

五邑工商總會學校



2020-2021年度 學校周年計劃

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辦學宗旨

本校致力提供多元化的優質教育，著重啟發兒童心智，培養其健全品格，以及在「德、智、體、群、美」五育方面的均衡發展，讓兒童在一個愉快及優良的學習環境中成長，潛心學問，修養人格，日後能成為社會的棟樑。

學校願景

為學生提供一個開放、愉快及充滿關懷和接納的學習環境，讓他們成為勇於嘗試、敢於接受挑戰的學習者，發展個人專長及潛能，自我實踐；並藉多元化的學習活動，配合適當的獎勵與表揚，培養學生成為自重自愛、能推己及人和有責任感之良好公民。

2018-2021 年度關注事項

1. 優化教師教學，促進學生學習
2. 培養學生好習慣，內化學生好行為

2020-2021 年度關注事項

1. 延續電子學習，深化學生自主學習的技巧
2. 培養學生的責任感，成為良好的公民

學校主題

關愛互勵 力學成才

2020 - 2021 年度學校周年計劃書

1. 關注事項：優化教師教學，促進學生學習

預期成果及目標	策略/工作	成功準則	評估方法	時間表	負責人	所需資源
1. 優化小班教學策略，提升學生自主學習的興趣	1.1 參與香港中文大學教育學院「促進實踐社群以優化小班教學支援計劃」，提升教師小班教學及自主學習的教學策略(P.4 常識科)	<ul style="list-style-type: none"> ● 80%或以上參與教師認同計劃能支援學生自主學習 ● 80%或以上參與老師認同計劃能提升教師小班教學及自主學習的教學策略 	<ul style="list-style-type: none"> ● 教師問卷調查 ● 檢視教學設計及課業 ● 教師專業培訓紀錄 	● 全學年	<ul style="list-style-type: none"> ● 課程主任 ● 常識科主任 	● 教師問卷
	1.2 舉辦與關注事項及科本發展有關的教師培訓講座、工作坊、課研活動及分享會；內容結合共同備課、課業設計、同儕觀課，以便掌握教師的落實情況及教學效能	<ul style="list-style-type: none"> ● 80%或以上教師認同各項活動能優化教師的教學策略，提升教學效能 	<ul style="list-style-type: none"> ● 教師問卷調查 ● 檢視集體備課紀錄、教學設計及課業 ● 科組會議紀錄 	● 全學年	<ul style="list-style-type: none"> ● 課程主任 ● 各科主任 	<ul style="list-style-type: none"> ● 教師問卷 ● 聘請導師費用 \$10,000
	1.3 持續發展校本課程及活動 ● 優化校本 STEM 課程及發展全方位專題研習，提升學生自主學習的興趣	<ul style="list-style-type: none"> ● 80%或以上學認同校本 STEM 課程及全方位專題研習能提升他們自主學習的興趣及能力 	<ul style="list-style-type: none"> ● 學生問卷調查 ● 檢視 STEM 及全方位專題研習設計及學生作品 	● 全學年	<ul style="list-style-type: none"> ● 課程主任 ● 各科主任 	● 學生問卷

預期成果及目標	策略/工作	成功準則	評估方法	時間表	負責人	所需資源
1. 優化小班教學策略，提升學生自主學習的興趣	<ul style="list-style-type: none"> 中文、英文、數學及常識科進行共同備課，優化教學設計及課業，焦點為「善用資訊科技」或「自主學習策略」，並設計多元化而有效的課前預習、Zoom 互動教學活動及課後延伸課業（如影片、閱讀、APPS、遊戲、高階思維的探究活動等） 	<ul style="list-style-type: none"> 80%或以上教師認同有關教學設計及課業能提升學生自主學習的興趣及能力 大部分學生能善用資訊科技進行學習 大部分學生能掌握兩項或以上的自學策略 	<ul style="list-style-type: none"> 教師問卷調查 檢視教學設計、課業及Zoom 教學影片 觀察學生學習情況 科組會議紀錄 	● 全學年	<ul style="list-style-type: none"> 課程主任 中文、英文、數學及常識科科主任 	● 教師問卷
	1.4 於課室設置自學角、閱讀角及擺放字典，並於校園展示學生作品、學科知識及有關閱讀及自主學習的資訊等，以營造自學環境及展示學生的自學成果	<ul style="list-style-type: none"> 80%或以上教師認同有關活動能提升學生自主學習的興趣，培養學生自主學習的習慣 	<ul style="list-style-type: none"> 教師問卷調查 	● 全學年	<ul style="list-style-type: none"> 課程主任 各科主任 	● 教師問卷
	1.5 中文、英文、數學和常識科推行「自學延展獎勵計劃」，培養學生進行課後延伸學習	<ul style="list-style-type: none"> 75%或以上學生能完成課後延伸學習任務 75%或以上教師認同活動能提升學生自主學習的興趣，培養學生自主學習的習慣 	<ul style="list-style-type: none"> 檢視學生的延伸課業 教師問卷調查 	● 全學年	<ul style="list-style-type: none"> 課程主任 中文、英文、數學及常識科科主任 	● 教師問卷
2. 延續電子學習，深化學生自主學習的技巧	2.1 善用資訊科技及多媒體教材 <ul style="list-style-type: none"> 小五至小六推行自攜平板電腦(BYOD)學習計劃（中文、英文、數學、常識） 中文、英文、數學、常識、音樂、視藝、電腦及圖書科持續發展電子課程的教學策略、教學資源及評估，提升學生的自主學習技巧 各科提供合適的網上自學資源，幫助學生作溫習或延伸學習之用 	<ul style="list-style-type: none"> 80%或以上教師認同學生的自主學習及電子學習技巧得以提升 大部份學生能完成電子課業 	<ul style="list-style-type: none"> 教師問卷調查 檢視學生的電子課業 	● 全學年	<ul style="list-style-type: none"> 課程主任 各科主任 	● 教師問卷

預期成果及目標	策略/工作	成功準則	評估方法	時間表	負責人	所需資源
	<ul style="list-style-type: none"> 優化學校的電子教學設備、繼續運用網上教學軟件(如視訊會議軟件 Zoom)、運用電子學習管理平台(如 Eclass、Google Classroom 等)提升學生的課堂學習效能，以及有系統地紀錄學生的學習進程 					
3. 營造良好的閱讀環境，推動校內閱讀風氣，提升學生的自主學習能力	3.1 設早讀課及閱讀分享平台，讓學生從中感受到閱讀的樂趣，培養學生閱讀的習慣及興趣	<ul style="list-style-type: none"> 80%或以上學生認同活動能培養他們的閱讀習慣及興趣 	<ul style="list-style-type: none"> 學生問卷調查 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 圖書組 	<ul style="list-style-type: none"> 學生問卷
	3.2 圖書組舉辦班際及個人的閱讀獎勵計劃和閱讀活動，參與不同的閱讀比賽，推動閱讀風氣，培養學生閱讀的習慣及興趣	<ul style="list-style-type: none"> 80%或以上學生認同活動能培養他們的閱讀習慣及興趣 80%學生在閱讀獎勵計劃中獲獎 	<ul style="list-style-type: none"> 學生問卷調查 統計閱讀獎勵計劃獲獎人數 統計圖書館借閱紀錄 於圖書會議內檢討 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 圖書組 	<ul style="list-style-type: none"> 學生問卷
	3.3 圖書組舉辦「電子書/資源推介」活動，向學生介紹各科的電子書/資源，提升學生的自主學習能力	<ul style="list-style-type: none"> 80%或以上學生認同活動能提升他們的自主學習能力 	<ul style="list-style-type: none"> 學生問卷調查 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 圖書組 	<ul style="list-style-type: none"> 學生問卷
	3.4 各科持續推行「從閱讀中學習」，培養學生閱讀興趣及習慣，加強學生的自主學習能力	<ul style="list-style-type: none"> 80%或以上學生認同活動能培養他們自主學習的習慣 	<ul style="list-style-type: none"> 學生問卷調查 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 圖書組 各科主任 	<ul style="list-style-type: none"> 學生問卷
	3.5 推行跨課程閱讀活動(主題：中國的歷史及文化)，培養學生從閱讀中學習	<ul style="list-style-type: none"> 80%或以上學生認同活動能加深他們對中華文化的認識及提升他們自主學習的能力 	<ul style="list-style-type: none"> 學生問卷調查 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 圖書組 各科主任 	<ul style="list-style-type: none"> 學生問卷
4. 鼓勵家長認識及參與學生的自學計劃	4.1 舉辦家長及學生培訓活動，加強他們對自主學習、Zoom 實時課堂及資訊素養的認識	<ul style="list-style-type: none"> 80%或以上出席的家長對電子學習及資訊素養加深了認識 	<ul style="list-style-type: none"> 家長問卷調查 	<ul style="list-style-type: none"> 上學期 	<ul style="list-style-type: none"> 課程主任 	<ul style="list-style-type: none"> 家長問卷

2. 關注事項：培養學生好習慣，內化學生好行為

預期成果及目標	策略/工作	成功準則	評估方法	時間表	負責人	所需資源
1. 培養學生的責任感、自律守規、互相欣賞、關心及服務他人的態度，成為良好的公民 (2020-2021 關注項目：培養學生的責任感)	1.1 邀請社工或教育心理學家為教師舉辦講座，加強教師班級經營的技巧及培養學生正向價值觀和行為態度的技巧	<ul style="list-style-type: none"> 80%或以上教師認同培訓活動有效加強教師班級經營的技巧及培養學生正向價值觀和行為態度 	<ul style="list-style-type: none"> 教師問卷調查 	<ul style="list-style-type: none"> 上學期 	<ul style="list-style-type: none"> 課程主任 訓輔組 	<ul style="list-style-type: none"> 教師問卷
	1.2 在新學年初，協助學生訂立個人的學業及品德方面的目標，學生按時作出檢討及修訂	<ul style="list-style-type: none"> 80%或以上學生能訂立個人的學業及品德方面的目標，並按時檢討及修訂，以促進學習效能 	<ul style="list-style-type: none"> 檢視學生學習計劃 學生問卷調查 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 訓輔組 德育及公民教育科 	<ul style="list-style-type: none"> 學生學習計劃
	1.3 各科組主管將「責任感」元素加入計劃或進度中，透過舉辦不同的科組活動，培養學生的責任感，成為良好的公民(科組全年進行不少於 2 次與單元配合的活動，需於周年計劃中註明)	<ul style="list-style-type: none"> 各科組落實推行不同的學習活動以培養學生的責任感。根據觀察，教師表示大部份學生能於生活及學習中履行自己的責任 	<ul style="list-style-type: none"> 檢視各科組周年計劃、進度表、集體備課紀錄 備課紀錄 教師觀察 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 科組主管 	/
	1.4 於校內推行不同的服務計劃，關注學生對服務社群的價值觀及態度養成，並設立實踐和反思的機會，培養學生的責任感及自我管理能力的	<ul style="list-style-type: none"> 80%或以上參與學生認同活動能培養他們的責任感及自我管理能力 根據觀察，教師表示大部份服務生都富責任感及自我管理能力 	<ul style="list-style-type: none"> 學生問卷調查 教師觀察 統計參與服務學生人數 	<ul style="list-style-type: none"> 全學年 	<ul style="list-style-type: none"> 各科組 	<ul style="list-style-type: none"> 學生問卷

預期成果及目標	策略/工作	成功準則	評估方法	時間表	負責人	所需資源
1. 培養學生的責任感、自律守規、互相欣賞、關心及服務他人的態度，成為良好的公民 (2020-2021 關注項目：培養學生的責任感)	1.5 舉行才藝表演，讓學生發揮才華，並促進互相學習和欣賞的文化	● 80%或以上教師認同活動能培養學生互相學習和欣賞的態度	● 教師觀察 ● 於活動組會議內檢討 ● 教師問卷調查	● 下學期	● 活動主任	● 教師問卷
	1.6 舉辦境外考察活動，讓學生認識祖國及世界各地的歷史及文化。	● 80%或以上參與學生認同活動能提升他們對祖國及世界各地的歷史及文化的認識	● 學生問卷調查	● 下學期	● 境外學習負責教師	● 學生問卷
	1.7 透過校本課程及科本活動或講座，培養學生關心國家及世界的情操	● 80%或以上學生認同活動能培養他們關心國家及世界的情操	● 學生問卷調查	● 全學年	● 課程主任 ● 德育及公民教育科 ● 圖書組	● 學生問卷
2. 透過讚賞及鼓勵學生，強化學生良好的行為	2.1 營造欣賞及鼓勵的校園文化，強化學生良好的行為 <ul style="list-style-type: none"> ● 在校內展出不同名人正面語句，培養正向教育訊息 ● 推行班級經營計劃，以及在課室內張貼海報、勵志語句等溫馨提示，延續多欣賞、多表揚的校園文化，加強學生的正向行為 ● 透過多元的渠道，如學校網頁、校訊及壁報展示學生成就及作品，以欣賞學生的努力和推動學生互相學習 ● 持續優化表揚學生計劃「一切從欣賞開始」，表揚良好品行的學生 ● 定期舉行頒獎日，肯定學生校內外的成就 ● 表揚有傑出表現的小一學生，並發表揚信到該生畢業的幼稚園 	● 80%或以上教師及學生認同活動有效鼓勵學生良好的行為表現	● 教師問卷調查 ● 抽樣訪問學生	● 全學年	● 科組主管	● 教師問卷

2020-2021 年度學校發展津貼計劃

諮詢教師的方法：教師會議

開辦班級數目：18 班

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
學與教	減輕教師工作量，使他們有更大的空間進行備課、發展課程及促進個人專業發展	1. 聘請 0.2 名合約老師以協助推廣 PEEGS 閱讀計劃 (0.8 名合約老師由 PEEGS 閱讀計劃撥款支出)	1. 協助老師推廣 PEEGS 閱讀計劃，讓他們有更多的空間進行備課、發展課程	全學年	1. 0.2 合約教師年薪達 5%強積金合共約 88,480 元	1. 80%教師認同合約老師能協助推廣 PEEGS 閱讀計劃，讓他們有更多的空間進行備課、發展課程	1. 進行問卷調查，蒐集教師對聘請合約老師的意見	副校長及英文科主任
		2. 聘請 2.5 名學校助理以協助教師處理非教學工作	2. 減輕老師的文書及非教學工作，讓他們有更多的空間專注於教學工作		2. 2.5 名學校助理年薪連 5%強積金合共約 475,020 元 (2 名學校助理：393,120 元 0.5 名學校助理：81,900 元)	2. 80%教師認同學校助理能減輕教師的工作量，使他們有更多的空間專注於小班教學的工作	2. 進行問卷調查，蒐集教師對聘請學校助理的意見	
所需資源總計：563,500 元								

財務安排 (預算)

466,360.64 元 (上年度盈餘)	+	595,250 元 (本年度撥款)	-	563,500 元 (本年度支出)	=	498,110.64 元 (預算盈餘)
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財務安排 (實際)

379,684.39 元 (上年度盈餘)	+	591,107 元 (本年度撥款)	-	504,430.75 元 (本年度支出)	=	466,360.64 元 (預算盈餘)
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二零二零/二一學年校本課後學習及支援計劃 校本津貼 - 活動計劃表

附錄 2

A. 校本津貼受惠學生人數(人頭)預計共 208 名(包括 A. 領取綜援人數: 111 名, B. 學生資助計劃全額津貼人數 70 名及 C. 學校使用酌情權的清貧學生人數: 27 名)

B. 獲校本津貼資助/補足費用的各項活動資料

*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		
拉丁舞班(2班) (文化藝術)	培養學生對拉丁舞的認識,增加對拉丁舞蹈藝術的掌握,並親身體驗跳舞的樂趣,提高他們的跳舞技巧和自信心,建立正面的自我形象	● 80%或以上學生認同活動能提高他們的跳舞技巧和自信心,建立正面的自我形象	● 教師觀察 ● 學生問卷	● 2020 年 9 月至 2021 年 6 月	22	14	4	\$70,000	外聘導師
中國舞班(2班) (文化藝術)	培養學生對中國舞的認識,加強對中國舞蹈藝術的掌握,並親身體驗跳舞的樂趣,提高他們的跳舞技巧和自信心,建立正面的自我形象	● 80%或以上學生認同活動能提高他們的跳舞技巧和自信心,建立正面的自我形象	● 教師觀察 ● 學生問卷	● 2020 年 9 月至 2021 年 6 月	18	12	6	\$60,000	外聘導師
奧數班 (學習技巧訓練)	藉著奧數訓練,加強學生的數理思維技巧和運算能力,提升他們的解難能力,培養他們對數學的興趣	● 80%或以上學生認同活動能提升他們的解難能力,培養他們對數學的興趣	● 教師觀察 ● 學生問卷	● 2020 年 9 月至 2021 年 6 月	6	4	2	\$25,000	高八斗數學思維培訓中心
功課輔導班	透過一系列的支援服務,包括:功課輔導、溫習各科內容,以及教授學生應付考試的技巧和方法,提高學生的學習興趣和成效。	● 80%老師、學生和家長認同功課輔導班對學生的學習有幫助	● 教師觀察 ● 學生問卷	● 2020 年 9 月至 2021 年 6 月	65	40	15	\$50,000	麥理浩夫人中心
活動 項目總數: 4				@學生人次	111	70	27	\$205,000	/
				**總學生人次	208				

備註:

*活動類別如下: 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)學校使用不超過 25%酌情權的清貧學生

五邑工商總會學校
運用推廣閱讀津貼計劃書
2020-2021 學年

附錄 3

推廣閱讀的主要目標：

- 營造良好的閱讀環境，推動校內閱讀風氣，提升學生的自主學習能力

	項目名稱*	預算開支（\$）
1.	購置圖書	\$4686.42
	<input checked="" type="checkbox"/> 實體書	
2.	網上閱讀計劃	\$3120
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
3.	閱讀活動	\$1100
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input checked="" type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費及物資	
4.	其他：購置英文科PEEGS(促進小學英語學習津貼計劃)圖書	\$23241.6

* 請以✓選或以文字說明。

五邑工商總會學校
全方位學習津貼 津貼運用計劃
2020-2021 學年

附錄 4

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號,可 選擇多於一項)				
							智能 發展 (配課 合程)	德育 及公民 教育	體藝 發展	社會 服務	與工 作有 關的 經驗
第 1 項	舉辦／參加全方位學習活動										
1.1	本地活動：在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能（例如：實地考察、藝術賞析、參觀企業、主題學習日）										
語文											
跨學科	STEM 小先鋒訓練班	培養學生對科學與科技的好奇心和興趣	全學年	P. 2-3 (12)	問卷	\$20,000	✓				
跨學科	STEM 學習日	擴闊學生的視野，並發揮他們在 STEM 範疇的潛能	下學期	P. 1-6 (約 490)	問卷	\$20,000	✓				
跨學科	Micro-bit 編程班	培養學生對科學與科技的好奇心和興趣	全學年	P. 4-6 (約 20)	問卷	\$26,000	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號,可 選擇多於一項)				
							智能 發展 (配課 合程)	德育 及公 民教 育	體藝 發展	社會 服務	與工 作有 關的 經驗
				第 1.1 項預算總開支		\$66,000					
1.2	本地活動：按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）										
---	中文話劇組	提升學生自信 擴闊學生視野	全學年	P. 4-6 (20)	問卷 戲劇節展示	\$30,000			✓		
	英文話劇組	提升學生對英文的興趣 提升學生自信	全學年	P. 4-6 (20)	問卷 才藝匯演展示	\$30,000			✓		
	跆拳道班	學習腳法、套拳、自由對練 等技巧 鍛鍊個人意志、忍耐力、紀 律及合作精神	全學年	P. 1-6 (40)	問卷 才藝匯演展示	\$50,000			✓		
	花式跳繩	學習不同花式跳繩技巧 培養團隊合作精神	全學年	P. 5-6 (20)	問卷 才藝匯演展示	\$30,000	✓				
				第 1.2 項預算總開支		\$140,000					

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號,可 選擇多於一項)				
							智能 發展 (合課 程)	德育 及公 民教 育	體 藝 發 展	社 會 服 務	與 工 作 有 關 的 經 驗
1.3	境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野										
---	新加坡 STEM 境外遊	擴闊學生視野 進行文化交流 進行 STEM 工作坊	2021 年 2 月	P. 4-6 (40)	問卷	\$300, 000	✓	✓			
				第 1.3 項預算總開支		\$300, 000					
1.4	其他										
				第 1.4 項預算總開支							
				第 1 項預算總開支		\$506, 000					

範疇	項目	用途	預算開支（\$）
第 2 項	購買推行全方位學習所需的設備、消耗品或學習資源		
STEM			
體 育			
藝 術			
其 他			
		第 2 項預算總開支	
		第 1 及第 2 項預算總開支	\$506,000

預期受惠學生人數

全校學生人數：	487
預期受惠學生人數：	487
預期受惠學生人數佔全校學生人數百分比（%）：	100%

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

School Name: Five Districts Business Welfare Association School (English)

Application No.: D 004 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	3	3	3	3	3	18

3. No. of operating classes in the 2019/20 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	3	3	3	4	4	4	18+3 (Remedial)

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus of the programme/project/ support service	External support (if any)
PLP-R/W Programme (2018-now)	P.1-3	Reading and writing	NET Section, EDB
School-based Support Services (2016-2017)	P.4-5		The School-based Curriculum Development (Primary) Section, Education Bureau
School Partnership Scheme (2017-2019)	P.3-4	Enhance assessment literacy	The School-based Support Service Programme, University of Hong Kong
School-based Support Services (2019-2020)	P.2 and 6	Writing	The School-based Curriculum Development (Primary) Section, Education Bureau

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Most English Language teachers are cooperative and committed to professional development. They are ready to implement schemes which boost the English proficiency of students.2. A collaborative culture has been established in our school. Bi-weekly co-planning meetings are scheduled within the timetable and teachers are willing to share their teaching ideas and materials. Peer lesson observations are also conducted regularly for evaluating the curriculum.3. Teachers have the flexibility in tailoring the teaching materials to suit students' needs. KS1 students are given books which match their individual reading levels for extensive reading.4. We receive consistent professional support from the Education Bureau.	<ol style="list-style-type: none">1. Adaptation of the PLP-R/W programme and Keys2 materials are made to suit our students' needs and improve their English language learning skills.2. Small class teaching ensures more individual attention to students.3. Availability of additional manpower and teaching resources will allow school to develop a school-based reading programme for KS2.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students lack learning support from their parents.2. Students' reading ability is not up to standard, making it harder to improve the other three skills.	<ol style="list-style-type: none">1. The widening gap in achievement and motivation is a growing concern.2. There is an increasing demand for learning support to SEN students.

(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Areas of Development	Usages of the grant	Grade Level
<ol style="list-style-type: none">1. Refinement of the school-based English Language Curriculum2. Incorporation of drama into the formal curriculum	<ol style="list-style-type: none">1. Employment of a full-time teacher and a programme assistant2. Procurement of professional services3. Purchase of learning and teaching materials	P.1-6

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" 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> <input type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <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” <input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <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”	<input type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ a part-time English-proficient teacher <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2020/21 school year <input type="checkbox"/> 2021/22 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input type="checkbox"/> P.6

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






















Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Hiring a part-time English-proficient teacher to develop with the core team the school-based reading programme to enrich the language environment at P.4-5					
Overall objectives <ul style="list-style-type: none"> ● A part-time English-proficient teacher will be hired to support the core team in developing the school-based KS2 shared reading programme, which is a continuation of the KS1 PLP-R/W programme. ● Reading materials thematically aligned with the core English Language Curriculum will be adopted and fun, stimulating book-related activities conducted to: <ul style="list-style-type: none"> ✧ build students' reading skills; ✧ maximise their exposure to English; ✧ improve their motivation, confidence and skills in reading and using the language for communicative purpose; ✧ encourage authentic application of newly-learnt language items; ✧ develop students' generic skills (e.g. collaboration, creativity and critical thinking); and ✧ enhance teachers' capacity to implement effective reading activities. The Core Team <ul style="list-style-type: none"> ● The English Language panel heads and level coordinators will form the core team and they will be responsible for: <ul style="list-style-type: none"> ✧ designing the reading programme framework; ✧ chairing bi-weekly co-planning meetings; ✧ sourcing suitable reading materials from various 	P.4-5	Module 1 Planning Sept 2020 Implementation Sept-Oct 2020 Evaluation Oct 2020 Module 2 Planning Oct 2020 Implementation Nov-Dec 2020 Evaluation Jan 2021 Module 3 Planning Feb 2021 Implementation Mar 2021 Evaluation Apr 2021 Module 4 Planning	2 resource packages covering a total of 64 lessons will be developed. 70% of the students involved agree that the programme has improved their confidence and interest in reading. 60% of the students involved will demonstrate improvement in summative reading assessments. 70% of the teachers involved agree that students are more engaged in reading lessons and willing to read. 80% of the teachers	The newly-developed reading programme will be incorporated into our school-based core English Language Curriculum. Our core team will evaluate the progress every term, and resources will be updated based on the feedback and evaluation results collected. We will video-tape the tryout lessons, and they will be	Review meetings will be held in co-planning meetings and at the end of each term. Lesson observation will be conducted. Survey will be conducted to collect feedback from stakeholders at the end of the school year. Library circulation record will be examined. A pre-test and post-test will be held to evaluate students' improvements in reading skills.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>sources for the programme;</p> <ul style="list-style-type: none"> ✧ co-developing and delivering the materials with the local English-Language teachers (LETs) and the additional teacher; ✧ collecting teachers' feedback on the programme in the co-planning and review meetings; ✧ monitoring programme implementation through various means (e.g. lesson observation once per term as well as the end-of-the-year survey and assessment data analysis); ✧ providing appropriate mentorship to the additional teacher hired under the Scheme; ✧ preparing implementation and financial reports; and ✧ conducting professional development sessions for non-target-level teachers at the end of the project year. <ul style="list-style-type: none"> ● The core team will consult with the EDB Native-speaking English teacher (NET) about the programme structure, choice of reading materials and instructional strategies. He / She will assist in conducting the reading competency test at the beginning and end of the school year for evaluating the programme effectiveness. ● Level teachers will also get closely involved in programme development, implementation and review. <p>Hiring of an English-proficient teacher</p> <ul style="list-style-type: none"> ● The part-time English-proficient teacher is expected to be: <ul style="list-style-type: none"> ✧ at least a degree holder with formal teaching qualifications in English; and 		<p>Apr 2021 Implementation May 2021</p> <p>Evaluation Jun 2021</p> <p>Final review and professional sharing Jul 2021</p> <p>Programme refinement Aug 2021</p>	involved will develop a better understanding of effective reading instructions.	shared among all our teachers so that all of us can improve. Professional development sessions will be conducted for ensuring capacity enhancement.	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>✧ preferably with experience delivering reading programmes in local primary school settings.</p> <p>He / She will work at least 3 full days a week collaborating with the core team and LETs in:</p> <ul style="list-style-type: none"> - developing shared reading lesson materials; - teaching 12 P.4-5 shared reading lessons (a double for each of the 6 classes) a week; - evaluating the programme through lesson observation; - refining the programme based on evaluation data; and - delivering internal professional sharing sessions for non-target-teachers at the end-of-the-year panel meeting. <p>Implementation of P.4-5 school-based reading programme</p> <ul style="list-style-type: none"> ● The programme consists of a total of 4 modules, with each covering 4 weekly doubles. ● Fiction and non-fiction reading materials thematically aligned with the core curriculum will be adopted. The programme will also be supplemented by a broad array of multimedia resources such as videos, games and webpages. ● Proposed learning and teaching activities Reading activities are carried out in a diversified mode (individual / pair / group / whole class) to provide opportunities for interactions and maximise engagement in different stages of learning. 					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation													
<table><tr><th>Stages</th><th>Examples of activities</th></tr><tr><td>Before reading</td><td>Knowledge check quizzes, prediction activities such as video-based discussions, brainstorming, KWL chart and eliciting key vocabulary</td></tr><tr><td>While reading</td><td>Demonstrations of target reading behaviour, completing graphic organizers, questions and answers, teaching of vocabulary, exploration of the content as well as related group quiz competitions</td></tr><tr><td>After reading</td><td>Storytelling sessions, skits, readers’ theatre performances, comprehension tasks, vocabulary games, discussions and presentations</td></tr></table>			Stages	Examples of activities	Before reading	Knowledge check quizzes, prediction activities such as video-based discussions, brainstorming, KWL chart and eliciting key vocabulary	While reading	Demonstrations of target reading behaviour, completing graphic organizers, questions and answers, teaching of vocabulary, exploration of the content as well as related group quiz competitions	After reading	Storytelling sessions, skits, readers’ theatre performances, comprehension tasks, vocabulary games, discussions and presentations										
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After reading	Storytelling sessions, skits, readers’ theatre performances, comprehension tasks, vocabulary games, discussions and presentations																			
<ul style="list-style-type: none">● A resources pack covering the following will be developed for each target level:<ul style="list-style-type: none">✧ Module and lessons plans✧ Learning and teaching materials such pre-lesson videos, activities, while-reading quizzes and post-reading task instructions● Proposed themes																				
<table><tr><th>Level</th><th>1st Term</th><th>2nd Term</th></tr><tr><td rowspan="2">P.4</td><td>Friendship</td><td>Healthy eating</td></tr><tr><td>Food and drinks</td><td>Being a good kid</td></tr><tr><td rowspan="2">P.5</td><td>Fairytales</td><td>Travelling around</td></tr><tr><td>Entertainment and leisure</td><td>News and events</td></tr></table>			Level	1 st Term	2 nd Term	P.4	Friendship	Healthy eating	Food and drinks	Being a good kid						P.5	Fairytales	Travelling around	Entertainment and leisure	News and events
Level	1 st Term	2 nd Term																		
P.4	Friendship	Healthy eating																		
	Food and drinks	Being a good kid																		
P.5	Fairytales	Travelling around																		
	Entertainment and leisure	News and events																		

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
● Target reading skills						
Level	Reading skills					
P.4	<ul style="list-style-type: none"> ✧ To make predictions about stories, characters, topics of interest using pictorial clues and the book cover ✧ To make predictions about the likely development of a text by identifying key words ✧ To identify main ideas and some supporting details explicitly stated in a text ✧ To organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) ✧ To follow ideas by recognising simple text structures and understanding the use of cohesive devices in a text ✧ To locate specific information by identifying key words / recognising simple text structures 					
P.5	<u>On top of the above</u> <ul style="list-style-type: none"> ✧ To distinguish facts from opinions by using semantic and syntactic clues ✧ To identify the stylistic features in texts ✧ To work out the literal and implied meaning of words and expressions by using semantic and syntactic clues ✧ To gather, distill and summarise more extensive information and ideas from texts ✧ To deduce themes based on information and ideas from texts 					

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<div>Descriptions of sample modules</div> <ul style="list-style-type: none">The following demonstrates how a typical reading module is like. <table><tr><th colspan="2">P.4</th></tr><tr><th>Theme</th><th>Fairytales</th></tr><tr><td>Reading text to be adopted</td><td> <i>The Gruffalo</i> by Julia Donaldson ISBN-13: 978-1509830398 (Like <i>The New Cinderella</i>, the story in the textbook, <i>The Gruffalo</i> is loosely based on the traditional folktale “<i>the Fox Assuming the Majesty of the Tiger</i>” (狐假虎威)).</td></tr><tr><td>Thematic vocabulary</td><td> Animal body parts  Words to describe characterization  Onomatopoeia words</td></tr><tr><td>Target language structure</td><td> Writing and punctuating dialogue in narratives</td></tr><tr><td>Learning and teaching activities</td><td><u>Before reading</u>  Teacher shows students the cover and examines the pictures. He / She invites students to share what the book might be about.  Students then listen to a song to get a brief idea of the story (e.g. characters, setting and the main plot). <i>Gruffalo song</i> https://bit.ly/2BgnCN3</td></tr></table>						P.4		Theme	Fairytales	Reading text to be adopted	 <i>The Gruffalo</i> by Julia Donaldson ISBN-13: 978-1509830398 (Like <i>The New Cinderella</i> , the story in the textbook, <i>The Gruffalo</i> is loosely based on the traditional folktale “ <i>the Fox Assuming the Majesty of the Tiger</i> ” (狐假虎威)).	Thematic vocabulary	 Animal body parts  Words to describe characterization  Onomatopoeia words	Target language structure	 Writing and punctuating dialogue in narratives	Learning and teaching activities	<u>Before reading</u>  Teacher shows students the cover and examines the pictures. He / She invites students to share what the book might be about.  Students then listen to a song to get a brief idea of the story (e.g. characters, setting and the main plot). <i>Gruffalo song</i> https://bit.ly/2BgnCN3
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<p>✧ Teacher reads aloud the parts on the physical characteristics of the Gruffalo. Students work in groups to draw pictures of Gruffalo based on teacher's descriptions.</p> <ul style="list-style-type: none"> - <i>“He has terrible tusks, and terrible claws, And terrible teeth in his terrible jaws.”</i> - <i>“He has knobbly knees, and turned-out toes, And a poisonous wart at the end of his nose.”</i> - <i>“His eyes are orange, his tongue is black; He has purple prickles all over his back.”</i> <p><u>While reading</u></p> <p>✧ Teacher introduces and models target reading strategies such as working out meanings of unfamiliar words using contextual clues and pictorial clues. Attention is also paid to punctuations for dialogue in narrative texts.</p> <p>✧ The mood of the story and feelings of the characters can be further explored through revisiting the song and acting out part of the story.</p> <p>✧ Games such as matching and bingo can be played to consolidate students' understanding of the literary devices (onomatopoeia and rhyming) used in the</p>					

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	<p>book.</p> <p>✧ Cross cultural comparison with a similar Chinese folktale <i>the Fox Assuming the Majesty of the Tiger</i> is made to facilitate comprehension.</p> <p><u>After reading</u></p> <p>✧ Students play a sequencing card game to revisit the story plot. https://bit.ly/3gJQ3TM</p> <p>✧ Students exercise their creativity and include a new scene / character in the story. They write a short play and perform a skit.</p> <p>✧ The skits will be recorded and broadcast through the Campus TV.</p>					
P.5						
<i>Theme</i>	Healthy Eating					
<i>Reading texts to be adopted</i>	<p>📖 Fiction: <i>The Berenstain Bears and Too Much Junk Food</i> by Stan and Jan Berenstain ISBN-13: 978-0394880198</p> <p>📖 Non-fiction: food labels, recipes and menu</p>					
<i>Thematic vocabulary</i>	<p>✧ Food groups</p> <p>✧ Food items</p> <p>✧ Healthy eating habits</p>					
<i>Target language structure</i>	✧ Modal verbs					

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Learning and teaching activities	<u>Before reading</u> ✧ The class is divided into 2 halves and a quiz competition is conducted to test students' understanding of healthy and unhealthy food. <i>Healthy Unhealthy Food Quiz</i> https://bit.ly/2zMNiR2 ✧ Teacher plays a song to revisit key healthy eating concepts covered in the General Studies class. Students play a food group quiz afterwards. <i>Food Groups Are Rockin' Tonight</i> https://bit.ly/3dhFTb0 <i>The Different Types Of Food Groups! Quiz</i> https://bit.ly/2MibUnw					
	<u>During reading</u> ✧ Teacher conducts shared reading sessions on <i>The Berenstain Bears and Too Much Junk Food</i> . ✧ Kahoot! games on different aspects (e.g. book content, target reading strategies and word meaning) of the book are designed to keep students engaged in the classroom.					
	<u>After reading</u> ✧ Students revisit the book watching a cartoon on the same title. https://bit.ly/2zO0Xrb ✧ Students get into groups of 4. They are engaged in a post-reading discussion on the cubs' snacking habits and design of 3 well-balanced meals					

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	<p>for them.</p> <ul style="list-style-type: none"> ✧ Students are exposed to non-fiction texts through the activity. <ul style="list-style-type: none"> - Breakfast: examining nutrition labels of both healthy (e.g. cereals and yoghurt) and unhealthy foods (e.g. chips and ice-cream) as well as choosing healthier options for cubs' first meal of the day - Lunch: selecting healthy lunch dishes on a restaurant menu - Dinner: creating a healthy dinner recipe ✧ Groups create paper plate meals for the cubs (group and individual). <ul style="list-style-type: none"> - Categorising the foods they feed the cubs and themselves and discussing the similarities and differences of foods found within the same group - Preparing board display of paper plate meals ✧ Groups give short presentations about their paper plate meals for the cubs. Modal verbs should be used for giving suggestions. Students' work will be recorded and broadcast through Campus TV. ✧ Students can vote for the healthiest and most visually appealing meal for the cubs. 					