

School-based Plan on the Use of the English Enhancement Grant for Primary Schools

Name of School: Hong Kong Taoist Association Wun Tsuen School

(I) Present state of play

- Our school is a multicultural school with Non-Chinese Speaking students forming almost 95% of the student body in the year of 2009-2010. Students are mainly from Pakistan, India, Nepal and the Philippines.
- Students' reading and writing skills are relatively weak.
- Our school has joined a Seed Project (a three-year project) in order to improve literacy levels of Key Stage 1 students in reading and writing.
- There is no tailor-made curriculum for Key Stage 2 students. It is necessary to develop a reading and writing curriculum for this group.
- An English room has been established this school year. There are only a few leveled readers which were provided by the NET Section. More English books and games are needed to cater for a wider variety of students who use the English room.

(II) A holistic school-based plan

- Hire a supply teacher in order to assist our school English panel to develop and implement a school-based reading and writing curriculum for KS2 students which will extend of the current reading and writing project.
- With the help of the School-based Support Services (a one year programme), P.4 English teachers will form a core team to facilitate, develop and implement the new KS2 curriculum in 2010-2011.
- P.5 and P.6 English teachers will form core teams respectively to facilitate, develop and implement the new KS2 curriculum in 2011-2012.
- Enlarge the number of books and games in English room in order to cater for diverse student groups who access it.
- Create a rich English language learning environment throughout the school.

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

Proposed measure(s)	Benefits anticipated and how they can be sustained	Time scale (month / year)	Resources required	Methods of progress – monitoring and evaluation
<p>1. Hiring a supply teacher(ST)</p> <p>(a) Support school staff in the development of a KS2 reading and writing curriculum (KS2 R&W curriculum)</p> <ul style="list-style-type: none"> - According to the School-based Support Services, biweekly co-planning meetings with the partner school will be held in 2010-2011. P.4 teachers, NET, EPC and ST will form a core team to develop the KS2 R&W curriculum. - P.5 and P.6 English teachers will form core teams respectively to develop the KS2 R&W curriculum in 2011-2012. - ST will assume some duties in order to free up time for P.4 teachers in 2010-2011 and P.5 and P.6 teachers in 2011-2012 to develop the KS2 R&W curriculum. 	<ul style="list-style-type: none"> - The KS2 R&W curriculum is the extension of the Seed Project in KS1. A complete school-based English curriculum will be established. - At least 2 storybooks (a unit plan and teaching resources for each book will be produced) will be adopted in each term for P.4 in 2010-2011 in order to produce the school-based reading and writing curriculum. - At least 2 storybooks (a unit plan and teaching resources for each book will be produced) will be adopted in each term for P.5 and P.6 in 2011-2012 in order to produce the school-based reading and writing curriculum. - The core teams will gain more capacity to develop the KS2 R&W curriculum. 	<ul style="list-style-type: none"> Sept 2010-Aug 2012 - 2010-2011 - 2011-2012 - 2010-2012 	<ul style="list-style-type: none"> -Salary for the ST ST’s role is to relieve regular classroom English teachers in order to allow them to have more time to develop curriculum materials. -Core team (Three P.4 English teachers, NET, EPC and ST) in 2010-2011 -Core teams (Three P.5/ Three P.6 English teachers, NET, EPC and ST) in 2011-2012 	<ul style="list-style-type: none"> - Observe students’ performance by subject teachers. - Core teams and PSMCD have regular meetings to evaluate the KS2 R&W curriculum and the ST’s performance. - Biweekly co-planning meetings with the partner school will be held in 2010-2011 in order to evaluate the KS2 R&W curriculum and students’ performance.

Proposed measure(s)	Benefits anticipated and how they can be sustained	Time scale (month / year)	Resources required	Methods of progress – monitoring and evaluation
<ul style="list-style-type: none"> - ST will prepare materials for the co-planning meetings. - ST will take notes and then prepare the lessons plans after the co-planning meetings. - ST will produce relevant teaching materials e.g. flash cards, pictures, posters etc. - ST will also assist subject teachers in implementing the designed lessons in their classrooms. <p>2010-2011: 24 lessons per week 2011-2012: 22 lessons per week (ST will substitute one P.4 Class, one P.5 Class for English lessons and co-teach with P.6 English teachers each week.)</p> <ul style="list-style-type: none"> - ST will help compile work for future student use. <p>(b) Buddy Reading Programme</p> <ul style="list-style-type: none"> - ST will assist P.4 English teachers to implement the Buddy reading Programme. 	<ul style="list-style-type: none"> - The core teams will share their experiences with other level English teachers. - The materials and resources will be used in subsequent years. - The effectiveness of implementing the KS2 R&W curriculum will be enhanced. The reading and writing skills of the KS2 students will be improved. - A booklet of students’ writing will be published and all booklet copies will be kept in school as teaching material in subsequent years. Printing of the booklets will be done by a publishing company. - Motivation for P.4 students to read will be raised. - Buddy Reading Ambassadors (P.5 and P.6 students) will build 	<ul style="list-style-type: none"> - Aug 2011 and Aug 2012 	<ul style="list-style-type: none"> - Fee for making materials - Fee for publishing 	<ul style="list-style-type: none"> - Core teams observe students’ performance, such as: the degree of participation in English lessons, the skills of reading and writing etc. - Evaluate the curriculum during co-planning meetings. - Teachers observe students’ performance. - Both P.4 students and Buddy Reading Ambassadors will complete a questionnaire to evaluate the programme.

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	up personal reading skills by assisting with shared reading, guided reading etc. They can serve other level students in subsequent years.			
2. Purchasing new storybooks and teaching resources for classroom use when teaching KS2 students	<ul style="list-style-type: none"> - Storybooks and teaching resources will be kept for developing KS2 R & W curriculum. - Expanded use of guided reading with more literature based activities. 	- Purchasing starts from Aug 2010	- Expenditure on purchasing storybooks and resources	- Evaluate the curriculum during co-planning meetings.
3. Purchasing new books and games for the English room	<ul style="list-style-type: none"> - Enriching the quantity of books and games. More English activities can be conducted in English room, allowing more students access to its resources. - English teachers are free to use these resources as their teaching aids. 	- Purchasing starts from Aug 2010	- Expenditure on purchasing resources	<ul style="list-style-type: none"> - Students accessing English Room Record - Teachers' observation
4. Additional teaching resources - ST will work in collaboration with English teachers to design and produce thematic materials	- The English-rich environment can arouse students' awareness and assist in English language acquisition.	- 2010-2012	- Expenditure on developing materials	<ul style="list-style-type: none"> - Teachers' observation - Students' feedback

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<p>which tie in with the school-based curriculum, such as: posters, word cards etc.</p> <p>- The decoration within the school (hall, staircases, walls etc) will be changed regularly in order to create a rich English language learning environment.</p>	<p>- The materials can be reused in subsequent years.</p>			

(IV) Targets to be attained

- A holistic school-based curriculum (KS1 ~ Seed Project and KS2 ~ new curriculum) is developed. Improved linkage and contextualization of Reading and writing skills.
- KS2 students’ reading and writing abilities are enhanced after accessing the new curriculum.
- Teachers’ professional capabilities in teaching and developing curriculum are strengthened.
- English learning environment in school is enriched.

(V) Budget

Measures / Activities to be funded by the Scheme	Estimated Cost
1. Hiring a supply teacher (a qualified teacher with teaching experience, for 2 years)	\$475, 000
2. Purchasing new storybooks and teaching resources for classroom use when teaching KS2 students	\$8, 400
3. The development of materials to create an English- rich environment and purchasing books and games to extend English room	\$6, 600

(VI) Cash flow

School year	2010-2011	2011-2012
Cash requirement	\$252,500	\$237,500