

聖士提反女子中學附屬小學



2011 - 2012年度
周年校務計劃書

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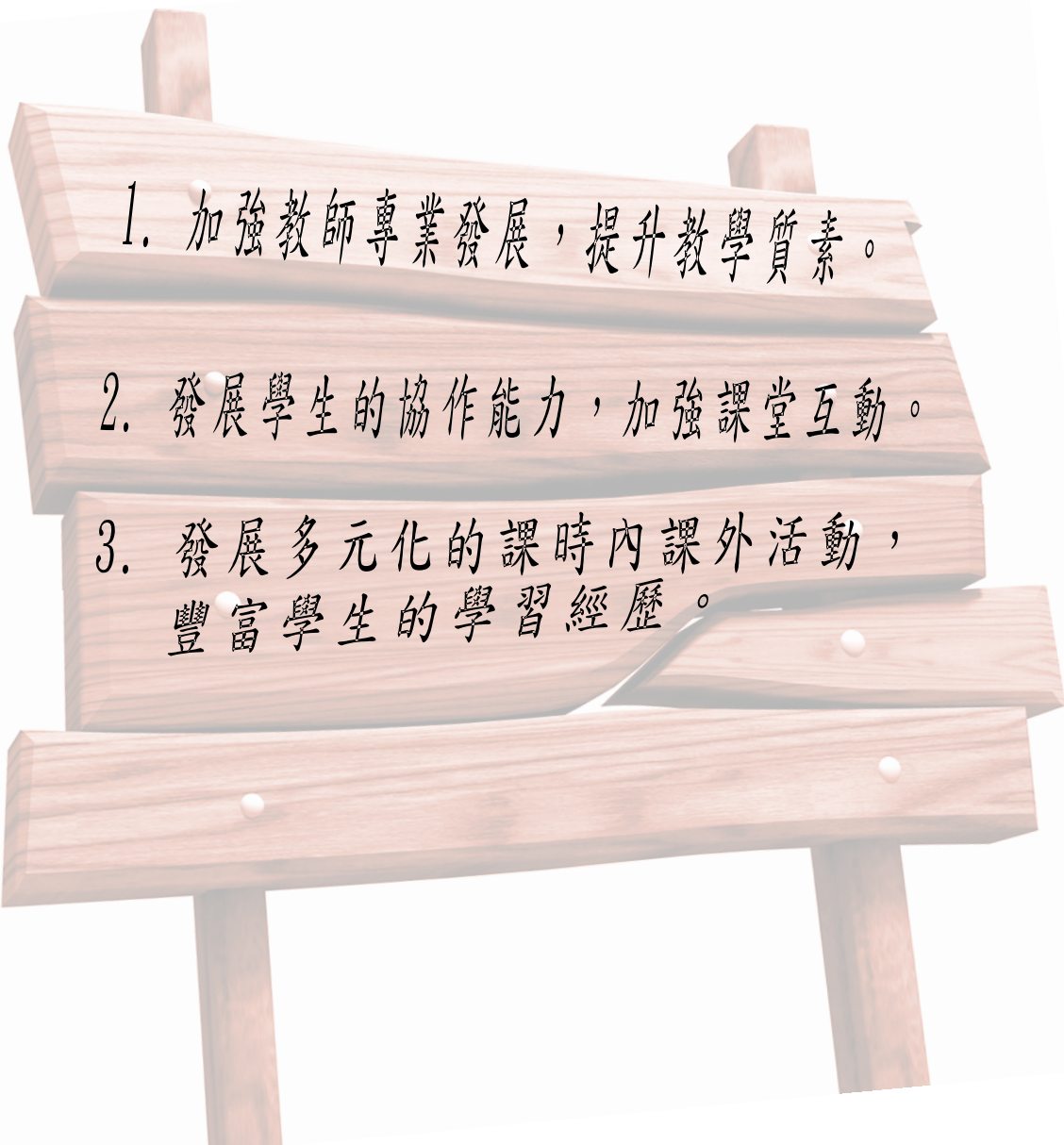


聖士提反女子中學附屬小學

辦學宗旨

本校為一所基督教學校，由聖公會會友創辦。首要辦學宗旨乃全人教育，使學生身心靈得到全面發展。本校尊重學生乃按上帝形像塑造，各有尊嚴、自由與責任，且具才幹與潛能，有待發掘及發展，進而培養出完美的品格。

2011 - 2012 年度關注事項

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1. 加強教師專業發展，提升教學質素。
 2. 發展學生的協作能力，加強課堂互動。
 3. 發展多元化的課時內課外活動，
豐富學生的學習經歷。

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2011 - 2012 年度 周年校務計劃書

關注事項：

(甲) 加強教師專業發展，提升教學質素

策略 / 工作	時限	成功準則	評估方法	負責人	所需資源
1.1 舉辦與優化課堂教學設計及「普教中」相關的教師專業發展活動。 1.2 在時間表內編排共同備課課節，讓教師檢視教學效能，並進行專業交流。 1.3 按學校發展優次，推薦教師參加不同的培訓課程。	9/2011 6/2012	1.1.1 曾舉辦與優化課堂教學設計及「普教中」相關的教師專業發展活動。 1.1.2 90%(比去年上調 5%)教師認為由校方舉辦與優化課堂教學設計及「普教中」相關的教師專業發展活動能達到其目標。 1.2 能為各級中、英、數科任編排最少每週一節共同備課課節。 1.3 校長曾親自或透過科組機制推薦教師參加學校行政、學與教、學生發展及專業社群與服務等不同範疇的培訓課程。	- 校本教師專業發展紀錄 - 教師問卷 - 校長及科組負責人推薦教師參加進修課程的文件或各項進修活動的報名表格	- 全體教師 - 副校長、課程統籌主任及科主任 - 校長	- 校內教師及校外主講嘉賓 - 共同備課時間表
2.1 設立個人進修計劃及成效檢討表(見附件一)，協助教師訂定合適的專業發展計劃，並檢討其與提升教學質素的關聯性及成效。 2.2 按個人進修成效檢討表的資料，修訂下學年的進修計劃，訂定更合適的目標及內容，持續發展個人專業。	9/2011 6/2012	2.1.1 95%(比去年上調 5%)教師能訂定配合學校發展的專業發展計劃。 2.1.2 100%(比去年上調 10%)教師的個人進修計劃能達標。 2.2 100%教師能按個人進修成效反思，以助訂定下學年計劃內容。	- 教師自評及反思 - 檢視個人進修計劃及成效表 - 考績會議及面談	- 全體教師 - 副校長、課程統籌主任及科主任 - 校長、副校長及行政主任	- 個人進修計劃及檢討表 - 教師專業發展資料庫

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關注事項：

(乙) 發展學生的協作能力，加強課堂互動

策略 / 工作	時限	成功準則	評估方法	負責人	所需資源
1. 教師於日常課堂活動中，讓學生了解分組常規。	9/2011 6/2012	95%學生能掌握課堂活動的分組常規，明白各組員的角色及責任。	- 日常課堂觀察 - 教師問卷 - 同儕觀課及考績觀課	- 科任老師 - 科主任、課程統籌主任、副校長及校長	連課堂檢討的進度表/共同備課表/問卷
2. 教師於二人活動或小組活動進行前讓學生了解學習目標。	9/2011 6/2012	95%學生能掌握課堂活動的學習目標。	- 日常課堂觀察 - 同儕觀課及考績觀課	- 科任老師 - 科主任、課程統籌主任、副校長及校長	連課堂檢討的進度表/共同備課表/問卷
3. 教師教導學生如何協力匯報小組的工作成果。	9/2011 6/2012	85%學生能協力地完成小組匯報工作。	- 日常課堂觀察 - 教師問卷 - 同儕觀課及考績觀課	- 科任老師 - 科主任、課程統籌主任、副校長及校長	連課堂檢討的進度表/共同備課表/問卷
4. 教師於二人活動或小組活動進行前向學生清晰解說活動規則。	9/2011 6/2012	90%(比去年上調 10%)學生能遵守活動規則。	- 日常課堂觀察 - 教師問卷 - 同儕觀課及考績觀課	- 科任老師 - 科主任、課程統籌主任、副校長及校長	連課堂檢討的進度表/共同備課表/問卷
5. 透過共同備課或科務會議，所有科目的老師設計或優化課堂活動及聯課活動，讓學生學習與別人協作的技巧。	9/2011 6/2012	1. 100%中、英、數教師有定期進行共同備課會議，並在每個單元設計或優化協作學習活動。 2. 100%常、音、視、體、宗、普、電、圖教師能於每學期共同設計最少兩個協作學習活動。 3. 85%(比去年上調 5%)一至四年級學生在小組活動中能達到預期的協作能力發展表現。 4. 90%(比去年上調 5%)五至六年級學生在小組活動中能達到預期的協作能力發展表現。	- 日常課堂觀察 - 同儕觀課及考績觀課 - 共同備課會議 - 科務會議 - 教師問卷	- 科任老師 - 科主任、課程統籌主任、副校長及校長	- 連課堂檢討的進度表/ 共同備課表/ 科務會議紀錄/ 課程檢討表 - 問卷
6. 於一至五年級的各科小組專題研習活動中，以多元評量方式，重點檢視小組分工及協作的成效。	9/2011 6/2012	90%一至五年級學生能在中、英、數、常各科小組專題研習活動中，以評估表或文字檢視小組分工及協作的成效。	- 科務會議 - 教師問卷 - 課業評閱	- 科任老師 - 科主任、課程統籌主任、副校長及校長	-問卷 -課業評閱表

*本校協作能力發展重點：

一至二年級：

- 聆聽、欣賞、鼓勵並支持他人提出的意見及付出的努力
- 積極參與討論
- 主動地按學習內容提出問題

三至四年級：

- 聆聽、欣賞、鼓勵並支持他人提出的意見及付出的努力
- 積極參與討論及提問，並具有良好的態度
- 初步掌握提問的技巧：懂得恰當地運用「六何法」去提問，以及運用完整句子清晰地表達問題的重點。
- 能初步為己見提出論據及反思不同的意見(小四適用)

五至六年級：

- 聆聽、欣賞、鼓勵並支持他人提出的意見及付出的努力
- 積極參與討論及提問，並具有良好的態度
- 掌握提問的技巧：能純熟地運用「六何法」去提問，以及運用完整句子清晰地表達問題的重點。
- 能為己見提出論據及反思不同的意見
- 能協商策略，完成團隊工作

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關注事項：

(丙) 發展多元化的課時內課外活動，豐富學生的學習經歷

策略 / 工作	時限	成功準則	評估方法	負責人	所需資源
1. 為一至六年級編制固定的課外活動時間表及為各級學生編排不同的課外活動。	9/2011 6/2012	100%一至六年級學生參與被編排或選擇的課時內的課外活動。	- 課外活動小組檢討會議	- 課外活動小組成員	- 課時內課外活動總表 - 課時內課外活動學生名單
2. 發展課時內課外活動的學生選擇機制。	9/2011 6/2012	為二至六年級學生提供選擇課時內課外活動的機制(小一共有四個活動，每項活動各五節，老師以循環形式到各班上課，故學生毋需選擇。)	- 課外活動小組檢討會議	- 課外活動小組成員	- 課時內課外活動編班紀錄表
3. 檢視課時內課外活動的多元性。	9/2011 6/2012	80%老師同意課時內的課外活動多元化。	- 老師問卷調查 - 課外活動小組檢討會議(內容涵蓋面)	- 課外活動小組成員 - 課時內課外活動施教者	- 問卷
4. 檢視課時內課外活動的成效。	9/2011 6/2012	1. 90%(比去年上調 10 %)學生喜歡參加被編排或選擇的課時內課外活動。 2. 85% (與去年相同) 一至六年級學生贊同課時內課外活動能夠增加與不同班別同學的溝通及協作。 3. 90%(比去年上調 5%)學生認同課時內課外活動能夠讓學習有不同的接觸面，擴闊學習視野。 4. 95% (比去年上調 5%)老師同意學校提供的課時內課外活動能豐富學生的學習經歷。 5. 90% (比去年上調 5 %)家長同意學校提供的課時內課外活動能豐富其子女的學習經歷。	- 學生問卷調查 - 老師問卷調查 - 家長問卷調查 - 課堂觀察 - 課程檢討表 - 課外活動小組檢討會議	- 課外活動小組成員 - 課時內課外活動施教者	- 問卷 - 課程檢討表

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教師姓名: _____

2011-2012 年度教師進修計劃及檢討表 (時數截至 8/6/2012)

目標：

1. 配合學校發展路向，充實教師專業知識和技能，提昇教學效能。
2. 培養教師的求知精神和敬業樂業之態度，達致終身學習的目標。
3. 促進教師交流學習心得，推動學校邁向學習型組織的發展。

評鑑方式：

1. (23/9/2011)(五) 或之前交課程統籌主任，查閱後經副校長轉交校長審批，十月初將副本發給教師，正本由課程統籌主任存檔。
2. 課程統籌主任於上學期完結(20/1/2012)(五)以前請教師在正本上填寫進修時數，並和副校長一起與教師作中期檢視及跟進，本表格正本由課程統籌主任存檔。
3. 教師於學年末(15/6/2012)(五)填妥個人報告，完成自評及反思，以及訂定下學年的專業進修計劃，表格正本由教師存檔(請印影一份副本交課程統籌主任)。校長及副校長與教師在考績面談時會就有關進修計劃作年終評鑑，表格正本最後附夾在「教師考績報告」內。

計劃發展範疇及內容	已達時數 (指標: 每年達 50 小時， 3 年內達 150 小時)		自評及反思：
	上學期	下學期	
A.學與教(例: 共通能力的發展、提問技巧):			下學年計劃：
B.學校發展(學校管理、學校自評、校園健康、內聯網):			
C.學生發展(學習支援、訓育、輔導):			
D.專業社群和服務(共同備課、與外界分享):			

計劃

教師簽署: _____ 日期: _____

中期検討

教師簽署：_____ 日期：_____

課程主任簽署: _____ 日期: _____

校長查核及簽署：_____ 日期：_____

年終評鑑

教師簽署：_____ 日期：_____

副校長簽署：_____ 日期：_____ 校長查核及簽署：_____ 日期：_____

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2011-2012 年度課時內課外活動安排

年級	活動名稱	學生人數	場地	備註
一 (104)	生活英語班 Fun with English	26	1A 課室	每項活動各五節，以循環方式進行。
	普普樂園 Putonghua Wonderland	26	1B 課室	
	音樂小天使 Music Angels	26	1C 課室	
	氣球及串珠班 Fun with Balloons and Beads	26	1D 課室	
二 (103)	二年級活用普通話班 Fun with Putonghua (Primary 2)	13	2A 課室	上下學期對調之課程(各 10 節)，學生需要調換課室。
	種植組 Gardening	13	2D 課室及 8/F 花園	
	百變手工藝班 Amazing Art (Primary 2)	12	視覺藝術室	上下學期對調之課程(各 10 節)，學生需要調換課室。
	魔術班 Magician Workshop	12	2C 課室	
	圍棋班 The Game of Go	25	2B 課室	全年課程
	初級組合唱團 Junior Choir	28	4D 課室	
三 (103)	小小演說家 Little Orator	14	3A 課室及 806 室	上下學期對調之課程(各 10 節)，學生需要調換課室。
	立體紙模型班 3-D Paper Craft	14	3B 課室	
	馬賽克藝術 Fun with Mosaic	14	3C 課室	上下學期對調之課程(各 10 節)，學生需要調換課室。
	競技體操班 Gymnastics	14	10/F 有蓋操場	
	初小基督徒團契 Christian Fellowship (Junior)	15	3/F 多用途活動室	全年課程
	初級組合唱團 Junior Choir	32	4D 課室 7/F	
四 (89)	理財班 Money Management	13	4A 課室 7/F	上下學期對調之課程(各 10 節)，學生需要調換課室。
	網球班 Tennis	14	天台操場	
	四年級活用普通話班 Fun with Putonghua (Primary 4)	12	4B 課室 7/F	上下學期對調之課程(各 10 節)，學生需要調換課室。
	針黹班 Needlework	12	4C 課室 7/F	
	中級組合唱團 Intermediate Choir	38	5D 課室 7/F	全年課程
五 (97)	板球班 Cricket	15	9/F 有蓋操場	上下學期對調之課程(各 10 節)，學生需要調換課室。
	小義工隊 Voluntary Service Team	14	5A 課室	
	思維遊戲班 Brain Skills	14	5B 課室	上下學期對調之課程(各 10 節)，學生需要調換課室。
	家政班 Home Economics	14	5C 課室及 8/F 教員休息室	
	高級組合唱團/中級組合唱團 Senior Choir /Intermediate Choir	40 (18+22)	6D 及 5D 課室	全年課程
六 (97)	花式跳繩班 Rope Skipping	18	禮堂	上下學期對調之課程(各 10 節)，學生需要調換課室。
	趣味手工藝班 Amazing Art (Primary 6)	18	6A 課室	
	高小基督徒團契 Christian Fellowship (Senior)	19	音樂室	全年課程
	高級組合唱團 Senior Choir	42	6D 課室	

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2011-2012 年度
學校發展津貼計劃書

開辦班級數目: 21
諮詢教師方法: 校務會議

項目 1. 支援教學及行政系統，減輕教師工作量

關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
1.1 減輕教師在文書處理方面的工作量	聘請兩名合約文員，協助處理文書工作，如教材及教具製作、打印試卷及會議紀錄、擔任活動助理等	減輕老師在文書處理方面的工作，以便騰出更多空間予老師備課，提高教學效能	9/2011 8/2012	計劃費用： 兩名合約文員一年的薪金連強積金合共： \$296,415	- 100%教師認為有關文員可幫助減輕其工作量 - 100%教師認為因有文員協助處理文書工作，他們有更多時間就學與教作反思，提升教學效能	- 透過校務會議查詢教師是否認為有關文員可幫助減輕其工作量 - 評核文員的工作表現	柯靜如校長 周慧顏副校長
1.2 為教職員提供即時的資訊科技技術支援，分擔教師處理有關資訊科技的非教學工作 1.3 為學生提供即時的資訊科技技術支援	聘用資訊科技員一名，擔當以下工作: - 為學校網絡系統提供專業技術支援 - 於教員室、電腦課及伺服器室當值，隨時為老師提供支援 - 發展內聯網及管理戶口，確保內聯網的運作正常 - 協助教師定期更新學校網頁及內聯網內的資訊，如學校通告、活動資料及相片等 - 拍攝學校活動照片及進行攝錄，並負責後期製作	- 能協助全體教職員處理有關資訊科技技術層面上的問題 - 減少老師處理非教學工作的時間，老師可專注於教學工作 - 能於課堂中即時協助老師處理學生的資訊科技技術問題	9/2011 8/2012	計劃費用： 一名資訊科技員一年的薪金連強積金合共： \$132,300	- 90% 老師認為在資訊科技方面得到支援 - 90%學生認為資訊科技員能在課堂中為他們提供支援 - 技術員能按時完成指派的工作 - 學校電腦系統的運作正常 - 內聯網的運作正常 - 學校已按需要定期更新網頁及內聯網上的資訊	- 資訊科技員工作紀錄 - 期終工作表現評核	何美蓮主任 柯靜如校長 周慧顏副校長

聖士提反女子中學附屬小學
2011-2012 年度
學校發展津貼計劃書

開辦班級數目: 21

諮詢教師方法: 校務會議

項目 2. 課程發展

關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
2.1 支援老師推行拔尖工作，並推動課程的持續發展	外聘專業導師帶領拔尖學習活動(包括兒童文學班、英文創意寫作班、小记者訓練班及科學增益班)	- 減輕老師在籌辦拔尖活動方面的工作量，以致教師更專注照顧學生不同的學習需要 - 有系統地整存活動計劃及紀錄，讓有關課程可持續發展	9/2011 6/2012	各項拔尖學習活動課程費用合共 \$50,000	- 統籌老師認同外聘導師有助減輕其籌畫及推行抽離式拔尖課程的工作 - 能有系統地整存活動計劃及紀錄	- 統籌老師按進度觀課，以瞭解學生學習情況 - 統籌老師評核導師的工作表現 - 統籌老師定期檢視活動計劃及紀錄	何桂嫻主任 蔡倩德主任 丁偉馨老師 何美瑩老師
2.2 支援老師帶領課時內課外活動(活動安排見附件二)，配合學校關注事項的推行	- 外聘專業導師協助老師帶領課時內課外活動 - 為課時內課外活動提供所需資源	- 減輕老師在籌辦各項課時內課外活動方面的工作量，為學生提供更多元化的學習活動，豐富其學習經歷	9/2011 6/2012	計劃費用： - \$100,000	- 統籌老師認同外聘導師有助減輕其籌畫及帶領課時內課外活動的工作 - 能為課時內課外活動提供所需資源	- 與外聘導師協作的老師評核導師的工作表現 - 課外活動小組檢視活動計劃、紀錄及檢討表	- 與外聘導師協作的老師 - 課外活動小組

總額: \$578, 715

(不足之數由堂費支付)

English Enhancement Grant Scheme for Primary Schools
School-based Implementation Plan 2011-2012

School Name: St. Stephen's Girls' Primary School

Application No.: B048 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 10

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	3	3	3	3	20

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. 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)
NET Scheme	P.1 – P.3	Reading, Writing, Phonics	NET Section, EDB

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

Strengths	Opportunities
• The school has developed a reading curriculum which emphasizes on text types, with specific targets and strategies to develop students' reading skills across different levels • Collaborative and sharing culture has been developed through effective use of co-planning and co-teaching lesson time • A number of school-based programmes (e.g. <i>Reading Workshops</i>, phonics programme, grammar programme, early intervention programme, enhancement programme) are well in place to support student learning • Students' learning attitude is good and they participate actively in different learning activities • Students communicate well in English with teachers and peers • Students have good reading habit	• Teachers believe that reading and writing develop concurrently and interrelatedly • There is an urgency to address the literacy needs of the students • This academic year, the school council has funded the deployment of a NET to teach KS2 <i>Reading Workshop</i> lessons • NET and KS2 teachers have developed preliminary literacy teaching plans (bridging reading to writing) for KS2 • The school has a well-equipped English Room and a Central Broadcasting Room
Weaknesses	Threats
• Students lack the ability to transfer language acquired from reading to writing • Students are lack of writing interest • The development of literacy has not been addressed • 'Chinglish' is often found in students' written work • All existing English teachers are second-language users, who can only provide students with limited exposure in authentic use of English	• The deployment of EDB NET has restricted the successful realization of goals concerning all levels • A strong parents' demand of a qualified native English speaking teacher in KS2

(C) Based on the SWOT analysis, what is / are the focus(es) of the school's proposed English enhancement measure(s)

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
Help students to become readers and writers who enjoy and value literacy	Language skills	1. Develop a literacy programme for KS2 (provide students opportunities for real life reading and writing experiences)
Help students to become skillful readers and writers (transfer language acquired from reading to writing)		2. Introduce different reading and writing strategies and skills
School-based reading and writing tasks should be designed to develop students' reading and writing skills, creativity and critical thinking skills		3. Purchase learning and teaching resources (include class sets) for developing a literacy programme; they will be kept by the school and circulated among target levels
Enhance English teachers' professional development through co-planning sessions and co-teaching lessons	Disseminate expertise and good practices to English teachers	4. Deploy a full-time supply teacher to release the core team teachers to develop the literacy programme 5. The qualified native speaking teacher and KS2 teachers arrange co-planning sessions to facilitate collaborative planning and evaluation 6. The qualified native speaking teacher and KS2 teachers implement the literacy programme through three co-teaching lessons each week
Strengthen the reflective sharing culture		7. The qualified native speaking teacher and KS2 teachers arrange co-planning sessions to facilitate collaborative planning and evaluation

(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
1. Employing a native English speaking teacher to develop a literacy programme in collaboration with English teachers in KS2 2. Hiring a supply teacher to free up space for teachers to develop a literacy programme for KS2					
-The qualified native English speaking teacher and KS2 teachers develop a literacy programme Expected qualification of the native English speaking teacher: A degree-holder with a diploma/certificate in TESOL/TESL with relevant experience in local primary school context. The Literacy Programme is an extension of the course book with the focus on text types. Through reading quality texts, the students will be expected to respond to the reader through writing a variety of text-types modeled by the teacher. The reading materials chosen by teachers provide authentic and quality texts and expose students to as many authors as possible.	KS2 P4-6	9/2011 to 6/2012	Different reading and writing foci are strengthened for each year band to ensure there is a complete and thorough coverage in KS2 as stated in the EDB Curriculum Guide 2004	Long-lasting impact on school development Enhance English teachers' professional development Knowledge transfer from the qualified native speaking teacher to English teachers for future	• Pupils keep reading and writing portfolios and evaluate their learning for the tasks (e.g. write reflective journals) • Through questionnaires and weekly co-planning sessions, NET and KS2 teachers review and revise the components of a literacy programme • The panel head, PSMCD and the deputy head will observe lessons in order to monitor the progress of the programme, to evaluate the performance of the native English-speaking teacher, and to provide appropriate support when it is necessary.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
				curriculum planning The Literacy Programme will be included in	The EDB NET will be invited to observe some of the lessons and attend some of the co-planning meetings so as to help bridging the content in KS1 and KS2.
-The qualified native speaking teacher and KS2 teachers have co-planning sessions to facilitate collaborative planning and evaluation -The qualified native speaking teacher and KS2 teachers take active roles (e.g. 50% of lesson delivery) in the three co-teaching lessons for each P4-6 classes Co-planning sessions among the qualified native speaking teacher and the KS2 teachers will be held on weekly basis. Discussions on teaching strategies, questioning skills, thinking skills and catering for individual learning differences will be done.	KS2 P4-6	9/2011 to 6/2012	Common share co-planning sessions should be timetabled to release core team teachers to develop, implement and evaluated the literacy programme	the School's English curriculum and be reviewed and revised. It will be conducted by the school English teachers in the years after.	- Review lesson plans and co-planning records regularly - Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies - Panel teachers discuss, share and reflect on the literacy programme in three scheduled panel meetings per academic year.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
-The qualified native speaking teacher and KS2 teachers introduce different reading and writing strategies and skills Teacher makes use of readers and other suitable reading materials to provide samples of written works on different text types, based on the readers. Then the teacher discusses with pupils the schematic structures, the vocabularies to be used, language focus and other language related items will be discussed with pupils. Pupils then produce their own writing through modeling. They will be encouraged to edit their work through self evaluation and peer evaluation. -The qualified native speaking teacher and KS2 teachers implement the literacy programme through three co-teaching lessons each week -Pupils will be formed into literacy circles in which they discuss the reading materials	KS2 P4-6	9/2011 to 6/2012	75% of pupils are able to apply the reading and writing strategies and skills acquired to attempt assigned tasks The learning objectives written for every lesson are achieved.		• Massive amounts of reading and writing materials are provided. These authentic opportunities for reading and writing will be arranged on a continuum based on more or less teacher support. (e.g. some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teachers, leading to a few that are done independently by the students) • Record students' progress, performance and achievement levels by observing and applying literacy assessment techniques • The qualified native speaking teacher and KS2 teachers review pupils' reading and writing

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
from different perspectives in depth. Both reading strategies and high-order thinking skills such as critical thinking skill will be emphasized. Through writing activities, such as modeled writing, process writing and group writing, pupils acquire writing skills and knowledge on the content of specific types of writing.					portfolios to assess the effectiveness of teaching and learning and propose ways for improvements
-Deploy a full-time supply teacher to release the core team teachers for developing the literacy programme. Core team members will be two English teachers from each level of P.4 – P.6. -Core-members are the more experienced teachers at the level. They will have at least one co-planning session with the qualified native-speaking teacher to discuss and evaluate the programme. Another co-planning meeting will be arranged to let the core members and the native English-speaking teacher to discuss the plan		9/2011 to 6/2012 Development timeline of the tasks: 3 reading and writing tasks to be developed for each level per term	3 packages of plans which include teaching plans, series of tasks and teaching aids to be implemented throughout the school year, with approximately one and a half package per term.	The capacity of teachers be enhanced as follows: ①The ability to choose quality texts ②The ability to select (precisely) the learning foci related to literacy skills	• Teachers’ feedback on their progress of work • Review lesson plans and co-planning records • Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies • Panel teachers discuss, share and reflect on the writing programme in three scheduled panel meetings per academic year

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
with the remaining teacher(s) at the level to make sure that the plan is implemented in the same way in the same level and to fine tune the contents when it is necessary. -The supply teacher will teach (tentatively) 30 lessons weekly to free up space for the core team teachers to develop the literacy programme. -Approximately 5 lessons released from each of the 6 core team members.				(e.g. ‘to show not tell’, fluency skills, reading readiness skills, questioning techniques)	• Review students’ portfolios and their reflective journals • Arrange peer lesson observations to evaluate the effectiveness of co-teaching and learning progress (at least once per year)
-KS2 teachers set appropriate assessment criteria on writing tasks in order to highlight the learning foci for pupils -KS2 teachers set appropriate assessment criteria for each piece of writing task which will be given to students beforehand. -Shared and independent writing provides a purposeful sequel to modeled writing as students can generalize the knowledge, concept, skills and strategies, or process gained in modeled writing. Students also use	KS2	9/2011 to 6/2012	- Assessment criteria for 6 writing tasks developed for each level. - Students know the assessment criteria before writing so that they can follow what is expected for them and focus on these		• Review co-planning records. In the co-planning records, teachers state their difficulties encountered or successful teaching strategies. Then, level teachers organize peer observation lessons and/or review pupils’ assignment to verify the report on pupils’ progress and provide suggestions for improvements

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
the criteria to reflect on their own learning and become an independent writer.			areas in their learning process.		
3. Purchase books to set up a class library for the Literacy Programme					
-Purchase learning and teaching resources for developing a literacy programme. -Readers (class sets to be purchased and stored in the classroom for pupils' use) (of a variety of text types and titles) to be placed in classrooms for pupils to borrow home and use in literacy lessons. 9 titles (to be used in 6 Literature Circles) x 8 copies each x 4 classes per level [the titles will be swapped with other classes]. The text types e.g. narratives, exposition will be aligned with the text types in the coursebook. They are both for class and home reading. Graded readers given to students of different reading levels.	KS2	9/2011 to 6/2012	Each student will read 3 titles each year. Pupils' reading interest and the range of reading will be enhanced.	Long-lasting impact on teachers' professional development. English teachers will continue to conduct the same activities with the newly acquired resources in the future.	Inventory of readers Reading record and book report (oral) Students and teachers' evaluation/questionnaire to be done. -Observation in class -Reviewing the Literature Circle's group folder which will contain the <i>manager's</i> assessment of the group, the self-assessment sheet of each group member and the previous week's work. -Group presentations of the reader. - Teachers check the reading record at least once a month and

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Students will be formed into 6 Literature Circles. In each Circle, students are assigned with different roles: <i>The Group Manager, The Reading Summarizer, The Literary Luminary, The Reading Connector, The Questioner, The Word Wizard and the Illustrator</i>. (Not all roles have to be used. The manager will have two roles). The teachers will model the technique using a short story. The students will practice each role in groups until all the roles have been covered. Teachers sit into the Circles to monitor. The observations of the teachers will be recorded in meetings. Teachers will concentrate on areas of weakness and provide support to students on an ad hoc basis. Literature Circles will be conducted once a week for 30 minutes during lesson time. Gradually the reading process will be part of the students' homework and the presentation will be done within class time.					conduct oral presentations in class so as to monitor pupils' progress.

(E) Budget

Proposed measure(s)	Estimated cost
1. Employ a full-time qualified supply teacher to release the core team teachers for developing the literacy programme	\$209,423
2. Subsidize the salary of a native English speaking teacher	\$178,577
3. Purchase of books	\$112, 000
Total:	\$500,000