

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

School Name: St. Paul's Co-educational College Primary School (English)

Application No.: B 061 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 19

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	4	4	4	27

3. No. of operating classes in 2010/11 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							

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service	Grade level	Focus(es) of programme/ project / support service	External support (if any)
1. Chatteris Native-English Speaking Tutor Programme (CNET)	P.1 – P.3	Speaking and Listening Co-teaching	Chatteris Educational Foundation

(B) SWOT analysis related to the learning and teaching of English¹:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The curriculum is not textbook bound. It is based on the needs, interests and ability of students. Teachers have high flexibility to carry out their designs. The lessons designed are engaging and attractive, professional and purposeful. 2. The English Panel has adopted a culture of co-teaching. It is very cohesive and everyone is able to work nicely with each other. Each member values the strength of others. They divide the work among themselves and then share the materials. All teachers show that they care a lot about their work and they are a highly qualified team of teachers. 3. The reading ability of students is high. They have richer life experience compared with other children of the same age. They are also very creative. 	<ol style="list-style-type: none"> 1. Teachers can voice their views towards the lesson designs and take initiatives in improving them. Through the process, they have more ownership and are eager to carry out lesson studies. 2. The culture of co-teaching has been well accepted by all English teachers and students. Everyone is always ready to work with another teacher in classrooms, co-planning sessions and co-teaching workshops. 3. Some students can be fast learners under proper guidance.
Weaknesses / Areas for development	Threats
<ol style="list-style-type: none"> 1. Individual difference in terms of motivation of learning and language ability is very significant. More strategies should be adopted to cater for learner diversities in the classrooms. 2. Some students have very high English ability and rich travelling experience. Local English teachers need to further refine their language skills and be more sensitive to discourse during the lessons. 	<ol style="list-style-type: none"> 1. The present teaching designs might retard some able ones while some lower achievers might be neglected. More divergent tasks should be designed to cater for different learning needs. 2. The classrooms become more and more challenging. With better support from native speaking teachers, local teachers can relate the deeper context of the text with the social context. Students will understand which kind of language or words should be used under certain context for situations.

¹ Schools may refer to the School Development Plan, Quality Assurance Report, Comprehensive Review Report, External Review Report, Focus Inspection Report and internal assessment data, like TSA results when performing the SWOT analysis.

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

Areas for improvement	Focus	Proposed measure(s) to be funded by EEGS
1. Enhancing teachers’ capacity of developing students’ speaking proficiency 2. Enriching the English language learning environment	<ul style="list-style-type: none"> • Motivation and confidence • Authentic language use • Interaction • Task-based learning • Discussion and presentation skills • Collaborative learning • Catering for learner diversity 	With professional and managerial support from the service provider, a graduate native-speaking English language teaching assistant (ELTA) is employed to work in collaboration with the Local English Teachers (LETs) to strengthen the speaking element of English teaching and learning: <ol style="list-style-type: none"> 1) Motivate students’ interest and build students’ confidence in speaking English 2) Co-teach with LETs to maximize interaction in the classroom and support the teachers to cope better with learner diversity 3) Help teachers improve their knowledge, skills and proficiency in strengthening the speaking element in the process of English teaching and learning 4) Promote curriculum and staff development through co-planning, co-teaching and professional development workshops 5) Implement an English Language Environment Enrichment Programme (ELEEP) to provide more opportunities for students to use English in daily lives

(D) How to implement the proposed measure(s) funded by EEGS?

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. With professional and managerial support from the service provider, a native-speaking English teaching assistant (ELTA) is employed to work in collaboration with the LETs to strengthen the speaking element of English teaching and learning.					

<p>a. Co-teaching Oral lessons for LETs and ELTA</p> <ul style="list-style-type: none"> Assisting LETs in Pr. 1-4 Oral lessons to help young ones develop confidence and skills in speaking <p>b. Preparing teaching kits for the speaking oral lessons based on requirements of LETs</p>	<p>P1-P4</p>	<p>1 Sep 2011-31 May 2013 2 years (1 lesson per week per class) x 5 classes X 4 levels (Total= 20 lessons per week)</p>	<p>1. Students enjoy the speaking lessons and are enthusiastic in participating in the lessons</p> <p>2. Students' confidence in speaking to the class improved</p> <p>3. Students can read aloud shadowing the intonation, stress and rhythm of a native English speaker</p> <p>4. Teachers take ownership of the co-planning meetings and are participative in contributing their ideas and expectations for the ELTA to work on</p> <p>5. Teachers take ownership of the co-teaching lessons and are participative in maximizing students' interaction and coping with learner diversity</p>	<p>1. Speaking English lessons Teaching kits with resources for future use. 5 teaching kits for each level from Pr.1 to Pr. 4 each year, 40 kits in total.</p> <p>2. Students are more enthusiastic and participative in the English lessons</p> <p>3. Students are more confident in speaking English</p> <p>4. Teachers take ownership of curriculum development</p> <p>5. Teachers strengthen the speaking element in the other English lessons</p> <p>6. Teachers pick up authentic language use and the native accent from the ELTA</p>	<p>1. Comparison of students' performance in speaking by teachers</p> <p>2. Observation of speaking lessons by teachers and principal</p> <p>3. Records of Meetings</p>
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<p>c. Design and delivery of the English environment:</p> <ul style="list-style-type: none"> ● Enrichment Programme, ● English Ambassador Team, Daily English Room activities, ● Weekly Lunch Radio, ● English assemblies and annual English Funfair with support of LETs for the school (work alongside with the LETs in the school) 	All	1 Sep 2011-31 May 2013 2 years	<ol style="list-style-type: none"> 1. More opportunities for students to speak English outside the classroom 2. More English activities are available to the students outside the classroom 	<ol style="list-style-type: none"> 1. An infra-structure with resources developed for future use on the English Language Environment Enrichment Programme 	<ol style="list-style-type: none"> 1. Students' participation in speaking activities 2. Students feel comfortable speaking in English in daily lives (Teachers' observation, students' feedback)
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<p>d. Professional development workshops for English teachers organised by a service provider. These are sharing sessions on co-teaching and good teaching practices organised by the service provider, free of charge. Some school teachers will be invited to share or demonstrate how they work together with the ELTA in the classroom to help students develop their speaking skills.</p>	<p>All</p>	<p>2 workshops x 2 hours per year x 2 years</p>	<p>1. Teachers acquire the knowledge and skills on strengthening the speaking element of English teaching and learning 2. Teachers learn from each other through participation in each other's lessons</p>	<p>Teachers acquired the relevant knowledge and skills in practice</p>	<p>1. Teachers' feedback for the workshops 2. Teachers' teaching design and performance in classroom</p>
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<p>2. To further develop the existing Accelerated Reading Scheme for Pr.1-Pr.3 students to assess their reading abilities in order to address individual needs</p>					
<ul style="list-style-type: none"> To assess students' (Pr.1-3) reading ability through a system of graded readers in the weekly library lesson in order to address individual needs (1000 Readers of 3 colours [Red, Yellow and Green] with 5 levels each [from Red Level 1 the easiest to Green 	<p>P1-3</p>	<p>1 Sep 2011- 31 June 2013 2 years</p>	<p>1. Students are motivated to read and find reading pleasurable 2. Teachers address students' individual differences. 3. Teachers give suitable suggestions to maximize stronger students' potential. 4. Teachers provide remedies</p>	<p>1. Readers kept in the school library, English Room and Project Room for Pr.1-3 English library lessons every year</p>	<p>1. Workshops for parent helpers in the beginning of each school year to introduce the scheme logistics 2. Meeting with parents once a term to investigate</p>

<p>Level 5 the most difficult] placed in three areas: School library, English Room and Project Room)</p> <ul style="list-style-type: none"> The reading level of students will be assessed once they enter the school. They begin to read according to their levels with teachers or reading parents assigned to them during the library lesson every week. When finishing five readers of the same level, they will be assessed by their teachers in terms of ‘pronunciation’ and ‘comprehension’ to check if they could jump over to a higher level. Each student has a record showing his/her progress from Pr.1 to Pr.3. Students who complete the scheme early can read whatever they like in the 			<p>for weaker students to build up their confidence and sense of achievement</p> <p>5. Students read independently by the end</p>		<p>the progress and problems arising</p> <p>3. Informal meetings with parents to collect feedback</p> <p>4. Students’ self evaluation</p> <p>5. Teachers’ observation</p>
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<p>library lesson under the guidance of the librarian afterwards. Additional support would be given to students whose progress is slow, e.g. lend them the books and advise their parents to read with them at home, assign some able students to be young tutors to read with them during recess time and tutorial lesson.</p>					
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(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
Funded by EEGS	Funded by School	Funded by EEGS	Funded by School		
<p>1. Fees for the employment of an ELTA with comprehensive consultancy, training and support service from the service provider to school: Recruitment, training and support for the full-time placement of an ELTA (inclusive of MPF and insurance) from 1 September-31 May each academic year</p>	\$220,000		\$220,000		440,000

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
Funded by EEGS	Funded by School	Funded by EEGS	Funded by School		
<p>Salary: \$ 220,000 for 9 months/ year</p> <p>We request the service provider to provide training and orientation programme for the ELTA who arrives in HK in August. The 9-month salary covers his training and orientation fees in August although he/she will start working with the school in September.</p> <p>In June, school teachers focus on marking exam papers and preparing students' individual reports. The normal timetable will be altered for different activities after exam. The ELTA cannot carry out the above duties.</p> <p>Working hours: 8 hours / day (Monday to Friday)</p>					
<p>2. Readers for the Accelerated Reading Scheme</p> <p>Red Colour:</p> <p>60 copies x 5 levels= 300 readers</p> <p>Yellow: 70 copies x 5 levels = 350 readers</p> <p>Green: 70 copies x 5 levels = 350 readers</p> <p>(price of each reader: approximately \$60)</p> <p>The school will buy 2-3 copies/ title</p>	\$30,000		30,000		60,000

Proposed measure(s)	Estimated cost				Sub-total
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
	Funded by EEGS	Funded by School	Funded by EEGS	Funded by School	
Total:	\$250,000	0	\$250,000	0	\$500,000