

PLK HKTA YUEN YUEN PRIMARY SCHOOL

# Annual School Plan

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2019-2020



## School Development Plan 2019/2020

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## **SCHOOL MISSION**

### 1. School Vision, Mission and Motto

#### 1.1. School Vision

Every child in our school can have excellent academic achievement, they can explore their potential, life's principles and cultivate virtue.

#### 1.2. School Mission

The School is managed under Po Leung Kuk's school system. Owing to the uniqueness of our teaching and learning environment, the school preserves its own curriculum and teaching methodology. The mission of the School is to provide a quality education that develops confident children.

We are now running the school under the Direct Subsidy Scheme for the fifteenth year. With better resources, we aim to offer an excellent learning environment, ideal facilities and new initiatives to enhance effective and enjoyable learning.

We provide various learning experiences and opportunities to encourage our children to develop their potential.

#### 1.3. School Motto

Love, Respect, Diligence, Integrity; Understanding Tao, Establishing Virtue.

### 2. Major Concerns for 2019/2020

2.1. Strengthening cross-curricula collaboration across all subject areas

2.2. Educate students about digital citizenship

3. School management and organization plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Animation as teaching and learning material for moral education in primary school	3 <sup>rd</sup> Term	Successfully install and create movie clips	<ul style="list-style-type: none"> <li>● Feedback from the teachers and students</li> </ul>	M&M Team	EDB QEF
B.	Enhance teaching and learning (PE) via big data	3 <sup>rd</sup> Term	Successfully install & incorporate it into training and lessons	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> </ul>	P.E. Team	EDB QEF
C.	Po Leung Kuk S.F. Lee Creative and Technology Education Development Fund: use to upgrade the equipment in the Campus TV room	3 <sup>rd</sup> Term	Successfully install	<ul style="list-style-type: none"> <li>● Feedback from school staff</li> </ul>	I.T. Team	PLK Funding
D.	Renovate the Campus TV room: Proposal will be submitted in March 2020.	2020 Summer	Proposal will be approved & renovation work is done	<ul style="list-style-type: none"> <li>● Feedback from the user (staff and teachers)</li> </ul>	I.T. Team	EDB QEF
E.	Pilot Cloud Project for WebSAMS	2 <sup>nd</sup> Term and 3 <sup>rd</sup> Term	Successfully incorporate it into our WebSAMS platform	<ul style="list-style-type: none"> <li>● Feedback from the user (IT technicians and teachers)</li> </ul>	I.T. Team	EDB Free Programme
F.	Remodeling of Music Room and Activity Room: Proposal has been submitted in Sept, 2019	2020 Summer	Proposal will be approved & renovation work is done	<ul style="list-style-type: none"> <li>● Feedback from the teachers</li> </ul>	Music Team	QEF (submitted in Sept, 2019)
G.	Replace old furniture in language rooms on ground floor	3 <sup>rd</sup> Term	Successfully replace	<ul style="list-style-type: none"> <li>● Feedback from the teachers</li> </ul>	English Team	School fund

4. Teaching and Learning for 2019/20  
4.1. English subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Update P.5 English Curriculum - Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.	Sept 19– June 20	Students will be asked to do a previous assessment after the first term. Average of the students should score higher than the previous in the same assessment paper.	1.Assessment scores 2.Teachers' observation	Zoe	Updated P.5 English Curriculum - Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.
B.	P.1 – P.6 Cross curricular Activities & Projects *	Sept 19 – June 20	Complete at least 1 project or activity with another subject in a year	<ul style="list-style-type: none"> <li>Teachers' Observations</li> <li>Project Document</li> <li>Evaluation</li> </ul>	Zoe	P.1 – P.6 Cross curricular Activities & Projects *
C.	Develop P.2 - P.3 teaching plans and materials for more-able and less-able students (PEEGS Program)	Sept 19 – June 20	<p>i. Lesson plans and teaching materials of 6 units of P.2 and P.3 should be developed.</p> <p>ii. 60% of Primary 2 to 3 students will improve their confidence and skills in writing.</p> <p>iii. Writing assessment results of over 60% of students at Primary 2 to 3 will improve by at least 5% in 1 year's time.</p> <p>iv. All English teachers involved will enrich their</p>	<ul style="list-style-type: none"> <li>Teachers' Observation</li> <li>Feedback will be collected from core team members, other level English teachers in P.2 and P.3 and students through questionnaires to be conducted by the end of each term.</li> <li>Students' performance will be observed and the effectiveness of the materials will be reviewed.</li> </ul>	Zoe & Vedran	Develop P.2 - P.3 teaching plans and materials for more-able and less-able students (PEEGS Program)

		<p>knowledge in the teaching of writing to cater for learner diversity.</p> <p>v. All English teachers involved will apply new teaching methods e.g. strategies to cater for learner diversity to English teaching at Primary 2 to 3.</p>	<ul style="list-style-type: none"> <li>Assessment scores for writing examinations will be analyzed and used to evaluate the effectiveness of the writing programme in each term.</li> </ul>		
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## 4.2. Chinese subject plan for 2019/20

\* 配合學校關注事項

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
A.	<p><b>善用電子學習平台</b></p> <p>1 說話課善用 E SMART 分享平台，帶動學生參與積極性。 2 善用 E SMART 作預習</p>	全學年	<ol style="list-style-type: none"> <li>二至六年級每學期至少有一次說話課用分享平台與同學作出互動，提高學生的參與課堂積極性。</li> <li>二至六年級每學期至少有一次課文用 E SMART 作預習，鼓勵學生自主學習。</li> <li>70%教師認同網上學習平台有助學生學習。</li> </ol>	<p>教師問卷</p> <p>會議記錄</p>	所有中文老師	<p>問卷調查紙</p> <p>級會議記錄</p>
B.	<p><b>推行閱讀護照計劃</b></p> <p>鼓勵學生閱讀不同類型的書籍。</p>	第二學期	<ol style="list-style-type: none"> <li>有一半學生參加此計劃/有三分一學生能拿到基本獎勵。</li> <li>70%教師認為閱讀護照能有效鼓勵學生閱讀。</li> </ol>	<p>教師問卷</p> <p>閱讀護照記錄冊</p>	所有中文老師	問卷調查紙
C.	<p><b>重整小一課程，配合幼小銜接</b></p> <p>以筆畫及部件作為漢字學習基礎，配合圖書教學，透過大量朗讀提升學生識字量。</p>	全學年	四分之三的一年級科任老師認為小一銜接課程能有效為學生打好學習中文基礎。	教師問卷	一年級老師	問卷調查紙
D.	<p><b>跨學科教學*</b></p> <p>與 M &amp; M 課推行跨科合作，各級都有一個主題與中文科緊扣。</p>	全學年	1. 70%教師認為跨科活動更能善課堂時間。	<p>課堂報告</p> <p>教師檢視</p>	所有中文老師	問卷調查紙

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
E.	<p><b>建構有特色的校本寫作課程</b></p> <p>1. 以說帶寫的模式引導學生寫作，以此擴闊學生思維。 2. 四至六年級根據教師的批改符號自己作出改正，提升學生自我糾正錯誤的能力。</p>	全學年	<p>1. 各級每學期最少一次以說帶寫的方法引導學生課堂寫作。 2. 70%教師認為這學習模式能有效加強學生的自省意識。</p>	<p>教師問卷 級會議記錄</p>	所有中文老師	問卷調查紙

### 外籍中文

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
A.	<p>1. 善用電子學習工具及學習平台，提高自學能力</p> <p>1.1 利用點讀筆完成聆聽練習 1.2 製作中文學習資源庫</p>	全學年	<ul style="list-style-type: none"> <li>● 所有學生能利用點讀筆完成聆聽練習</li> <li>● 所有學生能透過電子工具協助學習中文</li> </ul>	<ul style="list-style-type: none"> <li>● 聆聽練習</li> <li>● 老師觀察學生活動表現</li> </ul>	各級外籍中文老師	<p>聆聽練習、 點讀筆 iPad</p>
B.	<p>2. 認識中華文化</p> <p>2.1 外遊活動 2.2 中文日 2.3 試後中國傳統文化活動</p>	全學年	<ul style="list-style-type: none"> <li>● 老師能根據學生需要，擬定本地遊路線、撰寫計劃書，並聯絡旅行社安排行程，以提升學生中華文化/香港歷史的</li> </ul>	<ul style="list-style-type: none"> <li>● 老師觀察學生活動表現、</li> <li>● 學生問卷調查</li> <li>● 外遊活動小冊子</li> </ul>	各級外籍中文老師	外遊活動小冊子



			<p>認識</p> <ul style="list-style-type: none"> <li>● 八成學生認為活動能有效地幫助學生認識中華文化/香港歷史</li> <li>● 八成學生能完成外遊活動小冊子</li> </ul>			
C.	<p>3. 加強說話能力</p> <p>3.1 課後朗讀</p> <p>3.2 伴讀大使</p> <p>3.3 鼓勵外籍生在班內朗讀</p>	全學年	<ul style="list-style-type: none"> <li>● 八成學生能完成課後朗讀手冊</li> <li>● 外籍生及伴讀大使出席率達八成</li> <li>● 外籍生能完成閱讀5本以上的中文圖書</li> <li>● 閱讀圖書後，外籍學生能與小老師討論故事內容及分享感受</li> </ul>	<ul style="list-style-type: none"> <li>● 課後朗讀手冊</li> <li>● 活動出席紀錄</li> </ul>	任教外籍中文班老師及伴讀大使	評估表、朗讀手冊
D.	4. 鼓勵外籍學生參與校內/校外的中文活動/比賽，以提升他們學習中文的興趣	全學年	<ul style="list-style-type: none"> <li>● 八成學生參與最少一次校內/校外的中文活動/比賽</li> </ul>	活動出席紀錄/ 參加比賽紀錄	任教外籍中文班老師	--

### 4.3. Mathematics subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	To promote the authentic purpose of using Mathematics in daily life	Whole year	All grades should have done one practical assessment at least one time during the school year. Each practical assessment weighs 5% of a quiz when the written parts weigh 95%.	Quiz paper	All Math teachers	Quiz paper
B.	To enhance teaching and learning	Whole Year	Math teachers will assess students' prior math skills on all quizzes and assessments. This section weighs 5%.	Quiz paper	All Math teachers	Quiz paper
C.	To enhance e-learning and self-learning*	Whole Year	All P3-6 students have used Google Classrooms for lesson preparation and self-study. All pre-lesson preparation notes (PowerPoint slides) are completed in P3 to P6.	PowerPoint Slides made by Math teachers  Students' participation in Google Classroom	All P3-6 Math teachers	PowerPoint files saved in grade folder
D.	To keep students' interest in learning Math	2 <sup>nd</sup> term or 3 <sup>rd</sup> term	Math month will be held and at least 75% of students (e.g. 25 out of 33 students) in each class participate each time.	Participation record of each class	Math Panel heads	Participation record sheet
E.	To increase students' interest in learning Math and improve their self-confidence  To provide students with a chance of handling more challenging tasks	Whole year	Students will have taken part in at least 6 competitions in the school year. Students will be selected by Math teachers and will apply for these competitions through Yuen Yuen Primary School	Participation of teachers and students	Bianca	Competition results record

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	To enhance teacher's professional development in Math	Whole Year	<ul style="list-style-type: none"> <li>● Every Math teacher attended at least one Math professional program, talk or activity throughout the whole school year.</li> <li>● They need to finish at least one peer lesson observation in Math lesson.</li> <li>● Math teachers have used different types of questions to guide students' critical thinking as stated in the 1718 Math Lesson Observation Forms.</li> <li>● Math co-teacher teaches one Math topic in every term.</li> </ul>	<ul style="list-style-type: none"> <li>● All Math main teachers observed a lesson among the grade they teach at least one time.</li> <li>● All Math main teachers attended Math related workshop, course or seminar at least one time.</li> <li>● All co-teachers teach one Math topic in every term for students in their grades.</li> <li>● All teachers should have asked one kind of higher order thinking questions in their lesson observed.</li> </ul>	All Math teachers	<ul style="list-style-type: none"> <li>● Self-learning record</li> <li>● Peer lesson observation form</li> </ul>
G.	Cross curricular Activities & Projects*	Sept 19 – June 20	Complete at least 1 project or activity with another subject in one junior and senior grade	<ul style="list-style-type: none"> <li>• Teachers' Observations</li> <li>• Project Document</li> <li>• Evaluation</li> </ul>	All Math teachers	P.1 – P.6 Cross curricular Activities & Projects

4.4. General Studies subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Cross GS / Stem Project with other subject * <b>Strengthening cross-curricular collaboration across all subject areas</b>	Whole Year	At least one GS/ STEM topic in each grade was integrated with other subjects each year	Google form	Grade coordinators	
B	Open Classroom / Peer observation at least once in a year in order to increase the understanding of how other subjects are taught and look into the possibilities of cooperation. * <b>Strengthening cross-curricular collaboration across all subject areas</b>	Whole year	80% of teachers finish at least one Open Classroom / peer observation in each year	Google form	GS teachers	Lesson observation form
C.	Continuous professional development training (not only GS subjects) for teachers. * <b>Strengthening cross-curricular collaboration across all subject areas</b>	Whole year	100% of teachers have at least one training (highly recommend STEM related) in each year	Google form	GS teachers	Circulate the training information by google form

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	Implement / emphasis the value of digital citizenship into our teaching content. * <b>Educate students about digital citizenship</b>	Whole year	At least one unit of GS / STEM curriculum to implement / emphasis the digital citizenship.	Google form	Grade coordinators	

4.5. Physical Education subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p><b>(Motor and sport skills) *(moral education)</b>            Encourage students to participate in competitions.</p> <p>I. Participate in joint-schools sports day and inter-school competitions, swimming competition, track &amp; field competition, basketball competition, volleyball competition, badminton competition and rugby competition.</p> <p>II. To hold a Games Day for all students to participate in.</p> <p>III. To organize sports teams overseas training/exchange</p>	Sept, 19 – June, 20	<p>Over 30% of students have participated in the competitions.</p> <p>All students have participated in Games Day events.</p> <p>Over 70% of students and teachers are satisfied.</p>	<ul style="list-style-type: none"> <li>● The no. of participants</li> <li>● The no. of participants</li> </ul>	PE Panel PE teachers	Award Scheme Handbooks
B.	<p>Hold experience courses/ demonstration</p> <p>- To hold different experience courses for students.</p>	Sept, 19 – June, 20	Over 70% of students and teachers are satisfied	● Observation		School Fund
C.	<p><b>(Health and Fitness)</b> Provide more opportunities for students to do exercises and maintain a healthy life-style.</p> <p>I. Jump ropes are provided for students in recesses.</p> <p>II. Fitness station will be set up in recess in order to enhance the fitness level of students.</p>	Sept, 19 – June, 20	<p>Over 70% of students and teachers are satisfied.</p> <p>Over 40 % of students can reach the requirement of fitness station and over 60% of students can reach grade 3 of fitness level in Hong Kong.</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● The no. of people who have reached the requirement.</li> </ul>	PE Panel PE teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	<p>Participate in Sport ACT Award Scheme and Sport FIT Award Scheme</p> <p>I. Participate in Sport ACT Award Scheme to develop students' Awareness, Choice and Target of doing sports.</p> <p>II. Participate in the Sport FIT Award Scheme which encourages students to enhance their fitness level through exercising.</p>	Sept, 19 – June, 20	<p>More than 60% of students have got the bronze award of Sport ACT Award Scheme.</p> <p>More than 50% of students have got the bronze award of Sport FIT Award Scheme.</p>	<ul style="list-style-type: none"> <li>● The result of the SportACT Award Scheme</li> <li>● The result of the SportFIT Award scheme</li> </ul>	PE Panel PE teachers	LCSD
E.	<p><b>(Sports-related Values and Attitudes) *(moral education)</b></p> <p>Train up student leaders/helpers in school &amp; build a welcoming campus</p> <p>I. All students have to be helpers for helping teachers and classmates in P.E. lessons.</p> <p>II. Recruit senior students for helping junior students to take part in different PE activities.</p>	Sept, 19 – June, 20	Over 70% of teachers are satisfied with students' performance.	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	PE Panel PE teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	<p><b>(Knowledge and Practice of Safety)</b>  <b>(knowledge of movement)</b>  Arouse students' knowledge of P.E. and sports news* <b>(enhance cross-curricular teaching)</b></p> <p>I. Provide the knowledge of P.E. by exhibitions through applying boards and sports promotion activities from different organizations.</p> <p>II. Provide the information of sports by PE bulletin board</p> <p>III. *Newspaper cutting about "Sports" will be conducted.</p> <p>IV. *<b>Teach senior grade students bar chart skills that related to fitness data.</b></p> <p>V. *<b>Use Kahoot or sports apps to enhance learning</b></p>	Sept, 19 – June, 20	Once per year	● Observation	PE Panel PE teachers	Bulletin board LCSD Worksheet Excel software I pads
G.	<p><b>(Teacher's development)</b>  Enhance the quality of teaching &amp; teachers' professional development</p> <p>I. Execute lesson observation and focus on 'students' participation and mastering outcome'.</p> <p>II. Encourage teachers to attend subject-related seminars and workshops of EDB.</p>	Sept, 19 – June, 20	Once per year, teachers rate "3" in overall rating(1-5) Once per year	● Observation ● The attendance of the teachers	PE Panel PE teachers	



	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
H.	Enhance co-teaching practice I. Co-teacher without PE qualification will mainly take care of students according to subject policy and give assistance to SEN students. II. Co-teacher with PE qualification can practice small group teaching.	Whole year	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>● Feedback from PE teachers</li> <li>● Feedback from PE co-teachers</li> </ul>	PE Panel PE teachers	
I.	Arrange swimming lessons for all students I. <b>Arrange swimming lessons for P1-P6 students in the 2nd term/3rd term (due to the temporary closure of school swimming pool)</b> II. Students will be taught by swimming club	Sept, 19 – June, 20	Each grade can have 6 lessons per year 80% students can achieve the unit objectives related to swimming	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	PE Panel head	School fund
J.	<b>STEM (Science, Technology, Engineering and Mathematics) in P.E. Use different apps or software to teach students some basic knowledge of sports science and do fitness data analysis (e.g. teaching Excel to analyze fitness test results, slow motion record function provides immediate feedback, posture analysis could be done simply with images captured from video and painting software.</b>	Sept, 19 – June, 20	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>● Feedback from PE teachers</li> <li>● Feedback from PE co-teachers</li> </ul>	PE Panel PE teachers	School fund/ QE fund application

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
K.	* (Enhance cross-curricular teaching) <ul style="list-style-type: none"> <li>■ mini-tennis demonstration (M&amp;M)</li> <li>■ table-tennis demonstration (M&amp;M)</li> <li>● water safety talk by HK Swimming Teachers Association (M&amp;M)</li> <li>● E.g. Teach students about measurement of sport court/ swimming pool (English/Math)</li> </ul>	Sept, 19 – June, 20	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> <li>● Feedback from PE teachers</li> <li>● Feedback from PE co-teachers</li> </ul>	PE Panel PE teachers	Service supplier (successful bidder)  Measurement tools

4.6. Music subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Implement Websams Database for student proficiency in music	Whole year	Information regarding all student achieved ABRSM grades and other equivalent qualifications will be collected and recorded in Websams.	Inspecting completion of data collection in Websams	All Music teachers	Websams
B.	Workshops for Orff pedagogy strategies and vocal technique will be arranged for music teachers.	Whole year	Teachers will be able to plan and conduct lessons utilizing learned pedagogy strategies	<ul style="list-style-type: none"> <li>- Observation by Head of Music Department</li> <li>- Observations and Feedback of teachers and students.</li> </ul>	Merak	N/A
C.	Enhancement to instrument class and orchestra program: <ul style="list-style-type: none"> <li>- Restricting students with 2+ learning experience in instruments in joining Focused instrument class only.</li> <li>- Arrange rehearsals in venues with proper concert acoustics for Orchestra</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>- Students scoring higher scores in the Instrument Class evaluation forms</li> <li>- Orchestra scoring a higher score in JSMA</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation Forms</li> <li>- Performance at JSMA</li> <li>- Observations and Feedback from students, teachers and parents</li> </ul>	Merak	N/A
D.	Implementation of the P1 Vocal training program	Whole year	<ul style="list-style-type: none"> <li>- Prepare core group of students for Junior Choir next year</li> <li>- Enhance overall singing technique of P1 students</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teachers and coaches</li> <li>- Performance in year-end showcase</li> <li>- Observations and Feedback from students, teachers and parents</li> </ul>	Merak Sincere	N/A

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
E.	Preparation and participation in the Taipei International Choral Competition	Whole year	<ul style="list-style-type: none"> <li>- Prepare and qualify for the Taipei International Choral Competition</li> <li>- Enhance student motivation and enjoyment in choir training and performance</li> <li>- Broaden student horizons in international competitions</li> <li>- Attempt to achieve Silver or Gold Award at the competition</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teachers and coaches</li> <li>- Performance at the TICC</li> <li>- Observations and Feedback from students, teachers and parents</li> </ul>	Merak Sincere	N/A

4.7. Visual Arts subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p><b>Enhancing cross-curricular collaboration across all subject areas*</b> Cross curricular Projects / Activities</p>	Whole year	At least one project or activity per year	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Record of participants</li> </ul>	VA Panel VA teachers	Other subject SWO
B.	<p><b>Educate students about digital citizenship*</b> Organize design and drawing competition in school</p>	2 <sup>nd</sup> Term	Over 80% of students take part in this competition	<ul style="list-style-type: none"> <li>● Observation and Record of participants</li> </ul>	VA Panel VA teachers	Prizes
C.	<p><b>Integrating the moral value of respect into curriculum</b> 1. Appreciate and respect different kinds of art and culture in Visual Art Lessons  2. Appreciate and respect others artwork in Visual Art Lessons</p>	Whole year	Over 80% of students are satisfied with the activities and joined the discussion during the lesson.	<ul style="list-style-type: none"> <li>● Observation of the process and achievement.</li> </ul>	VA Panel VA teachers	Reference materials and textbooks.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
<b>Provide every student with opportunities to develop his/her potential in VA</b>						
E	Provide programme for VA gifted students	1 <sup>st</sup> Term / 2 <sup>nd</sup> Term	Over 80% of students participation	<ul style="list-style-type: none"> <li>Record of participants, Observation</li> </ul>	VA Panel VA teachers	Fee for workshops and camp
F	Hold school art exhibitions to honor the works of the students	Twice a year	Over 80% of participants are satisfied with the activities.	Observation	VA Panel VA teachers	Display boards
G	Provide different Art ECA for students	2 <sup>nd</sup> Term and 3 <sup>rd</sup> Term	Over 80% of participants are satisfied with the activities.	<ul style="list-style-type: none"> <li>Observation</li> </ul>	VA Panel VA teachers	Different art material
H	Introduce more types of Art and media in the VA curriculum	Whole year	Over 80% of students finished the art work	<ul style="list-style-type: none"> <li>Observation</li> <li>Record of participants</li> </ul>	VA Panel VA teachers	Reference materials, textbooks, and art material
I	Organize design and drawing competition in school	Whole year	Over 80% of students take part in this competition	<ul style="list-style-type: none"> <li>Observation and Record of participants</li> </ul>	VA Panel VA teachers	Prizes

4.8. Library subject plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p>Support teaching and learning</p> <ol style="list-style-type: none"> <li>1. Invite teachers and students to make purchase suggestions for enriching the collection of school library as well as supporting teaching and learning.</li> <li>2. Books related to the curriculum themes (e.g. STEM, the moral value of respect) will be purchased and displayed so that students can read and borrow them from library.</li> <li>3. Co-teach library lesson with Chinese teacher to promote stronger Chinese reading atmosphere in school.</li> </ol>	Whole year	<p>80% of the suggestions for purchases will be bought.</p> <p>Organize a thematic book display every month</p> <p>At least 50% in school will do book sharing in Chinese.</p>	<ul style="list-style-type: none"> <li>● Library catalog records</li> <li>● Activity record</li> <li>● Teacher observation</li> </ul>	Librarian, Subject teachers	
B.	<p>Create reading and sharing culture at school and foster students' good reading habit through various library activities.</p> <ol style="list-style-type: none"> <li>1. Reading Award Scheme</li> <li>2. Top Readers</li> <li>3. Book Fair</li> <li>4. Ebook sharing forum</li> <li>5. Book Exchange</li> <li>6. Author Talk</li> </ol>	Whole year	70% of students have participated in the activities.	<ul style="list-style-type: none"> <li>● Activity record</li> <li>● Observation</li> </ul>	Librarian, All teachers	Prizes

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
*C.	<p>Student librarians</p> <ol style="list-style-type: none"> <li>1. Monthly librarian training in lunch period</li> <li>2. Hold an “Outstanding Student Librarians Award” and award conduct point to those who achieve over 80% attendance, to recognize their effort and contribution to the library’s daily operation, to support them within a respectful atmosphere.</li> <li>3. Organize training camp for student librarians in order to cultivate their collaborative leadership skills.</li> </ol>	Whole year	<p>Three student librarians will be awarded the “Outstanding Student Librarians Award”</p> <p>80% of librarians will be awarded conduct point</p> <p>70% of librarians take part in the camp. Over 80% participants are satisfied with the activity.</p>	<ul style="list-style-type: none"> <li>● Activity record</li> <li>● Questionnaire</li> </ul>	Librarian, Social workers	Certificates



5. Discipline and Moral Education plan for 2019/20

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p>Recess</p> <ul style="list-style-type: none"> <li>- open up the top roof basketball court to senior grades to shoot balls during recess.</li> <li>- provide 6 basketballs for students to line up and shoot balls.</li> <li>- station 2 teachers to be on duty there and 3 more teachers to station at the staircase on the way.</li> </ul>	Whole year	Teachers and students feedback	Questionnaire to teachers and students	Lorraine	
B.	<p>Handbook checking</p> <ul style="list-style-type: none"> <li>- Random check handbooks once a month.</li> </ul>	Whole year	100% students who were checked should write the handbook properly with all the signatures inside every page.	Questionnaires	Misty	Prizes

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
C.	<ul style="list-style-type: none"> <li>- Introduce voice level chart to all teachers and students.</li> <li>- Encourage teachers and students to follow the level inside during all daily routines</li> </ul>	Whole year	90% teachers and students agree that the suitable voice level is applied at the end of the school year.	Questionnaire Feedback from teachers	Misty and Lorraine	
D.	<p>Inter-school cleanliness competition</p> <ul style="list-style-type: none"> <li>- All classes will participate in the cleanliness competition.</li> </ul>	Whole year	Teachers and janitors will check regularly and students will be awarded.	By observation every day and check form	Misty	Prizes
E.	<p>Advanced Award Scheme</p> <ul style="list-style-type: none"> <li>*- Award cards will be given to students widely in different areas e.g. +5 of dictation marks, being polite to teachers, dress tidily etc. to encourage students to do "goods" every day.</li> <li>- Students can exchange gifts from the social workers regularly</li> </ul>	Whole year	All teachers will give out cards. 90 % students receive cards from teachers and come to exchange gift	Questionnaire	Misty	Prizes

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	To provide students with a welcoming campus  - “Big Brother and Big Sister” scheme, Caring Ambassadors scheme, Stars of the Month, Secret Angel program, Guess Who, Board Game Play Room, Music Station, etc	Whole year	Fewer students complain about each other and the relationship between teachers and students is improved	Feedback from teachers.	Tommy, Cherry	
G.	Boost self-confidence of senior grade students  -Students are trained to provide different services for school (e.g. tour guide, big brothers and big sisters, caring ambassadors, reading angels)  - A camp will be provided to train caring ambassadors and Big Brothers and Big Sisters.	Whole year	Students are able to fulfill their duties and their self-confidence is enhanced.	Questionnaire Feedback from teachers	Tommy, Cherry	
H.	Self-management Program for P.3 students.  - An overnight camp to enhance P.3 students’ self-care skills.	December	Students can finish the tasks that assigned.	Questionnaire	Tommy	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
I.	Enhance P.4 – P.6 students' resilience. - Sunshine Kids Program for P.4 – P.6 students on the attitude of facing problems and problem solving skills	Whole year	80% of students have positive feedback.	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Questionnaire</li> </ul>	Tommy	
J.	Render support to students with special needs - Program of attention skills training, Chinese literacy training, social skills training, emotion management training are introduced. - Speech Therapy Service and Educational Psychology Service are provided.	Whole year	Students have improvements regarding their trained areas.  Students with special needs receive suitable assessment and interventions.	<ul style="list-style-type: none"> <li>● Questionnaire,</li> <li>● Verbal feedback from parents, students and teachers.</li> </ul>	Tommy & Cherry	
K.	Enhancement of parent-child relationship - Parent-child day camp and activities are introduced for junior and senior grades separately. - A parent-child volunteer team is introduced.	Whole year	Parent-child relationship is improved and has more positive communication	<ul style="list-style-type: none"> <li>● Questionnaire,</li> <li>● Observation</li> </ul>	Tommy, Cherry	
L.	Enhancement of parent education  A series of parents' group or talks are organized, to enhance their parental skills.	Whole year	Parents are able to utilize the skills they learned.	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	Tommy & Cherry	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
M.	Sing National Anthem on the first school day of each month.	Whole year	Students can behave well in the ceremony.	<ul style="list-style-type: none"> <li>● Feedback from teachers.</li> </ul>	All teachers	
N.	M&M period* <ul style="list-style-type: none"> <li>- Every Thursday there will be an 'M&amp;M' period for a program related to Moral and Multi-intelligence Education.</li> <li>- Teachers will talk about different topics in the lesson.</li> <li>- Guests and organizations will be invited to give students talks or shows based on digital citizenship.</li> </ul>	Whole year	Most students can tell what they have learned in the M&M period.	<ul style="list-style-type: none"> <li>● Feedback from teachers and students.</li> </ul>	M & M subject teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
O.	<p>Enhancement of positive education atmosphere in school 加強正向價值觀的學校氛圍</p> <ul style="list-style-type: none"> <li>- Work with Campus TV Team, let our students broadcast stories through the broadcasting system in school</li> </ul>	Whole year	Teachers and students feedback	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	Campus TV Team, M&M Team core members.	
P.	<p>Cross-curricular activities*</p> <ul style="list-style-type: none"> <li>- Work with Chinese teachers, let our student finish group projects. Project topics are related to Chinese curriculum. e.g animation script writing in moral topic etc...</li> </ul>	Whole year	Incorporate moral education into Chinese subjects	<ul style="list-style-type: none"> <li>● Feedback from teachers and students.</li> </ul>	M & M and Chinese subject teachers	
Q.	<p>Improvement of discipline in hall during M&amp;M periods</p> <ul style="list-style-type: none"> <li>- M&amp;M teachers from Discipline team and other M&amp;M teachers will remind our students behave well in hall.</li> </ul>	Whole year	Students can behave well in hall	Questionnaire to teachers	M&M teachers from Discipline team and other M&M teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
R.	<p><b>*Development of teaching and learning material for Moral Education in school</b> 發展德育校本教材</p> <p>Apply for QEF and submit the proposal. - Develop animation as teaching and learning material for Moral Education in our school - cooperate with animation company and our school Campus TV Team, let our students use new technology for creating videos for M&amp;M teaching and learning.</p> <p>Renew teaching materials. -Teaching materials from NGO, new textbooks, PLK and government are references for renewal</p>	Whole year	<p>Teachers and students feedback</p> <p>At least one ECA activity involving animation.</p>	<ul style="list-style-type: none"> <li>● Questionnaire to teachers</li> <li>● Students' work</li> </ul>	M&M core Team members, Campus TV Team and IT Support Team.	

7. Extra-Curricular Activities plan for 2018/19

\* Aligns with a major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	To apply a new arrangement of learning groups to let students develop their potentials.	In 2 <sup>nd</sup> & 3 <sup>rd</sup> school terms	i. Completed activities ii. Students gain knowledge and learning experience from these activities	<ul style="list-style-type: none"> <li>● Student participation &amp; feedback</li> <li>● Teacher observation &amp; feedback</li> </ul>	ECA Coordinator, all teachers	1) A wide variety of activities and resources for different activity groups.
B.	To introduce fee-charging activities that can involve the whole school so as to improve students' confidence and sense of belonging.	Whole year	i. Completed activities ii. Students gain knowledge and learning experience from these activities.	<ul style="list-style-type: none"> <li>● Completed activities</li> <li>● Student participation</li> <li>● Teacher observation &amp; feedback</li> <li>● Questionnaire</li> </ul>	ECA Coordinator	A wide variety of activities and resources for different activity groups.
C.	To set regulations to reduce time and location clashes and ensure safety: -All subject panels need to decide all activities for the year by August -New activities cannot be added mid school year. -Add/drop students should follow the priority of school	Whole year	70% teachers agree that clashes among activities reduced.	<ul style="list-style-type: none"> <li>● Student participation</li> <li>● Teacher observation &amp; feedback</li> </ul>	ECA Coordinator, all teachers	Questionnaire
D.	Keep the regular whole school events to provide other learning opportunities, e.g. games day, variety show	Whole year	Students gain learning experience from various school events.	<ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Teacher observation &amp; feedback</li> </ul>	ECA Coordinator, all teachers	



E.	To train students to be cooperative and show sportsmanship through activities.	Whole year	Students gain learning experience from Sports Day.	<ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Teacher observation &amp; feedback</li> </ul>	ECA Coordinator, all teachers	

**保良局香港道教聯合會圓玄小學  
姊妹學校交流計劃書  
2019-2020 學年**

**Appendix 1**

內地姊妹學校名稱/締結日期：北京舞蹈學院附中豐台實驗小學 (2019) / 深圳市寶安區立新湖外國語學校 (2019 年) / 深圳市南山區海濱實驗小學 (2019 年) / 寧波市行知實驗小學 (2018 年) / 雲南昆明市明通小學 (2018 年) / 南沙金隆小學(2013 年)/浙江海曙中心小學(2012 年)/ 武漢育才小學(2010 年)

本校擬於試辦計劃推行期間舉行下列姊妹學校交流活動：

項目	交流項目名稱及內容	預期目標	監察／評估	預算開支
1.	到訪姊妹學校並進行交流	與姊妹學校（雲南昆明市明通小學） 進行學術或體藝活動交流	安排跟姊妹學校的互訪活動	港幣 4 萬
2.	到訪姊妹學校並進行交流	與姊妹學校 (北京舞蹈學院附中豐台實驗小學) 進行學術或體藝活動交流	安排跟姊妹學校的互訪活動	港幣 4 萬
3.	到訪姊妹學校並進行交流	與姊妹學校 (深圳市寶安區立新湖外國語學校) 進行學術或體藝活動交流	安排跟姊妹學校的互訪活動	港幣 7 千 5 百
4.	到訪姊妹學校並進行交流	與姊妹學校 (深圳市南山區海濱實驗小學) 進行學術或體藝活動交流	安排跟姊妹學校的互訪活動	港幣 7 千 5 百
5.	接待到訪姊妹學校及進行交流	與姊妹學校進行教育交流	安排跟姊妹學校的互訪活動	港幣 5 千
6.	與未來新物識的姊妹學校進行交流	與姊妹學校進行教育交流及互訪	檢討成效及計劃未來活動	港幣 3 萬
7.	雜項	購買交流活動所需物品- 通訊設備、茶點等	遵照教育局指引	2 萬

註：鑒於本港現時政局不穩定，短期內不擬舉行任何活動，直至局勢平穩再進行。

25/10/2019

**Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School  
Plan on Use of Capacity Enhancement Grant (2019 – 2020)**

**Appendix 2**

Means by which teachers have been consulted: Staff meeting

<b>Task Area</b>	<b>Major area of concern</b>	<b>Time Scale</b>	<b>Strategies/Tasks</b>	<b>Benefit Anticipated</b>	<b>Success Criteria</b>	<b>Method</b>	<b>Resources</b>	<b>People Responsible</b>
Recruitment of 2 Supporting Staff to relieve teaching staff from non-teaching duties	To reduce the workload of the teachers in general so that teaching can be more focused on catering for individual differences by using a student-centered teaching approach	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>Assist in the stocking of teaching aids.</li> <li>Assist in the preparing teaching aids and materials</li> <li>Assist in the classroom activities</li> <li>Saturday duties of school affairs</li> </ul>	Teachers overall workload relieved	Improved quality of teaching	Feedback on teaching and learning at year-end staff meeting	Salary of 2 Supporting Staff for 12 months and MPF contribution : =\$299,754.00	Ms Sanny Chan
Recruitment of 2 teacher assistants to relieve teaching staff from lesson substitution and administrative work	To reduce teachers' lesson substitution rate and administrative work.	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ two 0.5 teacher assistants to substitute lessons when the teachers are sick and help the administrative work</li> </ul>	Teachers overall workload relieved	Relieved workload of teachers	Feedback on teaching and learning at year-end staff meeting	50% Salary of 2 Teacher assistants for 12 months and MPF contribution : =\$189,000.00	Ms Sanny Chan
Recruitment of 1 TSS to provide IT support for teaching staffs	To provide IT support for teaching staffs so that lessons and activities can be held smoothly	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ 1 TSS at the start of the school year to provide IT support for teachers during lessons and activities.</li> </ul>	School activities and lessons can run smoothly.	Lessons and activities can be held smoothly with the IT support	Feedback on teaching and learning at year-end staff meeting	Salary of 1 TSS for 12 months and MPF contribution: =\$198,941.4	

Task Area	Major area of concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
Coping with the diverse and special learning needs of students with varied abilities	To reduce the workload of the teachers in general so that teaching can be more focused on catering for individual differences by using a student-centered teaching approach	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ 1 Junior Teacher at the start of the school year to cope with the diverse needs of students and to assist teachers teaching students</li> </ul>	Teachers overall workload relieved	Improved quality of teaching and learning	Feedback on teaching and learning at year-end staff meeting	Salary of 1 Junior Teacher for 12 months and MPF contribution : =\$222,679.8	Ms Sanny Chan
Recruitment of supply teachers to substitute teachers who lead the overseas trip so as to relieve other teaching staffs' workload	To reduce teachers' lesson substitution rate during the period of oversea trips	From September 2019 onward till the end of the academic year	<ul style="list-style-type: none"> <li>To employ supply teachers to substitute the lessons for 7 times</li> </ul>	Teachers overall workload relieved	Reduce the rate of lesson substitution	Feedback on teaching and learning at year-end staff meeting	Salary of supply teacher for 7 times =\$9,667	Ms Sanny Chan

Budget :

Income: \$1,106.00 x 783 students (assume \$1,106 per student per annum) = \$865,998.00

Balance bought downward from previous year: \$56,645.23

Expenditure: Recruitment of 2 Supporting Staff, 2 0.5 Teacher Assistants, 1 TSS, 1 Junior Teacher and supply teacher for 7 times

\$299,754.00 + \$189,000.00 + \$198,941.4 + \$222,679.8 + \$9,667.00 = \$920,042.2

Balance carried forward to next year : \$865,998.00+ \$56,645.23 - \$920,042.2 = \$2601.03

保良局香港道教聯合會圓玄小學  
運用推廣閱讀津貼計劃書  
2019-2020 學年

Appendix 3

推廣閱讀的主要目標：

推動校園閱讀文化，培養學生的閱讀興趣。

	項目名稱	預算開支 (\$)
1	購置圖書	\$22000
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	\$2000
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：閱讀獎勵計劃及借閱龍虎榜獎品	\$6990
		合共： 30990

\*請以✓選或以文字說明。

二零一九/二零學年校本課後學習及支援計劃  
校本津貼 - 活動計劃表

Appendix 4

學校名稱： 保良局香港道教聯合會圓玄小學

計劃統籌員姓名： 郭美芬社工

聯絡電話： 2450 1588

A. 本計劃受惠學生人數(人頭)預計共 29 名(包括 A. 領取綜援人數： 2 名, B. 學生資助計劃全額津貼人數： 10 名 及 C. 學校使用酌情權的清貧學生人數： 17 名)

B. 獲本津貼資助/補足的各項活動資料

*活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試、問卷等)	活動舉辦時期 / 日期	預計獲資助合資格學生 名額#			預計開支 (\$)	合辦機構/服務供應 機構名稱 (如適用)
					A	B	C		
近景魔術班 Close-up Magic Class	<ul style="list-style-type: none"> <li>◇ 提升學生的自我效能感</li> <li>◇ 增加自信心</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生出席率達 80%</li> <li>◇ 學生懂得基本的魔術技巧</li> </ul>	<ul style="list-style-type: none"> <li>◇ 參加者問卷調查</li> <li>◇ 活動導師及工作員觀察</li> </ul>	1/2020-7/2020	1	5	9	\$5,000	外聘機構
雜耍班 Juggling Class	<ul style="list-style-type: none"> <li>◇ 增加學生的自信心</li> <li>◇ 學習不同的表演技巧</li> </ul>	<ul style="list-style-type: none"> <li>◇ 學生出席率達 80%</li> <li>◇ 學生學會基本雜耍技巧</li> </ul>	<ul style="list-style-type: none"> <li>◇ 參加者問卷調查</li> <li>◇ 活動導師及工作員觀察</li> </ul>	1/2020-7/2020	1	5	8	\$5,000	外聘機構
活動 項目總數： <u>2</u>				@學生人次	2	10	17		
				**總學生 人次	29				

備註:

\*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A) + (B) + (C) 的總和

# 合資格學生: 指(A)領取綜援/(B)學生資助計劃全額津貼及(C)學校使用酌情權的清貧學生

**PLK HKTA Yuen Yuen Primary School**  
**Life-wide Learning Grant**  
**Plan on the Use of the Grant**  
**2019-2020**

**Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>										
<b>1.1</b>	<b>To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>										
English	P1 Ocean Park in Unit 3 (Animals)	Students are able to know more about the appearance, habitat and diet of different kinds of animals (e.g. sea lions, penguins, etc) through the animal presentation	25-29 Nov	P1	Teachers observation -More than 80% students understand the definition of appearance, habitat and diet.  Questionnaire -More than 80% students think the activity is helpful to their learning and they recommend this activity to the next year students.	\$20,000	✓				



English	Book Day	-To promote reading for pleasure and for schoolwork across genres and text types.  -To establish and promote a school reading culture.	April	P1-6	Feedback from teachers and students. Enjoyable event to remind everyone of the joy of reading.	\$2,000	✓				
GS	P5 Unit 4 Life Cycle – watch an animal presentation from Jurassic Garage	Students are able to know more about the life cycle of the different kinds of animals through the animal presentation	May	P5	Teachers observation -More than 80% of students understand the different stages of the life cycle of the animal that is shown by the organizer.  Questionnaire -More than 80% of students think the activity is helpful to their learning and they recommend this activity	\$30,000	✓				
GS	GS hydroponic hardware fee	Cultivating students' learning motivation & interest across different STEM disciplines through modern farming	P4 (Term 2)	P4	Feedback from teachers and students Questionnaire - More than 80% students claim that the hydroponic systems is helpful to their learning in modern farming and in different STEM disciplines	\$50,000	✓				✓
GS	GS gakken course fee	Strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines through science experiment	P1 (Term 2), P2-4 (Term 1), P5-6 (Term 2)	P1-6	Teacher Lesson Observation Feedback from teachers and students Questionnaire - More than 80% students claim that the science experiment is helpful to their learning across different STEM disciplines	\$15,000	✓				✓

Music	Pied Piper Program	To enhance student motivation for learning the recorder, to create a musically engaging environment at school and to help students develop self-learning skills through gamified-learning mechanisms and a pseudo flipped classroom model	February 2020 - June 2020	P3-6	- Qualitative data and quantitative data collected regarding student participation and change in school climate	\$6,000	✓	✓				
Chi	Chinese Day	-To celebrate Lunar New Year and help students understand Chinese culture	Term 2	P1-6	1. Teachers' observation , 70% of students enjoyed the activity 2. 70% of students think this activity can arouse their interest in Chinese culture	\$8,000	✓					
Math	Math Month	-To cultivate students' interest in learning mathematics	February	P1-6	-Feedback from teachers / Teachers observation -Count the participation for each class	\$1,500	✓					
<b>1.2</b>	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
	Prefect camp (Cartias Jockey Club Integrated Service For Young People-Tuen Mun)	Prefects' leadership, team building and problem-solving skills are enhanced	11-12 Oct	Prefects from P4-6	-Feedback from teachers -Questionnaire More than 70% of students thought their leadership, team building and problem-solving skills have been enhanced.	\$32,640		✓	✓			
	Training Camp (for Student Helpers)	Students are able to fulfill their duties and their self-confidence is enhanced.	March	Caring ambassadors and big brothers and big sisters and librarian.	-Feedback from teachers -Questionnaire More than 70% of students thought their self-confidence and sense of belonging have been	\$30,000						

					enhanced.			✓	✓		
	Adventure-Ship	-To provide educational and recreational training at sea - To provide opportunities for students to work cooperatively and help others -Boost up the self-confidence of senior grade students	Post Exam	P4-6 students (Selected students by school social workers + swimming team members)	-Feedback from teachers -Questionnaire More than 70% of students thought their self-confidence have been built up.	\$24,000		✓	✓		✓
	Brownie	-To provide students with challenging and progressive training programmes for their physical, intellectual, social, spiritual and aesthetic development	Oct : 26 / Nov : 2, 9, 30 / Dec : 7 / Feb : 8, 15, 22 / Mar : 7, 14, 21, 28 / May : 9, 16, 23, 30 + 2 outings	24 students from P3-5	-Feedback from teachers, parents and students -Questionnaire More than 70% of students thought their self-confidence and sense of belonging have been enhanced.	\$12,000		✓	✓		
	Chinese debate	-To cultivate students analysis and critical skills -To enhance students problem solving and communication skills	Oct : 14,21,28 Nov : 4,11,18 Dec : 2,9,16 Jan : 6,13,20 Feb : 3,10,17 Mar : 16,23,30 May : 4,11	20 students from P5-6	-Feedback from students -Questionnaire More than 70% of students thought their leadership, team building and problem-solving skills have been enhanced	\$20,000		✓			
	Chinese drama	-To strengthen the students' interest in learning Chinese and oral skills	Oct-May Thursdays	10 students from P2-6	-Teachers observation on their daily performance -Questionnaire 70% of students thought the drama workshop can arouse their interest in learning Chinese	\$30,000		✓	✓		

	Musical	Through musical theater training, students will develop a myriad of transferable skills such as the following: - confidence and communication skills necessary to express oneself - an open minded able to accept new ideas and suggestions - kinesthetic skills, spatial awareness and ability to multi-task - verbal and body language - critical thinking skills and the flexibility to adapt to different situations - cooperation skills and empathy - musicianship and technique - showmanship	October 2019 - May 2020	40 students from P3-6	- observations of teachers and coaches on whether students are able to acquire the different transferable generic skills through training - Feedback of audience and school community after the shows - Student reflection	\$100,000		✓				
	Student Ambassadors	-To develop student's leadership potential and providing other learning experience as preparation for their secondary school studies		28 students from P6	-Teachers observe on students' daily performance. -Questionnaire More than 70% of students thought their leadership have been enhanced	\$20,000	✓					✓
	Art Camp	To provide different art experience to gifted students.	Term 2 (TBC)	20 students from P1-3 20 students from P4-6	Teachers observation -More than 80% of students enjoy the activities and find the activities are creative.	\$5,000	✓	✓				
	Picnic	-To cultivate students' friendship -To expand their horizons -To approach the natural environment	17th January	P1-6	1. Teachers' observation , 80% of students enjoyed this activity 2. 80% of teachers think this activity can cultivate students' friendship and broaden their horizons	\$25,000				✓		
	Christmas Celebration	-To learn more about the festivals of other countries	20th December	P1-6	Feedback from parents, teachers and students. From previous years, everyone has had a lot of fun exchanging gift, eating and enjoying the festive season.	\$2,000	✓					

	Halloween	-To learn more about the festivals of other countries	31st October	P1-6	Feedback from parents, teachers, students and the PTA. From previous years the feedback has been positive. The students took part in activities and enjoyed a cultural experience.	\$3,000	✓					
	Games Day	-To provide sports learning opportunity for students and improve home-school relationship -To promote sportsmanship within students -To develop positive competition atmosphere in school -To develop the spirit of 'sport for all'	13 December	P1-6	Each student joined at least one sport	\$6,000	✓		✓			
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>											
	New Zealand Study Tour	-To provide the opportunity for students to study with other students and experience the life in other countries. -Enforce students' confidence and the ability to communicate in an English speaking environment	30 Mar - 10 Apr	P5-6	Teachers observation -More than 80% of students achieved the objectives.	\$500/person 28*500 = \$14,000	✓					
	Canada Study Tour	-Foster the education and cultural exchange between Hong Kong and other countries	30 Mar - 10 Apr	P5-6	Teachers observation -More than 80% of students achieved the objectives.	\$500/person 20*500 =\$10,000	✓					

	Study Tour		15-24 Feb	swimming team members	Teachers observation -More than 80% of students achieved the objectives.	\$500/person 35*500 =\$17,500	✓					
<b>1.4</b>	<b>Others</b>											
	Competition Application fee	-To provide other learning opportunities for students	whole year	Team members	Teachers observation -More than 80% of students achieved the objectives.	\$20,000				✓		
						<b>Estimated Expenses for Category 1</b>	<b>\$503,640</b>					
<b>Domain</b>	<b>Item</b>		<b>Purpose</b>				<b>Estimated Expenses (\$)</b>					
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>											
STEM	STEM room portable notebook		For teaching in STEM lessons and enhancement class				\$40,000					
PE	Mats, trolleys, air pumps		For teaching and training				\$40,000					
English	P4 Drama Props		To facilitate drama performance				\$4000					
English	BrainPop		To get more ideas for teaching To reinforce students' learning				\$12,360					
						<b>Estimated Expenses for Category 2</b>	<b>\$96,360</b>					
						<b>Estimated Expenses for Categories 1 &amp; 2</b>	<b>\$600,000</b>					

### Estimated Number of Student Beneficiaries

Total number of students in the school:	783
Estimated number of student beneficiaries:	783
Percentage of students benefiting from the Grant (%):	100%

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

**School Name:** PLK HKTA YUEN YUEN PRIMARY SCHOOL (English)

**Application No.:** C 078 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2018/19 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)
Nil			



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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. A rich English environment is created by English teachers.</li><li>2. Two English Teachers co-teach in every English lesson.</li><li>3. English teachers are motivated and willing to adopt new teaching ideas.</li><li>4. Principals and parents are very supportive on the development of new curriculum.</li></ol>	<ol style="list-style-type: none"><li>1. With lower teacher-student ratio, teachers can give more attention to the students.</li><li>2. With the funding under PEEGS, the school will have more resources in the development of new materials to cater for the needs of our students.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Less-able students struggle to complete writing tasks independently.</li><li>2. Teachers have encountered difficulties in catering for the needs of individual students with different learning needs and abilities in a whole class setting.</li></ol>	<ol style="list-style-type: none"><li>1. Heavy workload of teachers resulted in a lack of sufficient time to create new resources to cater for students' needs.</li><li>2. Students cannot receive the best support, which may result in lower motivation or a lack of confidence in learning English.</li></ol>

**(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.) Please refer to approved plan of English Enhancement Grant Scheme for Primary Schools.**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
1. Curriculum review and planning	To procure professional service for teachers' training in curriculum development and workshop	P.1-P.6
2. Drama workshop	To procure professional service for drama workshop	P.4

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through conducting more English language activities*; and/or developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input 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 checked="" 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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</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 <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full-time supply teacher to create space for the core team members to refine a writing programme at Primary 2 to 3 to cater for learner diversity with equal emphasis on more able and less able students					
<p><b><u>Objectives:</u></b></p> <p>We believe that each student is different. They have unique background, learning style, learning needs, interest, strengths and weaknesses. It is impossible to use the same teaching strategies and materials to fit for all students in mixed ability classes. There is a need for the school to refine the school-based writing programme to cater for learner diversity with equal emphasis on both more able and less able students at Primary 2 and 3 by incorporating multisensory approaches and differentiated materials. The writing programme will be thematically and linguistically related to the core English Language curriculum.</p> <p>It is envisaged that the refined writing programme will facilitate the less able students to build up the confidence in English writing with the graded learning tasks and extra support (e.g. simplified materials, scaffolding activities). For high fliers, extra materials or challenging tasks on critical thinking, evaluation and analysing skills will be produced to stretch their potentials and enhance their learning.</p>	<p>P.2 - P.3</p>	<p><b><i>All year round</i></b></p> <p>- Co-planning - Development of resources - Try-outs - Peer lesson observations, evaluation and modification of the programme</p> <p><b><i>Sept-Dec, 2019</i></b></p>	<p><b><i>Curriculum:</i></b></p> <p>8 sets of writing resources including lesson plans, PowerPoint presentations, worksheets and learning tasks covering 48 lessons for 8 units in total for Primary 2 to 3 during the project period with graded materials, scaffolding activities and writing tasks designed for both</p>	<p>All the materials produced in the writing programme will be adopted, properly retained and regularly updated with reference to the needs and abilities of students for future use.</p> <p>The writing programme will be integrated</p>	<p>The core team members will regularly monitor and evaluate the effectiveness of the resources developed and the writing programme through bi-weekly co-planning meetings and</p>

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

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

<sup>3</sup> 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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p><u>Supply teacher</u></p> <p>A supply teacher preferably with teacher training and English teaching experience in a primary school(s) will be hired to create space for the core team to review the existing English Language curriculum and refine the school-based writing programme to cater for learner diversity. The supply teacher will tentatively take up approximately 26 lessons per week (English lessons of non-target level(s) and/or non-English lessons) and non-teaching duties like class teacher, remedial classes, extra-curricular activities.</p> <p><u>Core team</u></p> <p>The core team consists of about 4 members including 1 panel head and 1 vice panel head (who are also the level-coordinators of P.2 and P.3) as well as 2 experienced target level teachers. The vice panel head will be in charge of the project. The NET coordinator from NET section will offer support for the core team in the writing programme.</p> <p>The core team will monitor the progress of the project and be responsible for the following duties:</p> <ul style="list-style-type: none"> <li>✓ taking a holistic approach to review the current English Language curriculum at each term;</li> <li>✓ hosting bi-weekly core team co-planning meetings to discuss, design and develop teaching and learning materials as well as evaluate differentiated learning activities and materials;</li> <li>✓ attending level co-planning meetings once every two weeks to discuss the learning progress and developed resources;</li> <li>✓ arranging co-teaching in all English classes;</li> </ul>		<p>Unit 1, Unit 2</p> <p><b>Jan, 2020</b></p> <p>Mid-term evaluation</p> <p><b>Feb-May, 2020</b></p> <p>Unit 3, Unit 4</p> <p><b>Jun, 2020</b></p> <p>Final evaluation</p>	<p>less-able and more-able students.</p> <p><b>Students' performance:</b></p> <p>For the writing programme, all Primary 2-3 students will complete all of the developed materials during the project period.</p> <p>60% of Primary 2 to 3 students will improve their confidence and skills in writing.</p> <p>Writing assessment results of over 60% of students at Primary 2 to 3 will improve by at least 5% in 1 year's time.</p>	<p>into the existing core English Language curriculum for continuous use upon completion of this project. The programme will be gradually extended to non-target levels after the project period.</p> <p>Good practices and experience of developing the materials and pedagogy acquired through this project will be shared in the subject meetings.</p> <p>Video-taping of lessons/ activities will be</p>	<p>evaluation meetings at each term.</p> <p>Try-outs will be conducted in every unit of each level.</p> <p>Peer lesson observations will be conducted once per term by the core team members.</p> <p>Feedback will be collected from core team members, other level English teachers in P.2 and P.3</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>		
<ul style="list-style-type: none"> <li>✓ trying out newly-developed resources in every unit (at least one lesson will be video-taped for sharing per target level per term);</li> <li>✓ arranging peer lesson observation and conducting post-lesson evaluation meetings for each class in the target level once per term;</li> <li>✓ conducting evaluation once per term to review the effectiveness of the programme;</li> <li>✓ modifying the newly-developed materials and instructional strategies after evaluation; and</li> <li>✓ delivering professional sharing sessions to share their experience and disseminate good practices to all teachers at the end of each term.</li> </ul> <p><b><u>Writing programme</u></b></p> <p>To cater for learning diversity, it is proposed to restructure the writing programme at Primary 2 to 3 by adopting a task-based approach and greater variety of strategies such as tiered questioning, tiered assignments, flexible grouping arrangements and diversified teaching materials to provide more guidance to weaker learners as well as to extend the learning and stretch the potential of the advanced learners.</p> <p>The writing programme will be conducted within the normal timetable. About 6 lessons will be allocated to each unit with 4 target units per level covering a total of about 48 lessons at Primary 2 to 3 during the project year.</p> <p><b>Tentative modules and writing task</b></p> <p><u>Primary 2</u></p> <table border="1" data-bbox="203 1358 1151 1417"> <tr> <td style="text-align: center;">Units</td> <td style="text-align: center;">Writing task</td> </tr> </table>	Units	Writing task			<p><b>Teachers' professional development:</b></p> <p>All English teachers involved will enrich their knowledge in the teaching of writing to cater for learner diversity.</p> <p>All English teachers involved will apply new teaching methods e.g. strategies to cater for learner diversity to English teaching at Primary 2 to 3.</p>	<p>arranged for sharing.</p>	<p>and students through questionnaire survey to be conducted by the end of each term.</p> <p>Students' performance will be observed and the effectiveness of the materials will be reviewed. Adaptation will be made whenever necessary.</p> <p>Assessment scores for writing examination</p>
Units	Writing task						

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
1) People Who Help Us	Riddles - Community Helpers					<p>s will be analyzed and used to evaluate the effectiveness of the writing programme in each term.</p> <p>The collected data will be analysed to evaluate and improve the programme.</p>
2) Shopping	Advertisement Poster (dream shop)					
3) Happy Time	Personal Recount - experience at "Fun Day"					
4) Plants	Procedure Writing - planting a green bean					
<u>Primary 3</u>						
<b>Module</b>	<b>Text types</b>					
1) Sounds - Fairy Tale	Fractured fairy tale					
2) It's a Small World	Adventure story - Magic Tree House					
3) Connecting the World	Recount- school picnic					
4) Jan Brett - Author Study (Stories: Annie and the Wild Animals/ Daisy Comes Home)	Letter to the school librarian					
<b>Writing skills</b>						
<u>Primary 2</u>						
<b><i>Extended part (more able students)</i></b>	<b><i>Core part (all students)</i></b>					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<ul style="list-style-type: none"> <li>-arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus</li> <li>-establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency</li> <li>- use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation</li> <li>- use a small range of adjectives to describe things and feelings with some consistency</li> <li>- use a small range of adverbs to describe time and manner with some consistency</li> </ul>	<ul style="list-style-type: none"> <li>- reproduce sentences based on the teacher's model</li> <li>- write brief descriptions of objects, people, places or events</li> <li>- give a brief ending to simple narratives</li> <li>- name people or things followed by some descriptions about them</li> <li>- use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt</li> <li>- use some simple adjectives to describe things and feelings with some consistency</li> <li>- use mainly simple present tense to describe present states and habitual actions with some consistency</li> <li>- use imperatives to express obligations and prohibitions with some consistency</li> <li>- use line breaks and ordering (e.g. numbers, bullets) in listing</li> </ul>					
<u>Primary 3</u>						
<i>Extended part</i>	<i>Core part</i>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<ul style="list-style-type: none"> <li>- write simple descriptions of objects, people, places and events with some details</li> <li>- arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus</li> <li>-structure the text using paragraphs, including a brief introductory and/or concluding statement</li> <li>- show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text</li> <li>- make changes to incorrect spelling, punctuation and grammar, and add details if necessary</li> <li>- draft, revise and edit short written texts with teacher support</li> </ul>					



Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>		
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<p>sequence after analysis) will be designed for more-able students. Challenging questions on making conclusion, evaluation and creating new ideas will be covered to stretch the potential of advanced learners.</p> <p>✓ <b>Different grouping strategies</b> such as individual, pair and group and various grouping arrangements (e.g. mixed-ability groups, homogenous groups)</p> <p><b>Product</b></p> <p>✓ <b>Graded tasks</b> based on students' different ability levels will be designed to broaden and deepen students' learning.</p> <p>For core part, it will be the elementary part of the writing tasks. It will enable weaker learners to attain the basic requirements and complete the writing tasks assigned. To assist their learning, it will include the purpose of the writing, the structures of the writing, language features and suggested vocabulary and simple connectives or sequencing words for that particular text type.</p> <p>More demanding tasks and autonomy in the choice of the extended activities will be given to more able students. They also require to attain more advanced requirements e.g. elaborating their own ideas on the given topics with new vocabulary, trying to use compound and complex sentences with connectives and sequencing phrases.</p> <p>✓ <b>Various modes of assessment</b> - Various assessments including formative (e.g. discussions, draft, self-evaluation, peer-evaluation, writing tasks) and summative assessments (writing exams) will be adopted in reviewing students' performance and monitoring of their progress. Teachers will observe students' performances during the writing lessons.</p>					

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<p>independent writing, individual presentation</p> <p><b>Writing activities</b></p> <p><i>Pre-writing</i> Before writing, teacher will introduce target vocabulary (<i>feelings e.g. happy, excited; descriptions e.g. blowing wind, dangerous path</i>), the structures and language use of a story. Teacher will guide students to go through a sample story and identify the organization of a story with plot structures table (a graphic organizer).</p> <p><b>Orientation</b> Description of characters and setting of the story</p> <p><b>Complication, series of events, resolution</b> <i>Chronological sequence of events, problem and solution</i> - introducing the conflict and setting up the story's climax -turning point in the story - the point of the highest tension and conflict - working toward a satisfying ending - resolving the conflict - the main conflict is resolved</p> <p><b>Ending</b> Description of how the story ends</p> <p><b>Sequencing activity:</b></p> <table border="1" data-bbox="226 1142 1133 1393"> <thead> <tr> <th data-bbox="226 1142 757 1185"><i>Core part</i></th> <th data-bbox="757 1142 1133 1185"><i>Extended part</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="226 1185 757 1393">- discuss and work with group members to rearrange the sequence of events of a story in chronological order (<i>orientation, complication, series of events, resolution, ending</i>)</td> <td data-bbox="757 1185 1133 1393">-filling in appropriate connectives to link up different events in the story -writing up the ending of the story</td> </tr> </tbody> </table>	<i>Core part</i>	<i>Extended part</i>	- discuss and work with group members to rearrange the sequence of events of a story in chronological order ( <i>orientation, complication, series of events, resolution, ending</i> )	-filling in appropriate connectives to link up different events in the story -writing up the ending of the story					
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<p>- connectives of the events are provided* (for less-able students)</p> <p><u>Writing</u></p> <p>Teacher will design graded writing worksheets for the writing task.</p> <p>Students will brainstorm ideas about the story and draft the story using the plot diagram. They will receive feedback before they write the story with target sentence structures.</p> <p><i>Differentiated content:</i></p> <table border="1" data-bbox="226 655 1133 994"> <thead> <tr> <th data-bbox="226 655 701 699"><i>Less-able</i></th> <th data-bbox="701 655 1133 699"><i>More-able</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="226 699 701 994"> <ul style="list-style-type: none"> <li>- Guiding questions with key words/ model text with target sentence structures and vocabulary list to write up different parts of the story</li> <li>-Developing the ending of the story with the given picture/ hints and guiding questions</li> </ul> </td> <td data-bbox="701 699 1133 994"> <ul style="list-style-type: none"> <li>- Guiding questions to write up main parts of the story</li> <li>- Adding a new character to the story</li> <li>- Creating the story ending on their own</li> </ul> </td> </tr> </tbody> </table> <p>During guided writing, teachers will offer assistance to individual students to guide them to complete the writing task.</p> <p>Students will write up the story and teacher will introduce a simple writing checklist (e.g. capitalization, writing in different paragraphs, use of correct simple past tense) to students for peer evaluation and teacher will offer feedback to students as well.</p> <p>Students will have to edit their work before submission.</p> <p><u>Post-writing</u></p>	<i>Less-able</i>	<i>More-able</i>	<ul style="list-style-type: none"> <li>- Guiding questions with key words/ model text with target sentence structures and vocabulary list to write up different parts of the story</li> <li>-Developing the ending of the story with the given picture/ hints and guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>- Guiding questions to write up main parts of the story</li> <li>- Adding a new character to the story</li> <li>- Creating the story ending on their own</li> </ul>					
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<p><b>Self-editing</b> Students will edit their own work with a checklist.</p>	<p><b>Self-editing</b> Students will edit their own writing with a checklist.</p> <p><b>Peer editing</b> Students will go through the writing of one of their peers and underline the errors they can identify (e.g. focus on spellings, capitalization).</p>					
<p><b>Reading aloud</b> Students will read aloud their story to their partner(s)/groupmates.</p>	<p><b>Storytelling/ Publishing</b> Students will present their story in class (storytelling) / publish their work to school newsletter or website.</p>					

**(F) Budget and cash flow:**

Proposed usage(s) of grant	Estimated cost				Sub-total (Funded by PEEGS)
	2019/20 school year		2020/21 school year		
	Funded by PEEGS	Funded by other sources	Funded by PEEGS	Funded by other sources	
Employ a full-time supply teacher  (\$31,685 per month + \$1,500 MPF*) x 12 months = \$398,220  *MPF maximum at \$1,500 monthly	\$350,000	\$ 48,220  School Funding	-	-	\$350,000
<b>Total:</b>	\$350,000	\$ 48,220	-	-	\$350,000

**Remarks:**

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