

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

School Name: The Salvation Army Lam Butt Chung Memorial School **(English)**

Application No.: B 069 **(for official use)**

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 13

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

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

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	5	5	7	6	6	6	35

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

Name of programme/ project / support service	Grade level	Focus(es) of programme/ project / support service e.g. reading and writing	External support (if any)
1. IELP (CECES)	P1-3	Integrated English Language Programme (Big Book Shared Reading Approach from reading to writing as well as incorporating listening and speaking in the curriculum)	1 NET teacher (from Net Section)
2. LLELP (CECES)	P4-6	“ Learning to Learn English Language Programme” as an extension of KS1 Shared Reading Approach focusing on skills development on reading, writing, listening and speaking	1 NET teacher (from private language agency)

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

Strengths	Opportunities
<p>1. Co-planning culture has been well established among teachers as level meetings are regularly for evaluating learning and teaching as well as sharing teaching strategies.</p> <p>2. Collaboration culture has been well developed as co-teaching lesson demonstrations and peer lesson observations are regularly held throughout the year. Teachers are positive and supportive by giving constructive suggestions for improvement.</p> <p>3. IELP for KS1 has been well developed with satisfactory results in recent P3 TSA (2007, 2008 and 2010). A school-based KS1 curriculum development has been recently launched by English panel heads, NET and LETs.</p> <p>4. An English language-rich environment for P1-3 classes has been created by the efforts of the NET and the support of our LETs.</p> <p>5. Our English Curriculum Team, which comprises 7 teachers, is devoted and enthusiastic in the development of a refined English Language curriculum.</p>	<p>1. School headmistress, school managers and PSMCD are supportive in the English curriculum development.</p> <p>2. The English Enhancement Grant Scheme can help to develop a more refined school-based English curriculum and enhance learning and teaching.</p>
Weaknesses	Threats
<p>1. Although 2010 P6 TSA result has been improved when comparing to the result in 2008, it is still unsatisfactory especially in reading and writing.</p> <p>2. Internal assessments show that more able students can learn and progress well in LLELP curriculum whereas less able students are quite weak in their performance. The learning difference is great.</p> <p>3. With reference to 2009-2010 External Review Report, students' performance in English in KS2 is comparatively weaker than Chinese and Mathematics. It also indicated that students are not confident enough to read or speak English in class.</p> <p>4. There is a lack of continuity in our school-based curriculum.</p> <p>5. There is a lack of parents' support for students in learning English.</p>	<p>1. With reference to TSA results as well as internal assessments, our students' performance in KS1 is quite satisfactory but not in KS2. This implies that there is a need to bridge the gap in our curriculum from KS1 to KS2. The faster we work on our curriculum, the faster we can narrow down the gap between KS1 and KS2 as well as catering for learning diversity more effectively.</p> <p>2. The overall number of students is dropping.</p>

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

(C) Based on the SWOT analysis, what is / are the focus(es) of the school’s proposed English enhancement measure(s) ²

Areas for improvement	Focus	Proposed measure(s) to be funded by EEGS
1. To cater for learning diversities in KS2	● Reading, writing and speaking	● Employing a supply teacher to create space for core team members to refine the school-based curriculum.

(D) How to implement the proposed measure(s) funded by EEGS? (Please refer to the “Guiding Notes” for reference)

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Employing a supply teacher to create space for core team members to refine the school-based curriculum.					
<ul style="list-style-type: none"> ● The core team members will comprise 6 members including: 1 PSMCD, 1 deputy headmistress, 2 panel heads and 2 KS2 teachers ● 16 core meetings will be held (once every two weeks, scheduled in the timetable) to work on school-based curriculum in KS2 ● One of the main foci of the core team is to improve the school-based curriculum in KS2 focusing particularly on outlining the present vertical development of the English curriculum and planning for a more refined one with more inputs and modifications. ● Another focus is the horizontal curriculum development focusing on supporting the input (e.g. text types, vocabulary building, language functions) to facilitate the output (e.g. a writing task / a speaking 	KS2	2011-2013 Core team will have meetings once every two weeks (scheduled in the timetable) Annual year plan and interim report (review and update)	<u>Curriculum</u> - A vertical and horizontal overview and framework of KS2 school-based curriculum is being developed - Teaching strategies (including lesson plans, learning activities) and materials (powerpoints, teaching aids and activity worksheets / task sheets) are developed to cater for learning diversities	<ul style="list-style-type: none"> ● Curriculum framework and overview of the school-based curriculum will be uploaded to the intranet for English teachers to take reference ● Teaching and learning materials (including teachings aids) will be well kept for future use ● Core team 	<ul style="list-style-type: none"> ● Core team members will explain and execute curriculum plans with level coordinators as well as level teachers after each core meeting ● 2 sharing sessions will be held in the panel meeting (one in the first term and the other in the second term) to report the progress of the curriculum development ● Headmistress will join core meeting twice (one in the first

² The focus(es) of the English enhancement measures should be related to the school-based English Language curriculum and the school development plan.

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<p>performance) to cater for learning diversities.</p> <ul style="list-style-type: none"> ● The core team is also responsible for designing lesson plans and teaching strategies as well as preparing teaching materials to cater for learning diversities ● 4 lessons per week will be released tentatively for each member to work on the school-based curriculum (meetings, preparing documents and teaching materials) ● 4 lessons per week will be released tentatively for 2 English panel heads and 1 deputy headmistress (who has been a panel head for years) for curriculum development ● 24 lessons will be taken up by the supply teachers tentatively (30-45 min. for each lesson). The core team is also responsible for demonstrating revised lesson plans and teaching strategies for peer lesson observation (once for each core member, 6 times in a year) ● The core team will gather ideas and suggestions after peer lesson observation and have discussion as well as making adjustments during core meetings 			<ul style="list-style-type: none"> - There are 12-14 modules for each level in a year. <p><u>Students</u></p> <ul style="list-style-type: none"> - Students' performance in class as well as assessment prove that average and less able students participate more actively and learn more effectively with new teaching strategies and materials <p><u>Teachers</u></p> <ul style="list-style-type: none"> - Teachers will grow professionally in designing, implementing and evaluating the school-based English curriculum 	<p>members will keep on reviewing as well as gathering ideas and suggestions from teachers to make necessary modifications on the school-based curriculum</p>	<p>term and the other in the second term) to give advice and comments</p> <ul style="list-style-type: none"> ● 6 lesson demonstrations will be held in a year. Teachers' ideas and views can be collected for evaluation ● Analysis of students' performance on internal assessment to evaluate the effectiveness of new strategies and measures

(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

The following items are *examples* for schools' reference.

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
Examples: 1. Employing a supply teacher (\$19,945 x 1.05 x 24months = \$502,614)	\$250,000	\$1,307	\$250,000	\$1,307	\$500,000
Total:	\$250,000	\$1,307	\$250,000	\$1,307	\$500,000