

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

School Name: Kowloon Woman Welfare Club Li Ping Memorial School

Application No: C021

(A) General information

1. No of English teachers in the regular staff establishment (excluding the NET) : 6

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	1	1	1	1	1	1	6
No. of groups in class	1	1	2	2	2	2	10

P.3-P.6 Chinese, Maths and English adopt this arrangement as our usual school practice and this extra manpower is from IRTP Scheme but not from the additional teacher to be supported by EEGS.

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	1	1	1	1	1	1	6

4. Programme/ project implemented or support service received in the past five years:

Name of programme support service	Grade level	Focus of programme support service	External support
1. Primary Literacy programme-Reading and Writing (PLPR/W)	P.1-P.3	Reading and writing	NET section

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

Strength	<ol style="list-style-type: none"> 1. We have a relatively stable English teaching team. The team has gained a consensus to enhance the effectiveness of students' learning of the English language. 2. Collaborative co-teaching is widely practiced. Teachers co-plan and co-teach in various school-based programmes: PLP-RW. 3. PLP-RW programme (Key Stage-1) is an effective co-teaching programme which delivers a sustainable literacy programme. 	Opportunity	<ol style="list-style-type: none"> 1. Independent learning and self study skills 2. Develop small group teaching strategies 3. EECS creates more space in terms of time and human resource for the continuing development of school-based curriculum
Weakness	<ol style="list-style-type: none"> 1. Wide range learner diversity in each class. 2. Students self-study skills are not well developed 3. Teachers' questioning techniques on critical thinking 	Threat	<ol style="list-style-type: none"> 1. Stiff competition in enrollment to prestigious secondary schools which good English proficiency of students is nearly a must. 2. Substantial individual learning differences among pupils 3. Our teachers are conscientious and enthusiastic in teaching but do not have well-grounded school-based curriculum development experience 4. Students lack parental support in English learning and exposure. 5. Students are consistently weak in the writing part of TSA

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

Areas for improvement	Focus	Proposed measure(s) to be funded by EECS
<ol style="list-style-type: none"> 1. Refine the English language curriculum by developing a comprehensive literacy programme for Key Stage 2. 	<ol style="list-style-type: none"> 1. Reading and writing curriculum 	<ol style="list-style-type: none"> 1. To employ a supply teacher to create time and space for core team members to integrate a literacy programme into the school-based curriculum for KS2.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>The NET will be involved in co-teaching in KS2 of the reading and writing programme.</p> <p>b) Supply teacher will teach 14 lessons / cycle. With lessons released from the English teachers involved in this programme and the lessons assigned by the school. We got 5 days/cycle. Each lesson lasts for 30 minutes. The teaching load and the duty of a supply teacher is the same as a school teacher. The teaching load and duty of a supply teacher is the same as a school teacher. He/ She needs to do English related documentary work (for EEGS measures only) and daily on duties.</p> <p>c) 4 core teachers will be involved in P.4-5 in 2012-13</p> <p>e) 6 core teachers (= all English teachers) will be involved in P.4-6 in 2013-2014.</p>		<p>Levelling: Sept-Dec (~ 7 weeks/level)</p> <p>Development timeline of resource package for each unit:</p> <p><u>2012/13</u> P4, 5 1st term 2 packages (14 lessons per package) 2nd term 2 packages</p>	<p>diversity. Graded tasks and activities for different learning styles are developed for P.4-6.</p> <ul style="list-style-type: none"> ● An overview of a school-based curriculum framework will be developed (4 units of work will be implemented for each particular level.) ● Each unit of work will be taught in 14 lessons for 7 cycles. 	<p>model will add value to the teaching capacity of our school by training more teachers in innovative and integrated teaching approaches in the reading and writing curriculum.</p> <p>After the programme year, the NET would be involved in the programme and having co-teaching lessons with the local teachers.</p>	<ul style="list-style-type: none"> ● Records of meetings will be kept for future reference.
<p><u>2012-2013</u></p> <ul style="list-style-type: none"> ● 4 core members: 3 lessons released each P 4,5 teachers, 2 extra lessons released for the one who will also be the programme co-ordinator (3+3+3+3+2=14) ● 2 of them will work as level coordinators 		<p><u>2013/14</u> P4,5 1st term 2 packages (More learning</p>	<p><u>Teachers</u></p> <ul style="list-style-type: none"> ● Core teachers will gain a great deal of insight and valuable experience in planning and 		<p><u>Professional development</u></p> <ul style="list-style-type: none"> ● Support from Mr TSE Kwok-keung, senior school

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>Duties of level coordinators:</p> <ol style="list-style-type: none"> 1) Facilitate effective implementation of the programme 2) Keep a clear record of the work of the reading and writing programme, including co-planning record, scheme of work and project-related documents. 3) Manage resources 4) Link with the advisory teaching team <p>Duties of programme coordinator:</p> <ol style="list-style-type: none"> 1) Monitoring the progress of the programme. 2) Link with the advisory teaching team. 3) Manage resources of all grades. 4) Conduct lesson observation. 5) Centralized all the project related documents. <p><u>2013-2014</u></p> <ul style="list-style-type: none"> ● 6 core members: 2 lessons released for the four P 4, 5 teachers, 2 lessons for each of the two P. 6 teachers; 2 extra lessons released for programme co-ordinator (2+2+2+2+2+2=14) ● 3 core members will work as level coordinators <p>Duties of level coordinators:</p> <ol style="list-style-type: none"> 1) Facilitate effective implementation of the programme 		<p>tasks will be added to refine the developed packages.) Refine the developed packages 2nd term 2 packages Refine the developed packages</p> <p>P6 1st term 2 packages</p> <p>2nd term 2 packages</p>	<p>integrating reading and writing into school-based English curriculum</p> <ul style="list-style-type: none"> ● Core teachers need to attend a PD workshop conducted once a term and sharing the knowledge with other English teachers. ● Participating teachers (all core teachers) work closely in cluster meetings once a month and build up teachers' expertise in teaching and carrying out a teacher-developed programme. ● Involved teachers can learn from their peers through lesson observations once a 	<ul style="list-style-type: none"> ● All resource packages will be developed and storage for retrieval in future. ● An overview of a school-based curriculum framework for KS2 will be developed for long term use ● Teaching materials and resources, including lesson plans, teaching aids and worksheets etc will be documented and complied 	<p>development officer, school-based curriculum development (primary) section from EDB</p> <ul style="list-style-type: none"> ● Lesson observations including demo-teaching and peer observations will be launched once a term ● Sharing sessions regarding the progress of the programme will be disseminated in the panel meeting in the end of first term <p><u>Students' performance</u></p>

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>2) Keep a clear record of the work of the reading and writing programme, including co-planning record, scheme of work and project-related documents.</p> <p>3) Manage resources</p> <p>Extra duties of programme coordinator:</p> <p>1) Monitoring the progress of the programme.</p> <p>2) Link with the advisory teaching team.</p> <p>3) Manage resources of all grades.</p> <p>4) Conduct lesson observation.</p> <p>5) Centralized all the project related documents.</p> <ul style="list-style-type: none"> ● Ensure smooth transition from PLPRW to school-based literacy programme in KS2 <p>A literacy approach in KS2 ideally builds on and reinforces the prior knowledge and skills they have accumulated in KS1 and incorporates innovative teaching strategies that support and extend students' development capacities.</p> <ul style="list-style-type: none"> ● Arrangement of 7 double lessons in a teaching cycle: <p>Reading and writing lessons will carry out alternately. Approximately 4 cycles for reading and 3 cycles for writing</p>			<p>term. Timely and constructive feedback will heighten the effectiveness of the programme.</p> <ul style="list-style-type: none"> ● Teachers can identify pupils' book levels to select appropriate reading materials for guided reading and home reading <p><u>Students</u></p> <ul style="list-style-type: none"> ● Students' reading and writing skills will be enhanced. ● 2 sets of graded worksheets will be tailor-made for each unit to cater for learner diversity. (For 2 ability groups of each level) 	<p>for retrieval in future</p> <ul style="list-style-type: none"> ● Teachers' teaching effectiveness will be enhanced. Professional knowledge and skills gained from the corresponding workshops will be applied in future teaching. ● Project teachers will be trained as mentors who will lead other non-project teachers to run 	<ul style="list-style-type: none"> ● Track pupils' learning progress through internal assessment results ● Data on matching pupils' book levels will be used for grouping them to conduct guided reading and independent reading

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<ul style="list-style-type: none"> ● There are 2 lessons per cycle in the reading and writing curriculum. The enriched reading and writing curriculum and the co-teaching model will add value to the teaching capacity of our school by training more teachers in innovative and integrated teaching approaches in the reading and writing curriculum. ● Tailor the GE curriculum with the integration of the programme according to the language focus, context and theme. ● Teachers will make use of a wide variety of text-types that stimulate reading and writing through creative opportunities such as drama, project work and integrated writing activities. Students will engage in independent learning opportunities through different student oriented tasks in the school library and computer labs. ● Teaching strategies like supported reading and guided reading and process writing will be adopted. Students read the text for specific purposes set by text and their learning needs, and to apply thinking processes to deepen understandings with teacher scaffolding. 				the programme on continuing base	

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation														
<ul style="list-style-type: none">● 28-30 students will be split into 4 groups and 7/8 students will be put into each group during the guided reading.● Manpower is limited so there is no co-teaching in reading lessons arrangement at this stage.● To balance the manpower, the NET will be responsible for (P.1-P.3) PLPR/W (12 lessons) and 8 lessons for (P.4- P.6) literacy programme <table><tr><th>Grade</th><th>Lessons/ week</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>4</td></tr><tr><td>4</td><td>2</td></tr><tr><td>5</td><td>2</td></tr><tr><td>6</td><td>2+2 (2 groups)</td></tr></table> <ul style="list-style-type: none">● There will be 2 co-teaching lessons/ cycle with English teachers of the same grades and guided reading will be conducted every week.● Use guided reading books according to students' ability for leveling with reference the leveling kit used in PLPR/W.	Grade	Lessons/ week	1	4	2	4	3	4	4	2	5	2	6	2+2 (2 groups)					
Grade	Lessons/ week																		
1	4																		
2	4																		
3	4																		
4	2																		
5	2																		
6	2+2 (2 groups)																		

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> ● Use guided reading books according to students' ability for leveling with reference to PLPR/W leveling kit weekly. 12 copies of guided reader are used for each ability group. ● The school will develop this school-based programme on their own with the advice given by EDB NET, AT and the curriculum officer from the SBCE(P). ● <u>PD workshops for English teachers conducted by EDB officer</u> Themes/topics: Supported reading strategies and process writing 4 teachers x 4 hours x 2 workshops 					
2. Acquisition of learning/teaching resources to support the development of the school-based literacy programme in P.4-6					
Purchase teaching resources for conducting guided reading and writing <ul style="list-style-type: none"> ● Selection of reading materials with variety of text types, fiction and non-fiction. Real book teaching and transition from reading to writing. 10 books are chosen for each reading level. 12 copies of each book will be used for home reading scheme. 	P.4-5 P.6	2012 Sept-2013 July 2013 Sept 2014 July	<ul style="list-style-type: none"> ● Unit plans developed to show the use of resources in class teaching. ● School-based reading workshops implemented more effectively in KS2. 	<ul style="list-style-type: none"> ● Teaching resources and guided reading materials purchased will be kept by school and reused every year 	<ul style="list-style-type: none"> ● Guided reading materials will be purchased with reference to pupils' reading levels. ● Evaluation on selecting guided

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
			<ul style="list-style-type: none"> Students read 10 titles of books per level from Level 4 with reference to the scale of the PLPR/W. Guided reading books purchased will enrich the subject-based resource bank. 		reading materials will be done in co-planning meetings

(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 other sources (if any)	Funded by EEGS	Funded by other sources (if any)	(Funded by EEGS)
1. Employ a 0.5 qualified supply teacher 2012/13 school year: (\$21,175 + *6% estimated salary rise) x 0.5 x 1.05 (MPF) x 12 months = \$141,407 (round up) 2013/14 school year: (\$21,175 + *16 % estimated salary rise) x 0.5 x 1.05 (MPF) x 12 months = \$154,747 (round up)	\$ 141,407		\$154,747		\$296,154

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)																																					
<p>*This is only an estimation of salary rise. The actual MPS of that year will be followed.</p> <p>EEGS supports <u>MPS pt 14</u> of that school year. Extra cost to be supported by school grant / excess funding to be returned to the EDB.</p>																																								
<p>2. Purchase of readers for the school-based literacy programme in P.4-6</p> <p>Students guided readers to be kept by school for circulation</p> <p><u>P.4</u></p> <table><tr><td>Book Level</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>No. of copies</td><td>12</td><td>12</td><td>12</td><td>12</td></tr><tr><td>No. of books w/ different text types taught in a year</td><td>10 sets</td><td>10 sets</td><td>10sets</td><td>10 sets</td></tr><tr><td>No. of books purchased</td><td>120</td><td>120</td><td>120</td><td>120</td></tr><tr><td>Total no.</td><td></td><td colspan="3">\$60 x480 copies=\$28,800</td></tr></table> <p><u>P.5</u></p> <table><tr><td>Book Level</td><td>12</td><td>14</td><td>16</td><td>18</td></tr><tr><td>No. of copies</td><td>12</td><td>12</td><td>12</td><td>12</td></tr></table>	Book Level	4	6	8	10	No. of copies	12	12	12	12	No. of books w/ different text types taught in a year	10 sets	10 sets	10sets	10 sets	No. of books purchased	120	120	120	120	Total no.		\$60 x480 copies=\$28,800			Book Level	12	14	16	18	No. of copies	12	12	12	12	\$ 88,400				\$ 88,400
Book Level	4	6	8	10																																				
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Book Level	12	14	16	18																																				
No. of copies	12	12	12	12																																				

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)						
No. of books w/ different text types taught in a year	10 sets	10 sets	10 sets	10 sets					
No. of books purchased	120	120	120	120					
Total no.	\$60 x 480copies=\$28,800								
P.6									
Book Level	20	22	24	26					
No. of copies	12	12	12	12					
No. of books w/ different text types taught in a year	10 sets	10 sets	10 sets	10 sets					
No. of books purchased	120	120	120	120					
Total no.	\$60 x 480copies=\$28,800								
PM benchmark leveling kit \$2,000									
Total:					\$229,807		\$154,747		\$384,554

* Teachers who have joined the Early Retirement Scheme cannot be hired as the supply teacher in the EEGS.