

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

Name of School: Cho Yiu Catholic Primary School

(I) Present state of play

Cho Yiu Catholic Primary School aims to provide students a holistic and whole-person development so as to equip them for the ever-changing society. Our students are generally from lower socio-economic families. Some students are under Comprehensive Social Security Assistance Scheme. Their families cannot provide students with good exposure to English learning experience. English which is regarded as an international communication tool, we aim to help our students lay a good foundation in learning English, paving the way for independent and lifelong learning and effective communication of knowledge, ideas, values, attitudes and experience.

Our strengths:

We have been implementing school-based curriculum from Grade one to five since 2002. We have also started implementing small class teaching in Grade 1 and 2 in this academic year. Our teachers re-organize all the units into different modules according to the key learning elements in each Key Stage and design school-based English booklets that are based on students' needs and their learning abilities. Hence, we do not rely on the textbooks or the teaching resources from publisher.

We have also designed our School-based Learning Outcome Framework which is a good tool for teachers to monitor the vertical school-based curriculum development.

Our English teachers actively participate in professional trainings. They are eager to grasp the new ideas of English language teaching and apply them in their teaching. Besides, teachers have co-plan meetings regularly. They are willing to share their teaching experience to colleagues and assess the effectiveness of teaching and learning by time to time.

Our weaknesses:

We recognize that manpower support is an important issue for implementing school-based curriculum. For examples, preparation of teaching materials, assisting in joint-class activities and learning tasks during English lessons, etc. However, because of the limitation of resources and manpower support, we could not extend our school-based curriculum to all levels. Moreover, our teachers are in need of upgrade their professional on curriculum evaluation skills in teaching and learning. For further enhancement of teaching and learning effectiveness, we plan to utilize the English Enhancement Grant Scheme in the following efficient ways.

(II) A holistic school-based plan

With the EEGS support, we aim to:

1. Develop a full set of school-based curriculum which can help students to learn English effectively. We would extend the English school-based curriculum to Grade six in 2010/11 which is built on existing good practices, with emphasizes on learner-centredness and task-based learning, building significant opportunities into the English curriculum that cater for different levels of proficiency and ability, promoting a balanced use of teaching approaches appropriate to the needs and interests of second or foreign language learners.
2. Enhance teaching quality and effectiveness in learning by using the mean of professional studies and development. We would associate with university professor to conduct a longitudinal study (action research) of the effectiveness of school-based curriculum and organize school-based teacher professional development workshops.
3. Employ one full- time teaching assistant to assist the school-based curriculum development in P.4 and 6 and to take up data work for the action research so teachers can have more time to focus on designing and implementing a quality school-based curriculum.
4. Enrich the reading materials in KS1 and KS2. We would widen the opportunities for students to read English books by providing sufficient reading materials. We would develop a school-based comprehensive reading system to build up reading culture in school.
5. In order to provide an authentic English language environment and fruitful learning experiences, drama education is highly recommended. By using these means, we hope that students in our school can experience the fun on learning

English. Through the cooperation with the drama professionals, teacher can also get insights on how to permeate these elements into their teaching and learning.

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

1. To employ a teaching assistant to assist the school-based curriculum development in P.4 and 6

| Proposed measures | Benefits anticipated and how they can be sustained | Time scale (month/ year) | Resources required | Methods of progress – monitoring and evaluation |
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| <p>To employ a teaching assistant to promote the school-based curriculum development in P.4 and 6 in which he/she will take responsibility on the following aspects:</p> <ul style="list-style-type: none"> ● Assists to produce teaching aids and other resources ● IT support, such as data entry and generate statistical information for the | <p>1. The teaching assistant works closely with the form teachers and he/she can minimize the workload of form teachers, such as producing teaching aids and other resources that can be used for later years. For the action research in P.4, the teaching assistant can help with data entry and generate reports. Hence, form teachers can focus mainly on discussing and planning quality teaching and learning. The results of</p> | <p>9/2010 to 7/2012</p> | <p>\$260,000 for the salary of the teaching assistant</p> | <p>Feedback collected from Panel Heads and P.4 and 6 form teachers</p> |

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| <p>action research</p> <ul style="list-style-type: none"> ● Involves in co-plan meetings in order to understand clearly all the planning on teaching and learning process ● Works with form teachers in lessons in which provides chances for the teachers to cater learning diversity in class ● Since the teaching assistant share the workload on non-teaching staff, such as producing teaching aids and other relevant resources for the teachers, it provides spaces for teachers to discuss and plan | <p>the action research can be a support and the foundation for the further curriculum development.</p> <ol style="list-style-type: none"> 2. The teaching assistant also involves in the lessons with form teachers if there is class activity. Besides being an assistant, it can also spare the time for form teachers to cater learning diversity at the same time. 3. Since 2010/2011 will be the first school year to develop P.6 school-based curriculum, once the basic teaching and learning resources are set up, it will be very useful and save the form teachers a lot of time on preparing teaching and learning resources in the future. | | | |
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| the school-based curriculum efficiently. | | | | |
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2. To enhance the teaching quality and effectiveness in learning by using the mean of professional studies and development

| Proposed measures | Benefits anticipated and how they can be sustained | Time scale (month/ year) | Resources required | Methods of progress – monitoring and evaluation |
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| <p>1. To associate with university professor to conduct a longitudinal study (action research) of the effectiveness of school-based curriculum</p> <p>2. According to the professional study with the professional consultancy, at least two</p> | <p>1. Since the school-based curriculums in P.1 to 4 have been implemented for several years, it is a right time to review the effectiveness of the English teaching and learning in the school by conducting a longitudinal study. The research will track the same group of students in two academic years (2010-2012). The cooperation with the professionals from other</p> | <p>8/2010 to 8/2012</p> | <ul style="list-style-type: none"> ● The service of professional consultancy will be lasted for two academic years (2010/2011-2011/2012) in which the duration of each co-planned meeting and workshop will be about 2 hours. ● The budget for the professional consultancy will be about \$60000 for | <ol style="list-style-type: none"> 1. Teachers’ professional reflections 2. Peer lesson observation and conduct critical review in co-plan meetings to see the development of the action research 3. Students interviews about their learning motivation and performance |

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| <p>school-based teacher professional development workshops will be held in an academic year, such as providing workshops for teachers and being a consultancy for the action research</p> <p>3. Throughout the process, teachers will have co-planning meetings with the consultation services provider regularly (once a month) in which they work together on discussing, planning and evaluating the</p> | <p>institutes will provide a good chance for P.4 teachers to review the existing school-based curriculum. Teachers are expected to re-organize and well plan the teaching and learning for the coming future. As the initial stage of ‘teacher-as-researcher’, teachers can be equipped with skills of doing a survey and also benefited by the feedback of the study.</p> <p>2. Besides working closely with the P.4 teachers, in-house teacher professional development workshops will be held by the university professor and the form teachers throughout the process. The form teachers will share their teaching and learning</p> | | <p>two years</p> | |
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| <p>teaching and learning process by using various methods, such as lesson observation, lesson analysis, professional study and reflection.</p> | <p>experiences with the teachers in other class levels. It will be a good chance for teachers to reflect their teaching and learning effectiveness. All the teachers who participate the workshops are expected to do the reflection and make adjustment on their teaching and learning strategies.</p> | | | |
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3. To optimize teaching and learning resources for the school-based curriculum development

| Proposed measures | Benefits anticipated and how they can be sustained | Time scale (month/ year) | Resources required | Methods of progress – monitoring and evaluation |
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| <p>To buy service on publishing teaching and learning materials for school-based curriculum (Small Books) in P.1 to 6</p> <ul style="list-style-type: none"> • According to the | <ol style="list-style-type: none"> 1. The quality of small books printing can be enhanced. 2. The School can re-allocate the existing resources (budget and manpower) to improve the other aspects on English teaching and | <p>9/2010 to 6/2012</p> | <ul style="list-style-type: none"> • \$60,000 for the publishing fee of school-based teaching and learning materials | <p>Feedback collected from teachers in order to know about the quality of small books publishing and the implementation of the policy</p> |

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| <p>EDB English Curriculum Guide and students' learning needs, teachers design a set of modular booklets (i.e. small book) for the school-based curriculum in all class levels. These small books are the main teaching and learning materials for the school-based curriculum since students do not purchase English textbook or extra exercise books from the publishers.</p> <ul style="list-style-type: none"> ● There are about six to seven small books for each class level in an | <p>learning, such as enrich the language-rich learning environment and activities.</p> | | | |
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| <p>academic year. Since all the materials are tailor-made by teachers, the School needs budget to do the publishing in order to enhance the effectiveness of teaching and learning. Hence, we would like to get extra resources on the small book publishing and purchase relevant resources and so we can re-allocate the resources to other teaching and learning aspects which are benefit to pupils.</p> | | | | |
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4. To enrich the reading component for the school-based curriculum

| Proposed measures | Benefits anticipated and how they can be sustained | Time scale (month/ year) | Resources required | Methods of progress – monitoring and evaluation |
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| <p>Enrich the reading components for the school-based curriculum:</p> <ol style="list-style-type: none"> To enrich the reading resources in the Reading Corner in P.1 to 3. Students are encouraged to read the readers in Reading Corner as supplementary reading materials of the curriculum. To purchase readers which are matched with the school-based curriculum in P.4 to 6. It provides | <ol style="list-style-type: none"> Students can access the reading resources in the Reading Corner as a self-access learning tool in P.1 to 3 which can be the supplementary resources to enrich the reading components of the school-based curriculum. Besides the readers that students purchase in each term, there are extra reading materials to enrich the reading components in P.4 to 6 school-based curriculums. Since students in the school are lack of chance to read English books in their daily life after school, the enrichment of the reading | <p>Time to order the readers:</p> <ol style="list-style-type: none"> 9/2010 to 10/2010 12/2010 to 1/2011 9/2011 to 10/2011 12/2011 to 1/2012 | <p>\$60,000 for big books and readers that are matched with modular planning in these levels</p> | <ol style="list-style-type: none"> Feedback collected from teachers and students to review the effectiveness of these reading materials Loan records to check the usage of the reading materials at the Reading Corner in P.1 to 3 |

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| <p>extra reading resources for teachers and students which can enrich the teaching and learning.</p> | <p>resources in the Reading Corner and school-based reading elements can provide good reading resources for them. It can also promote the reading habits of the students. According to the needs of school-based curriculum, students are required to borrow the readers as a home reader.</p> | | | |
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5. To widen the English language learning experience through drama education

| Proposed measures | Benefits anticipated and how they can be sustained | Time scale (month/ year) | Resources required | Methods of progress – monitoring and evaluation |
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| <p>1. To buy service to hold drama education workshops at school in which teachers are expected to use</p> | <p>1. Students can experience drama education through the well-plan curriculum 2. Through the participation, students’ confidence and motivation on English learning can be aroused.</p> | <p>9/2010 to 6/2012</p> | <p>\$80,000 for two academic years which includes: <ul style="list-style-type: none"> ● One drama education workshop in each academic year for </p> | <p>1. Quality and quantity Feedback collected from teachers and the students, such as interview and questionnaire</p> |

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| <p>different drama education strategies on teaching and learning. Hence, students have chances to experience and enjoy the fun of English language art activities</p> <p>2. The elements of drama education will be integrated into the NET Scheme Programme in Key Stage 1. English teachers and the NET will hold double lessons once in a week for P.1 and 2, whereas one single lesson with</p> | <p>3. In-house sharing workshop will be held for all English teachers in order to promote drama education in school curriculum.</p> <p>4. For a long-term planning, the experience of drama education will be spread to different levels of students in the school.</p> | | <p>all English teachers in which the basic concept of drama education will be introduced. The workshop will be held for about three hours.</p> <ul style="list-style-type: none"> ● A series of training workshop for the teachers who involve in the programme in which strategies and skills of drama teaching will be involved. Sharing workshop will be held four times in an academic year. The workshop will be lasted for about three hours. ● Professional support from the | <p>2. By observing the enjoyment of the students</p> |
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| <p>P.3 in a week. It provides chances for students and teachers to experience the drama education. The English teachers and the NET will work closely through co-plan meetings and co-teach lessons.</p> <p>3. During co-planning meetings, school teachers and the professionals will discuss how to infuse and apply various drama strategies into the mainstream curriculum, for example, voice</p> | | | <p>agency (e.g. co-plan, co-teach and sharing with the teachers and the EDB NET). The sharing workshops will be held not less than 6 times in an academic year. Each session will be lasted for about two hours.</p> <ul style="list-style-type: none"> • Teaching and learning resources for drama education in KS1, such as reference books and teaching aids. \$6000 for an academic year. | |
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| projection, reader's theatre, narrating stories etc. | | | | |
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(IV) Targets to be attained

If we can get the EEGS successfully for the coming two academic years, we hope the following targets will be attained:

1. Since we have extra manpower to assist on school-based curriculum development and professional study, teachers can focus mainly on discussing and planning the curriculum. The quality of the curriculum planning will be enhanced.
2. The results of action research and teacher professional development workshops will give valuable insights for teachers to review and reflect the school-based curriculum in which they can do improvement for their planning time to time. The skills of doing surveys can also maintain teachers' professionalism to do further educational researches independently in the future.
3. Since the [publishing fee of school-based curriculum materials](#) is sustained by the grant, the School can re-allocate the existing resources (budget and manpower) effectively to improve the other aspects on English teaching and learning. The extra resources can help to trigger new programs or enrich the English learning environment in school.
4. The enrichment of reading materials at school will be a great benefit to the students. It provides opportunities for the students to access the reading materials. The non-consumable reading materials can be reused in the coming years.
5. Through the active participation in the [teachers' drama education workshops](#) and English language art activities for students, students and teachers are expected to get insights on teaching and learning English through different fun ways. Language-rich and carefree English learning environment hope to be set up and more students can be fostered to learn English with fruitful drama education elements in other years.

(V) Budget

| Measures/ Activities to be funded by the Scheme | Estimated cost |
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| (1) Salary of a full –time teaching assistant | \$ 260,000.00 (\$130,000 for 2010/2011, \$130,000 for 2011/2012) |
| (2) Fee of consultancy of professional support which includes: <ul style="list-style-type: none"> ● Conduct an action research on the effectiveness of school-based curriculum ● School- based teacher professional development workshops (twice a year) ● Co-planned meeting with teacher (once a month) | \$ 60,000.00 (\$30,000 for 2010/2011, \$30,000 for 2011/2012) |
| (3) Publishing fee of school-based curriculum materials <ul style="list-style-type: none"> ● Six to seven modular small books for each class level (P.1 to P.6) | \$ 60,000.00 (\$30,000 for 2010/2011, \$30,000 for 2011/2012) |
| (4) Reading resources <ul style="list-style-type: none"> ● About \$5,000 to purchase the readers for each class level for one academic year | \$ 60,000.00 (\$30,000 for 2010/2011, \$30,000 for 2011/2012) |
| (5) Drama education workshops and English language art activities <ul style="list-style-type: none"> ● A drama education workshop for all English teachers in an academic year (3 hours) | \$ 80,000.00 (\$40,000 for 2010/2011, \$40,000 for 2011/2012) <ul style="list-style-type: none"> ● \$6000 will be spent on purchasing teaching and |

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| <ul style="list-style-type: none"> • A series of drama education training for the teachers who involve in the programme (4 times x 3 hours = 12 hours) • Professional support from the agency ,e.g. co-plan co-teach and sharing with the teachers and the NET. (9 hours of co-planning meetings and 3 hours of co-teaching lessons, totally 12 hours) • Teaching and learning materials for drama education in Key Stage 1 | <ul style="list-style-type: none"> • learning resources in KS1 in an academic year. • \$34000 will be spent on professional support from the agency in an academic year. |
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The out-standing \$20,000 will be funded by the school source.

(VI) Cash flow

| School year | 2010/2011 | 2011/2012 |
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| Cash requirement | \$ 250,000.00 | \$ 250,000.00 |