

Bonham Road Government Primary School

English Enhancement Grant Scheme

School-based Implementation Plan

(A) Implementation details of the proposed measures

Proposed measures	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>1. Employment of a qualified NET (not provided by EDB NET section)</p> <p>The NET should be a native speaker of English and hold a recognized Bachelor Degree in education or English or post-graduate teaching certificate such as TESOL and CELTA as a qualified teacher of English as a Second Language; and have relevant teaching experience in local primary schools.</p> <p>1.1 Writing workshops</p> <p>The NET will assist LETs in developing teaching kits and writing activities on topics related to the school major concerns for each level (P4/P5/P6). The NET and LETs will co-teach 1-2 lessons</p>	<p>P4-P6</p>	<p>10/2011 – 6/2012 &</p>	<ul style="list-style-type: none"> ● School-based curriculum and a scheme of work suited to the school co-developed by the NET and the other English teachers. ● 80% of students enjoy creative writing. ● 80% of students understand the theme of the writing activities and produce relevant works. ● 70% of students are familiar with the steps of drafting, 	<ul style="list-style-type: none"> ● The course materials, e.g., course outlines, lesson plans, vocabulary lists, and activity sheets, will be developed as Units of Writing Skills and Text Types for easy retrieval. ● Publication of outstanding works and compilation of portfolios for individual students will provide recognition for good writing and encourage future 	<ul style="list-style-type: none"> ● Teacher’s observation ● Students’ writing portfolio ● Formative assessments: Short writing tasks and activities related to each reader or Unit. ● Students’ self and peer evaluation

<p>every 6-day cycle and have co-planning meeting twice a month. During the lesson, the LETs will give more guidance to the less-able students.</p> <p>In the first year, the focus is on creative writing and process writing in relation to selected sets of text types to encourage students to generate ideas and gather information on selected themes. Writing skills including brainstorming, self and peer editing, etc. will be taught, which lessons are designed based on topics related to Readers.</p> <p>In the second year, the focus is on modifying the current writing curriculum which goes along with the course books. The NET will help LETs survey and integrate useful writing skills in writing tasks which are used by LETs. The current writing curriculum will be evaluated and restructured so that it takes a more systematic approach towards the teaching of writing.</p>		<p>10/2012- 06/2013</p>	<p>revising, and editing.</p> <ul style="list-style-type: none"> ● The developed resources are used again in the second year. ● 70% of teachers find the resources are useful for enhancing teaching effectiveness. 	<p>efforts.</p> <ul style="list-style-type: none"> ● A systematic approach to writing and the teaching of it sets the pace for skill-based writing lessons in the future. 	
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<p>1.2 Reading workshops</p> <p>To promote language use and enhance the proficiency of reading. 1-2 reading lessons will be allocated for each 6-day cycle.</p> <p>For each level (P4/P5/P6) in a school year, the NET will teach 4 readers including a drama book. A LET will be assisting in teaching and classroom management during the lessons.</p> <p>Reading skills and good reading habits will be introduced and reinforced.</p>	<p>P4-P6</p>	<p>10/2011-06/2012</p> <p>&</p> <p>10/2012-06/2013</p>	<ul style="list-style-type: none"> ● School-based curriculum and a scheme of work suited to the school co-developed by the NET and the other English teachers. ● 70% of students are able to keep a good reading record and demonstrate the reading skills taught. ● All students participate in the students' theatre. They have confidence in their roles and can learn to work with other members of the production team. 	<ul style="list-style-type: none"> ● The course materials, e.g., course outlines, lesson plans, vocabulary lists, and activity sheets, will be developed as Units of Reading Skills and Text Types for easy retrieval. ● Assessments designed will enable long-term monitoring of students' progress in reading enhancement. ● An archive of videotaped performances by former students will stimulate preparation and anticipation for the upcoming play. 	<ul style="list-style-type: none"> ● Teachers' observation ● Students' running record (from beginning to end of school term) ● Formative assessments: Short reading tasks and activities related to each reader or Unit.
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<p>1.3 Speaking workshops</p> <p>In the first term, the NET will assist LETs to train P6 students prepare for their interviews at secondary schools. Themes such as personal interests will be discussed, and skills of speaking and responding to questions taught to help students understand and speak confidently of themselves.</p> <p>4 lessons with 35 minutes each will be allocated in the first term for reinforcing interview skills.</p> <p>In the second term, the NET and LETs will also host a students' theatre where performances based on prescribed drama books encourage language practice and creativity.</p> <p>5-6 lessons with 35 minutes each will be allocated in the second term for introducing the drama book, vocabulary and key structures. Students will also act out the story and perform in the drama.</p>	<p>P6</p>	<p>First term: 10/2011 – 01/2012 & 10/2012 – 01/2013</p> <p>Second term: 02/2012 – 06/2012 & 02/2013 – 06/2013</p>	<ul style="list-style-type: none"> ● School-based curriculum and a scheme of work suited to the school co-developed by the NET and the other English teachers. ● All students contribute to their vocabulary workbooks by gathering related words from the Internet, library books, or other sources ● 70% of students show improvement in speaking and have begun to develop their self-learning ability. 	<ul style="list-style-type: none"> ● The course materials, e.g., course outlines, lesson plans, workbooks, phonics tables, vocabulary lists, and activity sheets, will be developed as Units of Speaking Skills, Themes, and Question Types for easy retrieval. ● Videos or performances (whole-school activities) with P6 students speaking on set contexts will encourage the younger students to work on oral English. ● All the designed materials will be used continuously in further years by the NET or LETs. 	<ul style="list-style-type: none"> ● Teacher's observation ● Students' running record (e.g. workbooks) ● Formative assessments: Short tasks and activities related to each Unit. ● Students' self and peer evaluation
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<p>1.4 Whole-school English language activities</p> <p>The NET will assist the school teachers in developing, producing, implementing, and evaluating whole-school English activities such as the Speaking Corner, School Open Day, Fun Day, Christmas and Easter activities, etc.</p> <p>The NET will interact with students to arouse their interest in learning and create an authentic environment. Game booths and simple physical games are among the possible language activities in recess time.</p>	<p>P1-P6</p>	<p>10/2011-6/2012 & 10/2012-6/2013</p>	<ul style="list-style-type: none"> ● Students have more opportunities to interact with native English speakers and build confidence in speaking English. ● 90% of students participate in the whole-school English activities. ● 65% of students are able to communicate effectively with a native English speaker or student ambassadors in English. 	<ul style="list-style-type: none"> ● A track record of activities conducive to the school's language education will provide a basis for enhancement in future school years. ● Part of the activities will be set around a designated campus area where students are free to stop by for fun and advice. ● Regular displays around the campus will expose students all year to interesting quotes or language tips, as well as good works by their classmates. 	<ul style="list-style-type: none"> ● Teachers' observation ● Reflection of the focus groups in the monthly evaluation and sharing sessions. ● Record of usage rate for learning facilities
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<p>1.5 Co-planning and evaluation meetings with the other English teachers</p> <p>The work performed by the NET is monitored and followed up in meetings with other English teachers.</p> <p>The NET will collaborate with LETs to refine teaching of English and cope with the learner diversity at the school. The relevant strategies will be discussed in the same co-planning meeting. (Teaching content, activities, materials, worksheets will be discussed in co-planning meeting. Those activities and materials will be tailor-made to cater for learner diversity.)</p>	<p>P4-6</p>	<p>10/2011-06/2012</p> <p>10/2012-06/2013</p>	<ul style="list-style-type: none"> ● 100% of other English teachers are aware of innovative teaching methods applicable to the school. ● 90% of work performed by the NET meets the school's expectations. 	<ul style="list-style-type: none"> ● Strengthened teaching competence will benefit students in the long term. 	<ul style="list-style-type: none"> ● Co-planning meetings: 1-2 lessons per 6-day cycle ● Evaluation and sharing sessions: twice a month with the LETs to review the progress and effectiveness of teaching practice or resources contributed by the NET.
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<p>2. Employment of a TA</p> <p>The TA helps English subject only. He or she is not a helper of IT subject. The TA will assist in making teaching materials, including picture cards, worksheets, multi-media resources, etc. and documentary work of English department. Also the assistant will help in the preparation of whole-school English activities, including decoration, processing evaluation data, publishing pupils' work on school web and school notice board, etc.</p> <p>The TA should have graduated from a local secondary school; familiar with computer programmes, such as Word, Excel, Powerpoint, Photoshop; have at least 1 year relevant working experience.</p>	-	<p>9/2011-8/2012 & 9/2012-8/2013</p>	<ul style="list-style-type: none"> ● The developed resources are used again in the second year. ● 70% of teachers find the resources are well-organized and useful for enhancing teaching effectiveness. ● 70% of teachers satisfy with the working performance of the TA. 	<ul style="list-style-type: none"> ● All resources developed will be stored in school databank for future use. ● The teaching skills and resources will be used continuously in further years by NET or LETs. 	<ul style="list-style-type: none"> ● Teachers' observation ● Evaluation of working performance
<p>3. Hire service provider to carry out workshops based on teachers' needs.</p> <p>Teacher workshops will be conducted by lecturers to equip English teachers for language teaching and curriculum planning.</p> <p>Topics of workshops will be discussed in panel meetings with all</p>	-	<p>2011-2012 & 2012-2013</p>	<ul style="list-style-type: none"> ● 80% of teachers find the lectures effective and useful. ● 70% of teachers attempt to apply the techniques gained from the 	<ul style="list-style-type: none"> ● Teachers explore and evaluate different ways in teaching English so as to sustain some good teaching practices and develop their own capacity. ● In co-planning, 	<ul style="list-style-type: none"> ● Teacher surveys on the usefulness and effectiveness of the workshops and the performance of the lecturers of the service provider ● Lesson observation

<p>English teachers. Suggested topics: Creative writing teaching strategies, Conduct student theater, etc.</p>			workshops.	sharing of teaching ideas, strategies, good practices and peer observation will be emphasized.	
<p>4. Purchase of leveled books</p> <p>Different topics and levels of books will be purchased for catering learning diversity. 2-3 sets of story books (6-8 copies for each book) will be used in shared reading and guided reading lessons for lower primary students, which approximate 2 lessons will be allocated for reading lessons for each 6-day cycle.</p> <p>English books are chosen and recommended by English teachers and the school librarian to arouse students' reading interest.</p> <p>A reading programme will be implemented in the beginning of each school year and awards will be given to outstanding students at the end of each year. Reading records will be kept and post-reading activities will be carried out regularly to establish reading habits.</p>	P1-P6	4/2012-8/2012 & 4/2013-8/2013	<ul style="list-style-type: none"> ● Most teachers have used the readers as their teaching resources for guided reading or teaching. ● 50% of students read English books and keep their reading record. ● Student borrowing is increased gradually. ● 70% of students found the leveled readers useful for enhancing students' reading skills. They could be easily-pick-up and assigned to match students' ability. 	<ul style="list-style-type: none"> ● This can be checked by teaching learning plan of the current year and the usage log of the books. ● The reading programme can be sustained and reinforce. ● The leveled books can be used in shared and guided reading lessons continuously. 	<ul style="list-style-type: none"> ● Reader usage rate ● Students' reading records ● Student borrowing record

(B) Budget and cash flow

Proposed measure(s)	Estimated cost				
	2011 /12		2012/13		Total Funded by EEGS
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
1. Employment of a qualified NET (with MPF included)	\$250,000	(\$33,800)	\$250,000	(\$33,800)	\$500,000
2. Employment of a TA					
3. Hire service provider to conduct teachers' workshops					
4. Purchase of leveled books					