

School-based Plan on the Use of the English Enhancement Grant for Primary Schools (2011-2012)

Name of School : HHCKLA Buddhist Wong Cho Sum School

(I) Present state of play

Strength	<ul style="list-style-type: none"> ● The English panel heads have formed a strong team to facilitate the development of English language curriculum smoothly ● The panel members have good experience in co-teaching and co-planning. ● Collaborative and sharing culture developed through effective use of co-planning lesson time ● A full time experienced NET who has worked in our school for eight years, has offered good English teaching innovation to our panel. ● Effective use of the ELTA and the NET to develop several school-based reading lessons in KS1 that can motivate students to read in class ● Teachers are skillful and experienced in teaching reading aloud and shared reading ● Supportive school head 	Keep	<ul style="list-style-type: none"> ● Collaborative sharing culture ● Use of assessment data (TSA, school test etc) to improve teaching and learning ● Deployment of the NET and ELTA to continue developing the school-based reading curriculum in KS1 ● Good practice of co-teaching and co-planning ● Spending time in reading aloud and shared reading in KS1
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<p>Weakness</p>	<ul style="list-style-type: none"> ● Based on TSA results and internal school assessments and classroom performances, students are weak in Reading (lack vocabulary and reading skills to process the text) ● Teachers' inexperience in doing guided reading ● Large individual differences in the same class. ● Nearly 1/5 of students are SEN. They lack reading skills and family support ● Students are not interested in reading English books in their leisure time ● Teachers, especially the panel heads, are too busy to design a new reading curriculum 	<p>Improve</p>	<ul style="list-style-type: none"> ● Explicit teaching of reading skills to help students (Guided reading) <ul style="list-style-type: none"> a. infer meaning b. work out the meanings of unknown words using contextual clues c. sound out the words with the help of phonics skill. d. Developing school-based reading curriculum to cater for learners' diversities ● Foster students' reading English habit
<p>Opportunity</p>	<ul style="list-style-type: none"> ● Provision of a small-class environment in P.1-P.3 creates more space for cultivating independent learning inside class ● Conducted try-out guided reading lessons in P.1 in 2009-2010 second term with the support of EDB NET section 	<p>Stop</p>	<ul style="list-style-type: none"> ● Stop purchasing one reader book from the students' booklist in order to spare some time for home reading in the guided reading programme
<p>Threat</p>	<ul style="list-style-type: none"> ● Competition from neighbouring schools ● Downsizing of the school ● Low English and academic standard of students 	<p>Start</p>	<ul style="list-style-type: none"> ● Training teachers in guided reading teaching skills ● Encouraging home reading ● Implement guided reading curriculum in KS1 ● Training a group of ambassador for "Reading buddies" Scheme ● Release the time for the panel heads to design the new reading curriculum

(II) A holistic school-based plan

Subject Targets 2011-2012 :

Establish self-learning culture

- To enhance generic skills, self learning skill and time management skill.
- To design wide range of learning activities.
- To encourage students to get more exposure to English environment

- To enhance effective feedback policy.

- To cultivate good reading habits.
- To enhance students' reading skills (decoding, prediction and phonics skills)and comprehension skills.
- To enhance Higher-Order Thinking skills in the curriculum.
- To build up students' spoken English through questioning in guided reading lessons and written English in post reading activities.

Cater for learner diversity

- To provide more opportunities for high ability students to extend themselves by providing a greater variety of reading materials.
- To improve English teachers' skills in teaching guided reading through school-based workshops, so as to help students of mixed ability
- To allow more flexibility in completing exercises and activities
- To tailor make materials e.g. levelled worksheets for individual differences.
- To participate in the EDB programme for SEN students
- To allow students to exert their abilities
- To assist SEN students in achieving better word attack skills and phonics skills to facilitate their learning.
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● **Establish an inclusive love-caring school**

- To establish a positive self image.
- To organize activities which help students care for others
- To establish peer learning environment

(III) Implementation details of the proposed measure(s)

Measure	Benefits anticipated(<u>expected outcome</u>) and how they can be sustained	Time scale	Resources Required	Methods of progress - monitoring and evaluation
<p>1. Levelling all KS1 students according to their reading abilities (The class teacher and NET will use the assessment kit “ PM Benchmark Assessment” and “High frequency word checklist and letter sound phonics sheets to assess them in the English lessons)</p>	<ul style="list-style-type: none"> ● Each student will learn ‘Reading’ according to his/her ability in the future ● Each year, the leveling procedure will continue to assess students’ level 	<p>Sept 11- Oct 11</p>	<p>Levelling record sheets</p>	<p>All students in KS1 are assessed by PM benchmark and grouped to a suitable level</p>
<p>2. Implement guided reading programme in KS1</p>	<ul style="list-style-type: none"> ● Students find interested and motivated in reading ● Students build up reading 	<p>Sept 11- July 2012</p>	<p>Result of pre and post assessment (PM benchmark) to stream students’ abilities</p>	<p>80% of students show improvement in reading abilities comparing the</p>

<p>Preparation will be done for home reading.</p> <p>Co-planning sessions will take place in preparation for co-teaching between NET and local teachers of P.1-P.3.</p> <p>Implement Pre-reading test (PM benchmark)</p> <p>According to students' results in the assessment, they will be placed into three leveled groups by the teachers.</p> <p>Each week, all P.1-P.3 will have 4 lessons with integrated phonics and some writing activities which have been planned to complement their reading. e.g. If the sound is b, they will revisit the letter b, read their books with sound recognition activities, then write CVC words with the sound 'b' at the beginning/end. Some</p>	<p>habit</p>			<p>result of pre assessment at the beginning of the term and post assessment result (PM benchmark) at the end of the term</p>
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<p>texts will be selected for shared reading to align with the textbook target language (eg. For colours - '<i>Brown bear, brown bear what do you see?</i>').</p> <p>past tense - '<i>On Friday something funny happened</i>' so the guided reading will be run in conjunction with other literacy learning experiences to cover vocabulary and grammar. Therefore this guided reading programme covers 25% of the reading workshop suggested by the curriculum guide. The other 15% will be focused on the textbook as the curriculum guide suggests 40% time allocated for the reading workshop.</p> <p>NET and class teacher will conduct the lessons and take responsibility for different groups, while the ELTA will assist the activities</p> <ul style="list-style-type: none">•				
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<p>Student will have one home reading book (home reader) that is matched to their reading level every night . Students will read their books (at least six) to their parents who will sign the record sheets. Students will respond to the book with feedback.</p> <p>Lower ability or SEN students will be asked to read their home readers to the ambassadors or the class teacher, NET and ELTA in the recess.</p>	<ul style="list-style-type: none"> ● Students make use of the tools and materials in class and at home ● All the tools and materials can be used continuously in the future 	<p>Sept 2011-June 2012</p>	<p>Book bags, reward stickers , levelled book and home readers</p>	<p>Ask class teachers to complete a questionnaire on durability, quality and interest level of books used for home reading scheme</p>

(IV)Target to be attained: To improve students’ reading strategies through guided reading programme in KS1

Measure	Benefits anticipated(<u>expected outcome</u>) and how they can be sustained	Time scale	Resources Required	Methods of progress - monitoring and evaluation
Add reference materials (e.g. books on guided reading) into the panel resource corner	All the reference materials will be recorded and kept in the English room for teachers’ reference in the future	Aug 2011	Lesson plans, teaching aids and reference materials	Panel discussion and loan records of the resource corner to gauge the usefulness of the reference materials in daily teaching

(V)Target to be attained: To equip teachers’ capacity in conducting guided reading curriculum

Measure	Benefits anticipated(<u>expected outcome</u>) and how they can be sustained	Time scale	Resources Required	Methods of progress - monitoring and evaluation
The panel heads will produce a reading curriculum framework (guided reading). with the NET and teachers involved.		Aug –Oct 11`	Lesson plans and a curriculum for guided reading	Conducting a critical review on the effectiveness of the curriculum within the panel
. Home reading Levelled books are assigned for home reading so as to stretch those able students and help the less able ones (P.1 – P.3)		Sept 2011-June 2012	Home reading leveled books	-Class observation -70% of students are able to share the comments about the home reading books in English lessons

(VI)Target to be attained: a) To help teachers integrate Guided Reading strategies into the school-based English language curriculum
b) To cater for individual needs in reading

Measure	Benefits anticipated(<u>expected outcome</u>) and how they can be sustained	Time scale	Resources Requires	Methods of progress - monitoring and evaluation
<p>The local teachers and ELTA as well as one panel head will be involved to train the English ambassadors who can be the reading buddies for the reading buddy scheme</p> <ol style="list-style-type: none"> 1. Select a group of reading ambassadors in KS2 (at least 40 students) 2. Train these ambassadors reading strategies so that they can help all students in KS1 to read English books independently in 2011-2012 (at least 6 lessons in the training course. Each lesson will take at least 35 minutes. It 	<p>The Reading Ambassadors can create a new style of reading habits to KS1 students. With the help of the ambassadors, KS1 students may overcome the difficulty in reading and even build up confidence in reading. KS1 students can have more exposure to reading different kinds of English books. The ambassadors will continue their duties year</p>	<p>Oct 11-June 12</p>	<p>-A detailed plan and schedule for training ambassadors -40 students or more</p>	<p>- Observation (The reading habit of the whole school is enhanced) -80% of the participants can fulfil the jobs of being ‘A Reading Ambassador’ -80% of the participants show enthusiasm in reading with the ambassadors and</p>

<p>will be organized during after school time)</p> <p>i)Design a training schedule and training contents for ambassadors and tailor-make resources packages for ambassadors to use when reading with KS1 students. E.g. how to decode the words, identify initial and ending sounds , find word patterns, chunking words, check for comprehension, communication skills and how to give feedback .</p> <p>Observe ambassadors to monitor their performance and give advice to them as well as participate in reading with KS1 students during the time the ambassadors are implementing their duties.</p> <p>The ambassadors will act in the role of mentoring the KS1 students reading and become their reading buddies. This is to provide positive role models for the younger students and motivate them to improve in reading. The ELTA and 1</p>	<p>after year and they can pass their experience to those new ambassadors. When the KS1 students become mature enough, they can also become the ambassadors to help KS1 students in the future years. Thus, the ‘Reading Ambassadors Scheme’ will continue to run itself year after year.</p> <p>By employing ELTA, Panel Heads or the designated teachers have more time to work and cooperate with ELTA in training ‘Ambassadors’. Thus, in the future, even the employment of ELTA has been terminated, Panel Heads or the designated teachers can have enough</p>	<p>Sept 11-April 12</p>	<p>Decorations , posters, presents like snacks and stationery for encouragement</p>	<p>ELTA -Observation by ELTA -Panel heads’ discussion with ELTA</p> <p>The Panel heads will observe the performance of ELTA at least two times to make sure the effectiveness of the training session.</p> <p>The NET and the local teachers will also co-teach the lesson and the ELTA will assist the activities so as to ensure the effectiveness of the lessons</p>
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<p>class teacher will act as a consultant when the ambassadors have problems.</p> <p>A room will be set aside and decorated attractively by the class teachers to create the positive reading environment. The students and ambassadors will go there to have reading time. A teacher, NET or ELTA will be there on duty.</p> <p>The local teachers will supervise and give suggestions to the ELTA and design activities as well as writing the evaluation of the programme together with the ELTA.</p>	<p>experience and skills to carry out and on the scheme. They should also take a leading role in promoting the same scheme as well as passing the related knowledge to other teachers years after years.</p>			<p>The ELTA and the local teachers will write a report on how the ambassadors' performance are and what their achievements are and he will suggest ways to be improved each term</p>
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Continuity for the project

The training and personnel will pass on their experience and knowledge even though the funding will have run out. The resources e.g. worksheets and leveled books, will still be in good condition and reusable for the second year.

Alignment with mainstream curriculum

The students in KS1 have guided reading lessons in NET lessons, thus their phonics skills and reading skills like decoding, prediction, book concepts comprehension skills are expected to be improved. All these skills are also covered in the mainstream curriculum and facilitate their life-long learning.

(VII)Target to be attained: To train up a group of English ambassador who can carry out reading buddy scheme in the future

(VIII) Budget (2010-2012)

Measures / Activities to be funded by the Scheme	Estimated cost
Hire Service Provider to conduct teacher workshop on guided reading, educator advise, lesson observation and co-planning	

Items and unit cost	Amount	Remarks
a) Professional Development Workshop - 4 workshops (8 hours in total) X \$3400 (each)	\$13,600	Each workshop will last for 2 hours. The cost will include workshop development work, preparation and facilitation. The workshop will also include the principles of guided reading, teaching strategies, ways of assessment and designing activities and different types of worksheet. All English Panel members will attend the workshops.
b) Guidance sessions of how to write lesson plans and prepare teaching materials -3 sessions X \$2000 (Each class level has one session)	\$ 6000	The KS1 teachers and Panel heads, NET and ELTA will be involved. Each session takes 2 hours.
c) Co-planning Sessions (Planning the activities)	\$9,000	Each session will last for 2 hours. The cost will include preparation work of teacher educator in advance.

- 6 sessions x \$1,500(Each class level has two sessions)		
d) Advisory Visit - 3 groups x 2 visits x \$1,000	\$6,000	Teachers are grouped into three groups (Class 1A , Class 2A+2B, Class 3A+3B)Teacher educator will pay 2 on-site supervisory visits (i.e. lesson observation & conferencing) per group to monitor the progress of her training and the application of the teaching strategies. The first visit is advisory and the second one is to check if the teachers can do what the educator suggested in the first visit.
Total cost	\$34,600	(Sources from CECES)

Measures / Activities to be funded by the Scheme	Estimated cost
Employ one qualified CM English teacher as a supply teacher (Contract) with estimated 27 lessons in order to release panel heads lessons in developing school based reading curriculum and resources (refer to page 14 & 15)	Basic salary (pt. 14 MPS) \$19835X12 =\$238020 MPF \$11901 Total: \$249921
Purchasing levelled readers, levelled home readers and assessment tools.	Assessment tool : PM Benchmark (Cengage learning HK Ltd) \$2970 PM Plus (Publishers' name)Levelled Books (12 levels / set. Each set has 12 books for 12 levels) 8 sets = \$40000 Home readers \$ 11229 (About \$40-55 per book . We need at least 200 copies of different levels) Total: \$54199 (quoted the price from Stanford House)
Employ ELTA to train the English ambassadors and assist activities in the guided reading lessons.	Basic salary \$12800X 12 =\$153600 MPF \$7680 Total: \$ 161280 For 2011-2012, our school will obtain the funding from other sources, e.g. CEG to hire the ELTA

(IX). Cash flow

School year	2010-2011	2011-2012
Cash requirement	\$ 495,000 (For Professional Development Workshop, employing one qualified CM English teacher as a supply teacher (Contract) , employing one Part-time NET, buying Assessment Tool and guided reading books and home readers.)	\$5000 (For lost books replacement, and home readers)