

**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:

	<b>P.1</b>	<b>P.2</b>	<b>P.3</b>	<b>P.4</b>	<b>P.5</b>	<b>P.6</b>	<b>Total</b>
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)

	<b>P.1</b>	<b>P.2</b>	<b>P.3</b>	<b>P.4</b>	<b>P.5</b>	<b>P.6</b>	<b>Total</b>
No. of operating classes							

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

<b>Name of programme/ project / support service</b>	<b>Grade level</b>	<b>Focus(es) of programme / project / support service</b>	<b>External support (if any)</b>
NET Scheme	P.1 – P.3	Reading, Writing, Phonics	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"><li>• 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</li><li>• Collaborative and sharing culture has been developed through effective use of co-planning and co-teaching lesson time</li><li>• 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</li><li>• Students' learning attitude is good and they participate actively in different learning activities</li><li>• Students communicate well in English with teachers and peers</li><li>• Students have good reading habit</li></ul>	<ul style="list-style-type: none"><li>• Teachers believe that reading and writing develop concurrently and interrelatedly</li><li>• There is an urgency to address the literacy needs of the students</li><li>• This academic year, the school council has funded the deployment of a NET to teach KS2 <i>Reading Workshop</i> lessons</li><li>• NET and KS2 teachers have developed preliminary literacy teaching plans (bridging reading to writing) for KS2</li><li>• The school has a well-equipped English Room and a Central Broadcasting Room</li></ul>
<b>Weaknesses</b>	<b>Threats</b>
<ul style="list-style-type: none"><li>• Students lack the ability to transfer language acquired from reading to writing</li><li>• Students are lack of writing interest</li><li>• The development of literacy has not been addressed</li><li>• 'Chinglish' is often found in students' written work</li><li>• All existing English teachers are second-language users, who can only provide students with limited exposure in authentic use of English</li></ul>	<ul style="list-style-type: none"><li>• The deployment of EDB NET has restricted the successful realization of goals concerning all levels</li><li>• A strong parents' demand of a qualified native English speaking teacher in KS2</li></ul>

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

<b>Areas for improvement</b>	<b>Focus (e.g. language skills, knowledge etc.)</b>	<b>Proposed measure(s) to be funded by EEGS</b>
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
<p><b>1. Employing a native English speaking teacher to develop a literacy programme in collaboration with English teachers in KS2</b></p> <p><b>2. Hiring a supply teacher to free up space for teachers to develop a literacy programme for KS2</b></p>					
<p>-The qualified native English speaking teacher and KS2 teachers develop a literacy programme</p> <p>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.</p> <p>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.</p> <p>The reading materials chosen by teachers provide authentic and quality texts and expose students to as many authors as possible.</p>	<p>KS2 P4-6</p>	<p>9/2011 to 6/2012</p>	<p>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</p>	<p>Long-lasting impact on school development</p> <p>Enhance English teachers' professional development</p> <p>Knowledge transfer from the qualified native speaking teacher to English teachers for future</p>	<ul style="list-style-type: none"> <li>• Pupils keep reading and writing portfolios and evaluate their learning for the tasks (e.g. write reflective journals)</li> <li>• Through questionnaires and weekly co-planning sessions, NET and KS2 teachers review and revise the components of a literacy programme</li> <li>• 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.</li> </ul>

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				<p>curriculum planning</p> <p>The Literacy Programme will be included in</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>-The qualified native speaking teacher and KS2 teachers have co-planning sessions to facilitate collaborative planning and evaluation</p> <p>-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</p> <p>Co-planning sessions among the qualified native speaking teacher and the KS2 teachers will be held on weekly basis.</p> <p>Discussions on teaching strategies, questioning skills, thinking skills and catering for individual learning differences will be done.</p>	<p>KS2 P4-6</p>	<p>9/2011 to 6/2012</p>	<p>Common share co-planning sessions should be timetabled to release core team teachers to develop, implement and evaluated the literacy programme</p>	<p>the School's English curriculum and be reviewed and revised. It will be conducted by the school English teachers in the years after.</p>	<ul style="list-style-type: none"> <li>Review lesson plans and co-planning records regularly</li> <li>Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies</li> <li>Panel teachers discuss, share and reflect on the literacy programme in three scheduled panel meetings per academic year.</li> </ul>

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<p>-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.</p> <p>-The qualified native speaking teacher and KS2 teachers implement the literacy programme through three co-teaching lessons each week</p> <p>-Pupils will be formed into literacy circles in which they discuss the reading materials</p>	<p>KS2 P4-6</p>	<p>9/2011 to 6/2012</p>	<p>75% of pupils are able to apply the reading and writing strategies and skills acquired to attempt assigned tasks</p> <p>The learning objectives written for every lesson are achieved.</p>		<ul style="list-style-type: none"> <li>• 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)</li> <li>• Record students' progress, performance and achievement levels by observing and applying literacy assessment techniques</li> <li>• The qualified native speaking teacher and KS2 teachers review pupils' reading and writing</li> </ul>

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<p>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.</p>					<p>portfolios to assess the effectiveness of teaching and learning and propose ways for improvements</p>
<p>-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.</p> <p>-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</p>		<p>9/2011 to 6/2012</p> <p>Development timeline of the tasks:</p> <p>3 reading and writing tasks to be developed for each level per term</p>	<p>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.</p>	<p>The capacity of teachers be enhanced as follows:</p> <p>①The ability to choose quality texts</p> <p>②The ability to select (precisely) the learning foci related to literacy skills</p>	<ul style="list-style-type: none"> <li>• Teachers’ feedback on their progress of work</li> <li>• Review lesson plans and co-planning records</li> <li>• Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies</li> <li>• Panel teachers discuss, share and reflect on the writing programme in three scheduled panel meetings per academic year</li> </ul>

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<p>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.</p> <p>-The supply teacher will teach (tentatively) 30 lessons weekly to free up space for the core team teachers to develop the literacy programme.</p> <p>- Approximately 5 lessons released from each of the 6 core team members.</p>				(e.g. ‘to show not tell’, fluency skills, reading readiness skills, questioning techniques)	<ul style="list-style-type: none"> <li>• Review students’ portfolios and their reflective journals</li> <li>• Arrange peer lesson observations to evaluate the effectiveness of co-teaching and learning progress (at least once per year)</li> </ul>
<p>-KS2 teachers set appropriate assessment criteria on writing tasks in order to highlight the learning foci for pupils</p> <p>-KS2 teachers set appropriate assessment criteria for each piece of writing task which will be given to students beforehand.</p> <p>-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</p>	KS2	9/2011 to 6/2012	<p>- Assessment criteria for 6 writing tasks developed for each level.</p> <p>- Students know the assessment criteria before writing so that they can follow what is expected for them and focus on these</p>		<ul style="list-style-type: none"> <li>• 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</li> </ul>

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the criteria to reflect on their own learning and become an independent writer.			areas in their learning process.		
<b>3. Purchase books to set up a class library for the Literacy Programme</b>					
<p>-Purchase learning and teaching resources for developing a literacy programme.</p> <p>-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.</p> <p>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].</p> <p>The text types e.g. narratives, exposition will be aligned with the text types in the coursebook.</p> <p>They are both for class and home reading.</p> <p>Graded readers given to students of different reading levels.</p>	KS2	9/2011 to 6/2012	<p>Each student will read 3 titles each year.</p> <p>Pupils' reading interest and the range of reading will be enhanced.</p>	<p>Long-lasting impact on teachers' professional development.</p> <p>English teachers will continue to conduct the same activities with the newly acquired resources in the future.</p>	<p>Inventory of readers</p> <p>Reading record and book report (oral)</p> <p>Students and teachers' evaluation/questionnaire to be done.</p> <p>-Observation in class</p> <p>-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.</p> <p>-Group presentations of the reader.</p> <p>- Teachers check the reading record at least once a month and</p>

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<p>Students will be formed into 6 Literature Circles.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Literature Circles will be conducted once a week for 30 minutes during lesson time.</p> <p>Gradually the reading process will be part of the students' homework and the presentation will be done within class time.</p>					<p>conduct oral presentations in class so as to monitor pupils' progress.</p>

**(E)Budget**

<b>Proposed measure(s)</b>	<b>Estimated cost</b>
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
<b>Total:</b>	<b>\$500,000</b>