observation is established which encourages self-improvement.4. Teachers gained some experience in designing reading workshop in KS1.
Weaknesses	<p>Curriculum:</p> <ol style="list-style-type: none">1. School-based reading and speaking programmes are not well developed especially in KS2.2. Insufficient experience in designing a school-based reading and speaking programmes. <p>Students:</p> <ol style="list-style-type: none">1. A wide range of learner diversity especially in Key Stage 2.2. Students' reading ability is poor.3. Limited opportunities for students to speak English outside school and lack of family support.4. As shown in TSA results, students are rather weak in reading and speaking. <p>Teachers:</p> <ol style="list-style-type: none">1. Lack of experience in implementing curriculum adaptation. <p>Parents:</p> <ol style="list-style-type: none">1. Family support is insufficient in English language learning.
Opportunities	<ol style="list-style-type: none">1. The English Enhancement Grant Scheme helps to develop school-based measures to strengthen the learning and teaching effectiveness.2. Implementation of small class teaching in P.1 to P.3 will be extended to other levels in subsequent years.
Threats	<ol style="list-style-type: none">1. Competition from neighboring schools in North District.2. Most pupils show little interest in reading English storybooks.

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
1. Enhance teachers’ expertise in designing a school-based reading workshop curriculum in KS2. 2. Refinement of the English Language curriculum	<ul style="list-style-type: none"> • Reading workshop 	<ul style="list-style-type: none"> • To employ a NET to collaborate with the LETs to work out a school-based curriculum. • To integrate reading workshop into the school-based curriculum • To organise related PD workshops for teachers who will try out the new strategies learnt during lessons
1. Enhance students’ speaking abilities with the development of school-based curriculum in speaking (KS2) 2. Enrich the English language learning environment	<ul style="list-style-type: none"> • Speaking workshop 	<ul style="list-style-type: none"> • To employ a NET to provide more opportunities for language use and to enhance students’ confidence in speaking English • To integrate speaking workshop into the school-based curriculum

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

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Employing a NET teacher to work with the local teachers to develop a school – based reading and speaking curriculum in KS2.					
1. Employ a full time NET teacher to provide professional ideas in language teaching and create a language-rich learning environment. 2. Form a core team including Panel	P.4 to P.6	Sept 2012 to Jun 2014	Curriculum 1. A school-based curriculum on Reading Workshop with teaching plans, learning tasks and activities will be	1. The newly designed programmes will be integrated into the school – based	1. Formative assessment will be used to monitor students’ progress. 2. Teacher observation regarding 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.

<p>Chair, LETs, the EDB NET and the NET (with Bachelor degree, TESOL and teaching experience).</p> <p>3. The core team members draft a school-based curriculum on Reading and Speaking for KS2.</p> <p>a. All core team members will have co-planning meetings bi-weekly to plan the lessons including designing, preparing and documenting the resources.</p> <p>b. The NET teacher will co-teach 21 lessons weekly with the LETs on reading workshops and speaking lessons. (3 lessons for each class in KS2) LETs will take turn to co-teach with the NET.</p> <p>c. Bi-weekly co-planning sessions are organized to discuss, evaluate and refine the design of the reading lessons.</p> <p>4. Peer lesson observations will be carried out throughout the school</p>			<p>developed for P.4 – P.6 (2- 3 unit plans of Reading Workshop each term in Key Stage 2)</p> <p>A school-based curriculum on Speaking with teaching plans, learning tasks and activities will be developed for P.4 – P.6.</p> <p>2. Regular reading (double lessons) and speaking lessons will be timetabled.</p> <p>3. Graded worksheets will be designed to cater for diverse learning needs.</p> <p>Students</p> <p>1. Students’ reading abilities will be enhanced.</p> <p>2. Students’ performance on the target speaking skills will be improved by participating in speaking activities which match students’ level and interests.</p>	<p>reading and speaking curriculum.</p> <p>2. All the teaching resources (including teaching plans, graded reading tasks) will be uploaded to the school’s SHARE DRIVE for future retrieval.</p> <p>3. Leaders help to lead the curriculum.</p>	<p>improvement in daily reading workshop.</p> <p>3. Interview with teachers will be conducted to review the effectiveness of the programme.</p> <p>4. Teachers will tryout, adapt and evaluate the packages. Continuous refining will be carried out.</p> <p>5. Records of collaborative planning meetings.</p> <p>6. Analysis of students’ assessment results.</p> <p>7. Questionnaires to the LET teachers and pupils and lessons observations by the Principal and the Panel Heads to assess the NET’s performance. (End of the academic</p>
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<p>year.</p> <p>5. Develop reading resource packages containing readers, teaching plans and worksheets (P.4 – 3 readers a term P.5 – 3 readers a term P.6 – 2 readers a term Each reading workshop will last for about 4 weeks. Supported and shared reading approaches will be applied)</p> <p>6. 4 to 6 readers x 35copies will be purchased a year for P.4 –P.6 classes.</p> <p>7. Develop speaking resource packages containing teaching plans and worksheets for P.4 – P.6 - The EDB NET works in collaboration with the new NET as an advisor. - Three packages of teaching resources including lesson plans, worksheets, teaching aids and self-learning logs / word banks will</p>			<p>Teachers</p> <p>1. Teachers’ knowledge and experience in making holistic curriculum planning in reading and speaking will be enriched.</p> <p>2. All English teachers will be involved in this programme year by year.</p>		<p>year)</p>
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be developed each term. (Each package will last for about 5 weeks)					
2. To strengthen teachers' professional skills on teaching 'Reading' and 'Speaking'.					
<p>1. Hire professional services to conduct professional workshops.</p> <ul style="list-style-type: none"> ➤ Two three-hour Professional school based workshops for the English teachers. ➤ The workshops are held by experienced instructors with Master or Doctorate degrees and more than 10 years teaching experience in the ELT. <p>Reading workshops</p> <ul style="list-style-type: none"> ➤ Focuses on teaching reading and writing through fiction texts ➤ A three-hour workshop organized by an expert in ELT. ➤ Teachers will learn the skills to teach reading strategies in 	<p>P.4 to P.6</p>	<p>Sept, 2012 to June, 2014</p>	<p>School:</p> <ul style="list-style-type: none"> - Develop a sharing culture - School-based training workshops conducted and training packages developed. <p>Teachers:</p> <ul style="list-style-type: none"> - Increase teachers' confidence in planning reading and speaking curriculum. <p>Students:</p> <ul style="list-style-type: none"> - Improve students' motivation and confidence in reading and speaking. 	<ul style="list-style-type: none"> - The new ideas and resources developed can be adapted or amended to suit teachers' daily teaching needs. 	<ul style="list-style-type: none"> - Teachers' observation - Questionnaires.

<p>the reading workshop.</p> <p>Speaking Workshop</p> <ul style="list-style-type: none"> ➤ Focus on effective teaching of oral communication and activities and strategies for boosting confidence in speaking e.g. show and tell, chants and songs, and reader's theatre. ➤ A three-hour workshop organized by an expert in ELT. ➤ Teachers will learn the strategies about teaching show and tell, chants and songs in the speaking workshop. <p>2. Hold regular bi-weekly co-planning meetings with the NET to plan reading workshops and lessons on speaking.</p> <p>3. Sharing sessions: All 6 English teachers share teaching experiences regularly.</p>					
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3. To create an authentic English learning environment outside classroom.

<p>1. The NET and the EDB NET work together to create an English print-rich environment.</p> <p>2. Students have opportunities to chat, mingle and enjoy activities with the NETs in the English Corner and school campus during recess and lunch time.</p> <p>3. More opportunities to speak English outside the classrooms during recess, lunch break and after school.</p> <p>4. A more English – rich environment is provided.</p> <p>5. Provide extra curricular programmes.</p> <ul style="list-style-type: none"> ➤ Drama class (every term) for P.5-6 students. ➤ English interview class (P.6) ➤ These activities are part of the full-time EEGS NET’s duties without any separate charges 	<p>P.1 to P.6</p>	<p>Sept, 2012 to June, 2014</p>	<p>School: School builds up an English-speaking environment outside the classroom</p> <p>Students: Students’ motivation and confidence in speaking English improved.</p>	<ul style="list-style-type: none"> - English activities can be organized by LETs to sustain students’ interest. - Activities developed will be compiled and uploaded to the school intranet for future retrieval. 	<ul style="list-style-type: none"> - Teachers’ observation - Collect views of students through questionnaires.
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(E) Budget and cash flow

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)		
1. Employment of a full-time NET teacher (Monthly salary: \$20,000 x 1.05 x 11months)	\$231,000	NIL	\$231,000	NIL	\$462,000
2. Professional development workshop for teachers (Reading / Speaking) (1 x 3 hours x \$4,000)	\$12,000	NIL	\$12,000	NIL	\$24,000
3. Purchase of books (6 titles x 35 copies x \$40)	\$7,000	\$1,400	\$7,000	\$1,400	\$14,000
Total:	\$250,000	\$1,400	\$250,000	\$1,400	\$500,000

Remarks:

The school has been reminded of:

1. A proper procurement exercise must be conducted and the school should follow the guidelines set in Circular 15/2007.
2. A fair and open recruitment (if needed) must be conducted and the school should follow the guidelines set in Circular 5/2007.
3. The school should ensure that the service provider has the copy right of all the materials and the school will have the ownership of them afterwards.