

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Conservative Baptist Lui Ming Choi Primary School (English)

Application No.: A 035 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2016/17 school year: (if different from the number of approved classes)

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (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)
Developing a school-based English Curriculum Using Task-based Approach	Primary 1-6	Developing task books and teaching flows in modules in Primary 1-6	The School-based Curriculum Development (Primary Section), EDB
Primary Literacy Programme-Reading/ Writing	Primary 1-3	Developing reading workshops using shared-reading and guided-reading in Primary 1-3	NET Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. We have a very strong teaching team and an excellent NET. Teachers are willing to take reforms. There are good communication and co-operation among teachers through peer observation and team teaching.2. Students are streamed according to their abilities so as to enhance the learning and teaching and offer intensive care for students with special educational needs.3. Teachers worked really hard to develop our school-based task-based curriculum in the past five years and students' English proficiency is improving especially their writing skills.4. Our TSA results for KS1 were satisfactory in the past few years and the number of band 1 students increased as well.5. We get support services from the EDB.	<ol style="list-style-type: none">1. We will have a full-time ELTA next year. He/She will co-teach with the P.1-P.3 English teachers and promote English teaching inside the classroom as well as promote a language rich environment outside the classroom.2. There will be a great change in the school timetable next year. Most of the lessons will be in the morning and there are more opportunities and flexibilities to organise activities in the afternoon.3. The Wifi900 project was running smoothly at the school in the past two years. We started using flipped classroom in 2016/2017 and teachers are looking forward to further developing e-learning at school.4. The PEEGS will provide financial support to refine our school-based curriculum and further promote English teaching and learning at school.5. We have invited a prestigious professor in English teaching and learning to lead us to refine the curriculum to match the Updating English Language Education Key Learning Area Curriculum Guide 2017.
Weaknesses	Threats
<ol style="list-style-type: none">1. Since most of our students (over 63%) are from the lower-class families, their parents usually lack time to take care of them. Therefore, lack of parental support is one of the major barriers in the learning process of our students. Their homework performance is not up to standard.2. The students are very dependent and passive. They seldom take the initiatives to learn English. Their learning motivation is not high. They lack confidence in speaking English.3. Some students are weak in using learning skills like phonics skills, reading and writing strategies.4. The learner diversity in classes is great because of the SEN students and new immigrants from China.	<ol style="list-style-type: none">1. The English school-based curriculum continued to expand in the past few years. The workload of both teachers and students should be considered.2. It is the 35th Anniversary of our school next school year. There will be a number of celebration events in the first term of 2017/2018 so the teaching schedule may be affected. Thus, we will implement the projects in the second term till the next academic year.3. The External School Review team will visit our school in October 2017. Teachers have to spend extra time to prepare for that.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
(more rows can be added if needed):**

Area(s) of Development	Usage(s) of the grant	Grade Level
Refining reading and writing curriculum in KS2	Employing a supply teacher to create space for the core team members to refine reading and writing curriculum in KS2.	P.4 - P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities</p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time supply teachers</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P.1-3, P.5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employment of six supply teachers for three weeks to create space for teachers to integrate Reading across Curriculum (RaC) and e-learning into the existing curriculum for Key Stage 2					
<ul style="list-style-type: none"> • Each supply teacher will be hired for 3 weeks in 3 different periods. Altogether six supply teachers will be hired to create space for teachers in the core team to revamp the KS2 reading curriculum to promote Reading across Curriculum (RaC). <ul style="list-style-type: none"> - 2 panel heads, 2 vice panels and 2 teachers from KS2 will be in the core team. The 6 teachers include 2 teachers from P.4, 2 teachers from P.5 and 2 teachers from P.6. - All supply teachers must be qualified registered English teachers with teachers’ training and have fulfilled the LPAT requirement. - 25 lessons per week will be released tentatively for each member. Each supply teacher will take up 25 lessons and other duties. • The focuses of the school-based curriculum initiative are reading across curriculum (RaC) and self-directed learning (SDL). The revamp of the module is to incorporate different elements e.g. self-directed learning, e-learning, additional reading materials with a wide variety of text types and cross-curricular topics or presentations into the existing curriculum so that students will have more opportunities to use English in an authentic way inside and outside classroom. 	P.4-6 P.4/ P.5/ P.6 Each level Co-planning (2 hours x 6 times) Development (108 hours within 3 weeks) Lesson observation (5 classes x 1 hour)	01/2018 to 06/2018 -1 module per level of school-based RaC curriculum will be developed in KS2. -All English teachers will acquire knowledge on teaching non-fiction and apply to their teaching. -80% of the existing English teachers will apply the reading skills in RaC to English teaching at P.4 to P.6 after the modules developed. - 100% of KS2 students will be exposed to more informational or authentic texts through books or multimedia.	- 3 modules of RaC will be established and become part of the school-based curriculum. -Teachers will continue to acquire the knowledge of teaching informational texts. -All the teaching materials, worksheets, activities and non-fiction books will be documented for	-The observed lessons will be video-taped for sharing and evaluation among panel members. -The progress and effectiveness of the measures will be monitored through group meetings and analysis of students’ performance. Records of meeting will be kept for reference. -Progress check of students’ performance by teachers’ observation.	

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>There will be collaboration with other KLAs, e.g. Library and life education. After the revamp, about 48 lessons (in 6 teaching weeks) will be allocated for the newly developed module. Around one-third of the lessons will be allocated to promote RaC.</p> <ul style="list-style-type: none"> • E-learning elements include online videos or reading references and flipped classroom will be added by the core team into the current curriculum. The core team members will also develop some electronic teaching aids with apps such as Nearpod, Kahoot, Sway etc, so as to enrich the teaching resources. The flipped classroom materials will extend students' learning outside the classroom while other electronic teaching aids can engage students inside the classroom with interactive activities so to further promote effective English learning. • The foci of the lessons on RaC of each level are as follow: <ul style="list-style-type: none"> - P.4 will focus on Healthy Eating (Text type: Exposition) - P.5 will focus on Inventions or Biography (Text type: Exposition/ Biography) - P.6 will focus on Endangered Animals and Environmental Protection (Text type: Exposition/ Argumentation) • Core team members in each level (P.4, 5, 6) will have co-planning sessions for three weeks in 2017/18 (second term). During this period, core team members will get together to develop materials, worksheets and activities to revamp one module of the existing reading curriculum. <ul style="list-style-type: none"> - Core team members will look for online references or printed book references related to the specific topics. During the co-planning meetings, they will develop the content of the reading workshops, worksheets and 		<p>Evaluation meeting (2 hours x 1 time)</p>	<ul style="list-style-type: none"> - 70 percent of students are more positive in reading information texts. - 70 percent of teachers will be more open to lesson observations. 	<p>future use.</p> <ul style="list-style-type: none"> -Lesson observations will be video-taped for future training and sharing. 	<p>Adaptation or changes can be made after try-out.</p> <ul style="list-style-type: none"> -Formative assessment (quizzes) will be designed by teachers as a tool for progress monitoring. -Questionnaire will be set to keep track of students' attitude in reading different text types with cross-curricular content. -Students' work on the reading tasks will be collected and discussed in co-planning meetings for necessary follow up. -Records of co-planning meetings will be kept for future

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<p>activities. The core team will also discuss how to make use of the worksheets and how to conduct the activities to promote RaC with the level teachers.</p> <ul style="list-style-type: none"> - After two weeks of lesson preparation, core team members will share the related teaching materials to the level colleagues and try out the newly-developed curriculum. - Peer lesson observations of the try-out plans will then be conducted by the 2 core team members. The other 3 level teachers will be invited to observe the 2 lessons. - An evaluation meeting will be held to modify the try-out plans. Then, the 2 core team members will observe the other 3 level teachers. The core members will then follow up with the plans and revise the module materials for future use. 					<p>reference.</p> <p>-According to the data collected, there will be adjustment of the lesson plans and resources, if required.</p>
(2) Purchase of non-fiction printed books to promote reading of non-fiction texts in Key Stage 2					
<ul style="list-style-type: none"> • In each level, 5 sets of printed books in 5 titles will be purchased for introducing non-fiction books to students. Students will read the books and acquire the reading skills during the RaC module. • Through reading more non-fiction books, students' reading skills such as locating specific information, inference skill, reference skill and predicting meanings of unfamiliar words will be promoted. • The books will be purchased after conducting proper procurement exercises. 	P.4-P.6	<p>Starting from Jan 2018 The books will be reused every year.</p> <p>From Jan to Jun 2018 Conduct Procurement exercise for purchasing books and then purchase the books</p>	<p>-70 percent of students in KS2 read at least 5 non-fiction printed books and 15 books every year.</p> <p>-70 percent of the existing English teachers use the printed books at Primary 4 to 6 each year.</p>	-Every year KS2 students can enjoy reading these non-fiction printed books in relation to RaC.	-Formative assessment (quizzes and activities) will be designed by teachers as a tool for progress monitoring.

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(3) Procure professional services for conducting an English drama programme to promote use of English in authentic context at Primary 3					
<ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - To arouse student's interest in English drama appreciation - To enhance student's confidence in using English through participating English drama workshops. By listening to the instructors, creating their own script, acting out the scripts, students' reading, listening, writing and speaking skills will certainly be enhanced. At the same time, they can be more confident in learning English. - To build up team work spirit through co-operating with others - To prepare for future drama challenge like drama performance at primary school or secondary school or even develop an interest to performance drama as their career - To enrich English teacher's drama teaching knowledge to incorporate more drama elements in the future teaching which can engage students in the lessons • Procedure: <ul style="list-style-type: none"> - The school will procure services from a drama education company which organise English drama programme conducted by experienced native English-speaking teachers who are degree holders and are expertise in drama-in-education. - Six teachers will be the core members of this drama programme including one English Panel Head and five Primary 3 English teachers. The teachers will plan, develop and conduct the lessons with the external drama professionals. The existing English teachers will take up at least half of the teaching load during co-teaching. The course will be designed for both theory and practice. Students will work on their own scripts for their final performance. The drama activities like miming, reading 	P.3	10/2018 to 07/2019 10/2018 Co-planning meeting 10/2018 Lesson demonstration by the service provider 11/2018 to 05/2019 Co-teaching 05/2019 Observation of the exiting English teachers' trial-run 06/2019 Drama performance	1. 70 percent of students are motivated in practising English through drama training. 2. 70 percent of students can learn acting skills that help expressing themselves effectively. 3. 70 percent of teachers acquire the knowledge of teaching drama or acting. 4. A performance will be put on stage at the end of the school year in June 2019 to the whole school and the parents of that level will be invited as well. The performance will be video-taped and put on the school website as learning	-Teachers will acquire the knowledge of teaching drama or acting and therefore they will be the valuable resources to develop similar curriculum in the future. -The drama performance will be video-taped and put onto the school website a learning resource.	-Students' performance during the lessons will be video-taped for sharing and evaluation among core members. -Progress check of students' performance by teachers' observation -According to the data collected, there will be adjustment of the lesson plans.

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<p>aloud, projecting the voice, interacting with one another and role-playing will provide students with opportunities to use English in authentic context.</p> <ul style="list-style-type: none"> - The English drama programme will be held for the whole level on Tuesday afternoons. All Primary 3 students will take part in the drama programme to receive proper training. 24 sessions will be held throughout the academic year. - A performance with proper props and costumes will be put on stage at the end of the school year in June 2019 which will be video-taped and put onto the school website as learning resources. - The teachers involved will conduct in-house sharing sessions and share their experience to the other English teachers so that the whole English panel can implement the drama teaching elements in the future English curriculum. - Since the scripts will be created by students with the help of the instructors, the school will have the rights to use the materials after the contract period. 			resources		
(4) To procure professional services to enrich English language environment for Primary 1 newcomers					
<ul style="list-style-type: none"> • Objectives: - To enhance the smooth transition between kindergarten and Primary 1. - To enrich English language environment through language games and activities for Primary 1 new comers so as to build a stronger English language foundation in promoting their effective English language learning. - To construct a school-based Pre-Primary 1 programme which benefit all the newcomers to the school. - To provide an authentic context for students to interact in English with native English-speaking teachers. 	P.1	07/2018 to 08/2018 07/2018 co-planning 08/2018 demonstration co-teaching, observation	<ol style="list-style-type: none"> 1. 70 percent of the new P.1 students are motivated in practising English through different activities in the programme. 2. 60 percent of students can acquire the basic phonics skills including 	-Teachers will acquire the knowledge of the transition between kindergarten and Primary 1 in tandem with pedagogical and curriculum development or changes.	-Students' performance during the sessions will be video-taped for sharing and evaluation among core members. -Progress check of students' performance by teachers'

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<ul style="list-style-type: none"> • Procedure: - The school will procure services from an English education company which will carry out an English pre-primary 1 preparation programme conducted by native-English speaking teachers who are degree holders and with phonics training. - A group of core teachers will plan, develop and conduct the sessions with the Native-speaking English Teachers of the English education company. - Co-planning meetings will be held between native English-speaking teachers of the English education company and 5 core members of the English department. The focus of the co-planning meetings will be about the teaching and learning materials on phonics and language activities and worksheets. The core teachers will develop teaching and learning materials with these native English-speaking teachers to make sure that the materials are suitable for our students. In addition, they will also discuss how to conduct the sessions so as to provide students with the opportunities to use English in authentic context. English teachers will take up at least half of the teaching part during the co-teaching sessions. - The programme will be conducted in the last week of August to provide the newcomers with an English-rich language environment through interacting with native English-speaking teachers alongside with taking part in language games and activities, for example, chanting of nursery rhymes, phonics games, role play and action games. Through the language activities, students will gradually build up their confidence in using English and be prepared to read English. The programme will consist of 5 sessions with 3 hours each. There will be 5 classes with about 25 students in each class. 		of the exiting English teachers' trial-run	<p>recognizing simple short vowels and consonants so as to facilitate their reading in future.</p> <p>3. 25 percent of teachers acquire the knowledge of the transition between kindergarten and Primary 1 in tandem with pedagogical and curriculum development or changes.</p>	-The materials developed in the pre-primary 1 preparation programme will be recycled in the school in future.	<p>observation</p> <p>-According to the data collected, there will be adjustment of the plans on conducting respective sessions.</p>

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<ul style="list-style-type: none"> - The learning and teaching materials developed will be modified after the evaluation meeting and recycled by the school in the future. - By taking part in the planning, conducting and revising the P.1 Pre-Primary 1 Preparation Programme with these Native English-speaking teachers, the English teachers involved will understand the transition between kindergarten and Primary 1 in tandem with pedagogical and curriculum development. This will enhance teachers' professional development. - The core teachers will develop the teaching and learning materials with these native English-speaking teachers will make sure that the materials are suitable for our students. The core teachers will tailor materials for our students. So, the school will have the rights to use the materials after the contract period. 					

(F) Budget and cash flow (Please provide a breakdown of the costs for each expenditure item per school year) - more rows can be added if needed:

Proposed school-based English Language curriculum initiative(s)	Estimated cost				
	If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2017/18 (second term) to 2018/19 (first term)		2018/19 (second term)		Sub-total (Funded by PEEGS)
Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
(1) To employ six supply teachers (ST) Jan-June 2018 P.5: 2 teachers X 15 days X \$1200 = \$36,000 P.6: 2 teachers X 15 days X \$1200 = \$36,000 P.4: 2 teachers X 15 days X \$1200 = \$36,000 Daily salary for a supply teacher in 2016 (\$1165 x projected pay rise of 3% = \$1200)	\$108,000	\$0			\$108,000
(2) To purchase non-fiction printed books Jan - Jun 2018 P.4: \$100 per book X 150 (5 titles x 30 copies per title) = \$15,000 P.5: \$100 per book X 150 (5 titles x 30 copies per title) = \$15,000 P.6: \$100 per book X 150 (5 titles x 30 copies per title) = \$15,000	\$30,800	\$14,200			\$30,800

Proposed school-based English Language curriculum initiative(s)	Estimated cost				Sub-total (Funded by PEEGS)
	If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2017/18 (second term) to 2018/19 (first term)		2018/19 (second term)		
Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
(3) To procure services for conducting an English drama programme Oct-Dec 2018 <ul style="list-style-type: none"> ● Co-planning (1 hour x 2 times) x \$800 per hour = \$1,600 ● Demonstration (1.5 hours x 3 times) x \$800 per hour x 5 classes = \$18,000 ● Co-teaching (1.5 hours x 10 times) x \$800 per hour x 5 classes = \$60,000 Jan-Jun 2019 <ul style="list-style-type: none"> ● Co-teaching (1.5 hours x 10 times) x \$800 per hour x 5 classes = \$60,000 ● Observation of existing English teachers' trial-run (1.5 hours x 1 time) x \$800 per hour x 5 classes = \$6,000 ● Evaluation meetings (1 hour x 2 times) x \$800 per hour = \$1,600 ● Costumes, props and others = \$3,000 (funded by school grant) 	\$79,600		\$67,600	\$3,000	\$147,200

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	2017/18 (second term) to 2018/19 (first term)		2018/19 (second term)		Sub-total (Funded by PEEGS)
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(4) To procure services for enriching English language environment for Primary 1 new comers Aug 2018 <ul style="list-style-type: none"> • Co-planning (2 hours x 2 times) x \$800 per hour = \$3,200 • Demonstration (3 hours x 1 time) x \$800 per hour x 5 classes = \$12,000 • Co-teaching (3 hours x 3 times) x \$800 per hour x 5 classes = \$36,000 • Observation of the existing English teachers' trial-run (3 hours x 1 time) x \$800 per hour x 5 classes = \$12,000 • Evaluation meetings (1 hours x 1 time) x \$800 per hour = \$800 	\$64,000				\$64,000
Total:	\$282,400	\$14,200	\$67,600	\$3,000	\$350,000

Remarks: Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.