

S.K.H. St. Joseph's Primary School
English Year Plan Report 2019-2020

● Objectives of the year:

| Items | Objectives / Targets | Remarks |
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| 1. | To enhance teachers' professional knowledge and ability in teaching reading. | Relating to the focus of objectives of the school development plan 1.1 |
| 2. | To promote RaC in Primary 4-6 to broaden students' knowledge base and develop an interest in reading extensively as well as to strengthen their ability to integrate and apply knowledge and skills. | Relating to the focus of objectives of the school development plan 1.2 |

2. Matter Concerned

| Matter Concerned | Performance Index |
|---|---|
| (1) | |
| <ul style="list-style-type: none"> ● To set co-plan meetings with EDB (SBSS) to develop teachers' skills in developing school-based curriculum on Reading across Curriculum (RaC). | Over 90% of the teachers apply appropriate strategy and pedagogy to promote reading curriculum at P4. |
| <ul style="list-style-type: none"> ● To hold experience sharing on reading skills in the panel meetings to enhance teachers' teaching skills. | Over 80 % of the teachers think the sharing is practical. |
| <ul style="list-style-type: none"> ● To organize open classes and peer | Over 80% of teachers have applied at least one reading teaching method in the lessons. |

| Matter Concerned | Performance Index |
|---|-------------------|
| lesson observation for English teachers to discuss methodologies. | |

| Matter Concerned | Performance Index |
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| <p>(2)</p> <ul style="list-style-type: none"> • To continue PEEGS (2-year project) to promote reading across the curriculum (RaC) in respect of the updated English Language Curriculum in KS2. • To discuss and design the lesson rundown, select learning materials as well as design and develop appropriate learning worksheets and teaching aids in P4. • To incorporate fiction, non-fiction books, multimodal text or online reading platforms into the module in P1-6 to promote reading. • To expose P4-6 students to different themes and text types as well as to connect their reading experience with GS. • To develop Home Reading Log (RL) for students to record their reading experience and reinforce reading skills. | <p>Over 60% of P4-6 students are more interested in reading English books.</p> <p>Over 70% of the students involved are more confident to read English text.</p> <p>Over 70% of the students acquire the skill to decode meaning from unfamiliar words.</p> <p>Over 50% of the students show improvement in reading aspect.</p> <p>Over 80% of the students have taken record in their Home reading log.</p> <p>80% of the participating teachers acquired knowledge of teaching reading skills for promoting RaC.</p> |

3.

| Implementation | Objective | Work Performance | | | | | Reasons |
|---|-----------|------------------|-----------------|-----------------------|-----------------|--|---------|
| | | Achieved | Achieved Not | Achieved Partially | Finished Not | | |
| <ul style="list-style-type: none"> To set co-plan meetings with EDB (SBSS) to develop teachers' skills in developing school-based curriculum on Reading across Curriculum (RaC). | 1 | ✓ | | | | <p>Over 90% of the teachers apply appropriate strategy and pedagogy to promote reading curriculum at P4.</p> <p>100% of P4 teachers applied strategy and pedagogy to promote reading curriculum at P4. Teachers found the co-planning meetings and the curriculum development enhance their teaching skills. Teachers have acquired related reading skills and got experience to adjust the curriculum. They usually focused on 1-2 reading skills in each chapter / RaC reader so students could learn in a systematic way.</p> | |
| <ul style="list-style-type: none"> To hold experience sharing on reading skills in the panel meetings to enhance teachers' teaching skills. | 1 | ✓ | | | | <p>Over 80 % of the teachers think the sharing is practical.</p> <p>100% of our teachers think the sharing is practical. From the panel meeting, teachers reflected that it could enhance their professional development and they knew different strategies to teach the reading skills in the lessons.</p> | |
| <ul style="list-style-type: none"> To organize open classes and peer lesson observation for English teachers to discuss methodologies. | 1 | ✓ | | | | <p>Over 80% of teachers have applied at least one reading teaching method in the lessons.</p> <p>100% of our teachers have applied at least one reading teaching method in the lesson. Teachers reflected that they knew how to teach students to read long text step-by-step. Teachers will guide students to use the pictorial clues to guess the meaning. Some teachers they knew how to teach pronoun referencing, decode unfamiliar words, scan for specific information, develop skimming skill, grasp the main idea, KWL and find the main gist.</p> | |

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| <ul style="list-style-type: none"> To continue PEEGS (2-year project) to promote reading across the curriculum (RaC) in respect of the updated English Language Curriculum in KS2. | 2 | ✓ | | | <p>Over 70% of the students involved are more confident to read English text.</p> <p>From teachers' observation, there are around 65% of our P1-3 students who are more confident to read English text; there are around 37.5-67.7% of P4-6 students who are more confident to read English text. Students' confidence is built up on the vocabulary they obtained, the interest to read, the difficulty of the books and their personal interest. However, teachers agreed that most students like reading books, even RaC books, like P4 Chocolate or other non-fiction books. Students are more interested to read readers instead of textbooks. But insufficient readers affect the teaching schedule.</p> <p>From students' point of view, 90% of P1-3 students are more confident to read English text while 64% of P4-6 students are more confident to read. They thought they could learn more vocabulary and knowledge and many of them like to learn English in this way. It reflected that although P4-6 students are not confident enough to read challenging books, they like to read readers. P1-3 students should be exposed to different text types and a wider variety of books.</p> <p>Over 70% of the students acquire the skill to decode meaning from unfamiliar words.</p> <p>From teachers' observation, there are around 65% of our P1-3 students who acquire the skill to decode meaning from unfamiliar words. There are around 40-62.5% of our P4-6 students who acquire decoding skills. However, there are on average 58% of P4-6 students who could get correct answer on this kind of question. Teachers noticed that effort should also be put on this and teachers should not always explain the meaning to students directly. Instead, more guidance on guiding students to think and find the meaning by contextual clues and picture cues is important.</p> <p>From students' point of view, most (92%) P1-3 students think they can guess the meaning of unfamiliar words while 67% of P4-6 students think they can guess the meaning of unfamiliar words.</p> |
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| | | | | | <p>Over 50% of the students show improvement in reading aspect.</p> <p>Although there was school suspension, P4-6 students' post-test result was better than the pre-test. Most of the students obtained higher marks in the post-test with the increment of 8.5 marks on average. (46.5 average marks in pre-test while 55 average marks in post-test). From students' point of view, 91% of P1-3 and 71% of P4-6 students think they improve in reading ability.</p> |
| <ul style="list-style-type: none"> To discuss and design the lesson rundown, select learning materials as well as design and develop appropriate learning worksheets and teaching aids in P4. | 2 | ✓ | | | <p>80% of the participating teachers acquired knowledge of teaching reading skills for promoting RaC.</p> <p>100% of the participating teachers acquired knowledge of teaching reading skills for promoting RaC. Since teachers witnessed the improvement of students' reading ability and the difference in the teaching and learning in the lesson, RaC will be carried out in KS1 in the coming year. The co-planning meetings with SBSS officer are useful to the design of P4 RaC program.</p> <p>From the lesson observation and module plan, the use of other texts or multimodal text can arouse students' interest to read. Students are keen to watch animated cartoon / video clips instead of still motion.</p> |
| <ul style="list-style-type: none"> To incorporate fiction, non-fiction books, multimodal text or online reading platforms into the module in P1-6 to promote reading. | 2 | | ✓ | | <p>From the students' interview, students become a bit confident to read longer text as they are exposed to read other text, non-fiction reader which were published in other countries. They are not so afraid to read long text and unfamiliar words. The readers in Raz-plus can motivate students to read as they contain not only fiction but also non-fiction books. Teachers believe the picture in the readers provide strong pictorial clue and widen students' horizon.</p> |
| <ul style="list-style-type: none"> To expose P4-6 students to different themes and text types as well as to connect their reading | 2 | ✓ | | | |

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| experience with GS. | | | | | | |
| <ul style="list-style-type: none"> To develop Home Reading Log (RL) for students to record their reading experience and reinforce reading skills. | 2 | | | | | <p>Over 80% of the students have taken record in their Home reading log.</p> <p>All students have taken record in their Home Reading Log; however, we noticed that it is duplicated with the Library Reading Record Booklet. Since we can extract students' reading statistics from the teachers' record and online reading record, Home Reading Log will be suspended in the coming year. Home Reading Worksheet is a paper to consolidate their reading skill, but they tend to lose the paper or make it dirty. It is better to insert it in the Module Booklet.</p> |

4. Financial Report

Regular Grant

| Item | Description | Approved Budget | Estimated Expenditure | Actual Expenditure | Remarks |
|----------------------|---|-----------------|-----------------------|--------------------|---------|
| School Funding | | \$5,000.00 | | | |
| 1. Purchase of books | Books for P1-6 ERS, IR, HR, Battle of Books | | 1900.00 | | |
| | (21/10)購買英文圖書 | | | 96.00 | |
| | (30/10)購買英文圖書 | | | 948.30 | |
| | Books for Battle of Books | | 1000.00 | | |
| 2. Gifts | English Ambassadors | | 200.00 | | |
| | English Thursdays | | 200.00 | | |
| 3. Teaching Aids | Board games | | 300.00 | | |
| | (14/1)English Teaching aids board game | | | 120.00 | |
| 4. | Stationery, laminated cards, ribbons | | 300.00 | | |

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| Miscellaneous/Stationery | Badges, files, foam board | | 200.00 | | |
| 5. Transportation | AFS Intercultural activity or visit | | 800.00 | | |
| 6. Talks | P3,6 BCA talks | | 100.00 | | |
| | | | | | |
| | 總計： | \$5,000.00 | 5000.00 | 1164.30 | |
| | | 餘款： | | \$3,835.70 | |

School-based Materials Fee

| Item | Descriptions | No. of participants | Estimated Income | Estimated Expenditure | Actual Income | Actual Expenditure |
|--|--|---------------------|------------------|-----------------------|---------------|--------------------|
| 1. Online reading Platform | Online Reading Platform (P1-6, @\$44) | 386 | \$16,984.00 | \$16,680.00 | | |
| | (9/9)網上閱讀費 | | | | | \$16,680.00 |
| | (30/10)學生收費(網上閱讀費) | | | | \$16,940.00 | |
| 2. Guided Reading | Name tag (P1-3, @\$2.8) | 198 | \$554.00 | \$554.00 | | |
| | (30/10)P1-P3 英文科自編教材費 | | | | \$543.20 | |
| | (14/1)購買 P1-P3 英文科自編教材費 | | | | | \$420.00 |
| | (16/4)購買自編教材物資(擦膠) | | | | | \$63.80 |
| 3. Guided Reading (Experiential lesson) | Sandwich making (P3, @\$6) | 66 | \$396.00 | \$396.00 | | |
| | (17/12)14/10 小三英文科課堂(sandwich Making)材料費 | | | | | \$377.60 |
| | (30/10)P.3 英文科自編教材費 | | | | \$378.00 | |
| | (14/1)購買 P.4 英文科自編教材費 | | | | | \$184.80 |
| | (31/1)P.4 英文科自編教材費 | | | | \$176.40 | |
| | 總計： | | \$17,934.00 | \$17,630.00 | \$18,037.60 | \$17,726.20 |

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| | | 餘款： | | | | \$311.40 |
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Life-Wide Learning Grant

| Item | Description | Approved Funding | Estimated Expenditure | Actual Expenditure | Remarks |
|-------------------------|---|------------------|-----------------------|--------------------|---------|
| Funding | | \$48,000.00 | | | |
| 1. English Week | Gifts | | \$2,000.00 | | |
| | (31/12)購買英語週活動禮物及運費 | | | 1,458.59 | |
| | (18/5)購買英語週活動禮物共 6 單 | | | 659.96 | |
| | Drama Performance | | \$10,000.00 | | |
| | (21/10)英語週話劇(訂金 50%) | | | 5,000.00 | |
| | (31/12)英語週英語話劇(尾數 50%) | | | 5,000.00 | |
| | Stall set-up | | | \$2,000.00 | |
| 2. Singapore Study Tour | Tour Fee for teachers | | \$14,000.00 | | |
| | (31/12)聯校新加坡英語學習交流團 2 名帶隊老師團費(訂金)(退款) | | | 0.00 | |
| | Subsidy for students' tour fee (10 students, @\$1000) | | \$10,000.00 | | |
| | (30/6)聯校新加坡英語學習交流團學生團費(訂金)10 名@3000)(退款) | | | 0.00 | |
| 3. English Drama | Tutor fee 、 Props 、 Costumes 、 Make up and cosmetics | | \$10,000.00 | | |
| | 總計： | \$48,000.00 | \$48,000.00 | \$12,118.55 | |
| | | 餘款： | | \$35,881.45 | |
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5. AOB

5.1 Students are still weak in reading though there is a slight improvement from internal examination or year-end assessment. Hence, promoting reading is still very important in the coming year.

5.2 Knowledge of phonics should be reinforced as to facilitate students to decode words.

5.3 Students lack vocabulary. They need to read more English books and be exposed to different text types.

6. Programme Team

Panel Chairperson : Ms Sit Lam-ni (Priscilla)

Vice Panel Chairperson: Ms Mo Lai Sheung (Maria), Mr Chan Chu Hong (Eric)

Team Members: Ms Sung Man-yue (Mandy), Mr Chan Ming-Ngo (Leo), Ms Lam Pik Ka (Pikka), Mr Leung Tsz Hei (Gavin),
Ms Wong Kin Ming (Clare), Ms Ho Kwai Yuk (Sera), Mr Gareth