



# 保良局世德小學

Po Leung Kuk  
Castar Primary School



2019 – 2020 年度  
學校周年計劃



## 辦學宗旨

本校辦學宗旨是以「保良局辦學方針」為依歸，本局辦學的五個大方針為：

- 1.1 保良局是一個志願團體，以「保赤安良」為創立宗旨，發展至今，服務對象是廣大市民；在教育方面，也抱著同一方針，為莘莘學子提供優良的教育服務。
- 1.2 本局所辦的各類型學校均為適應社會需要的非牟利學校，辦學方針和政策應以社會的利益為最大依歸。政策均配合時代的需要，使能對社會作出貢獻。
- 1.3 本局以『愛、敬、勤、誠』為屬校之校訓，各校所提供的教育除了充實知識、訓練及鍛鍊體格外，我們更要培養學生優良的品格、高雅的情操及正確的人生觀，以達致『德、智、體、群、美』五育並重，同時要求學生實踐所學以回饋社會。
- 1.4 保良局屬校校董會是沒有政治、宗教背景的辦學團體，贊成各種基本自由，所以在不影響教學秩序及不抵觸法律的大前提下，各種思想、見解、宗教都可在校內共同存在。
- 1.5 本局是一個由華人發起的民間組織，關注社會及祖國事務，熱心發揚中國文化。各校均鼓勵學生關注及參與社會服務，培養對國家和民族的感情和責任感。此外，香港作為一個國際大都會，各校均鼓勵學生放眼世界，培養學生對事物採取客觀開放的態度。

# 保良局世德小學

## 學校周年計劃

2019-2020 年度

### 關注事項

1. 促進教師團隊專業成長，強化教師的專業能量。
2. 推行正向教育，培育學生正面價值觀，使具備「世德人」的特質。
3. 透過 STEM 教育，培育有創意、愛解難的「世德人」。

**保良局世德小學**  
**2019-2020 年度學校周年計劃書**

**1. 關注事項：促進教師團隊專業成長，強化教師的專業能量。**

| 目標                                                                      | 策略                                                                                                                                                                                                                                                                                                                                                                                                               | 成功準則                                                                                                                                                                         | 評估方法                                                                                                                         | 時間表 | 負責人                                                                                                                         | 所需資源  |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------|-------|
| 1. 教師認識及了解如何透過正向教育，以促進學生的全人發展。                                          | <ul style="list-style-type: none"> <li>● 舉辦由中大團隊「正向教育」工作坊。</li> <li>● 舉辦教師「正向教育」教學分享會</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>● 8%教師參與賽馬會正向計劃安排的「正向教育」工作坊。</li> <li>● 80%教師參與教師「正向教育」教學分享會。</li> </ul>                                                              | <ul style="list-style-type: none"> <li>● 問卷調查</li> </ul>                                                                     | 全年  | <ul style="list-style-type: none"> <li>● 副校長</li> <li>● 課程發展主任</li> <li>● 全體老師</li> </ul>                                   | 賽馬會資助 |
| 2. 教師對有效教學策略有認識，並有效實踐於課堂中。<br><br>本年度焦點：<br>1. 自主學習<br>2. 照顧學生多樣性/全班式資優 | <ul style="list-style-type: none"> <li>● 參與校本多元計劃(一年級數學及常識)</li> <li>● 藉共同備課，並有效實踐於課堂中，建立「工作學習化，學習工作化」的校園文化。</li> </ul> <p>在各個學習流程中，安排學生實踐自主學習，包含以下最少兩項：<br/>           (1)課前-有效預習(自主學習)<br/>           (2)課堂-學習、練習(自主學習)<br/>           (3)課後-延習(自主學習)</p> <p>課堂教學滲入資優教育的三大元素(啟發學生思考、培育創造力及個人與社交的能力)，提高學生的學習興趣與動機、促進學生主動學習<br/>           (1)有協作的分組活動設計<br/>           (2)有照顧學習多樣性策略<br/>           (3)高階思維</p> | <ul style="list-style-type: none"> <li>● 設計校本適異性一年級數學及常識的課程</li> <li>● 老師提交</li> </ul> 1. 課堂紀錄(電子存檔)，包括教學計劃、課業設計、學生作品及評估等，顯示自主學習/合作學習有效實踐於課堂中。<br>2. 課堂錄影(每人一次)<br>(三年內完成兩次) | <ul style="list-style-type: none"> <li>● 備課紀錄</li> <li>● 教師課堂紀錄</li> <li>● 觀課</li> <li>● 學生課業</li> <li>● 級統籌會匯報成效</li> </ul> | 全年  | <ul style="list-style-type: none"> <li>● 副校長</li> <li>● 課程發展主任</li> <li>● 各科主席</li> <li>● 各科級統籌</li> <li>● 各科研教師</li> </ul> | 賽馬會資助 |

| 目 標                                                                                            | 策 略                                                                                                                                                                                                                                                                         | 成功準則                                                                                                                              | 評估方法                                                                                                                                          | 時間表 | 負責人                                                                                                    | 所需資源 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------|------|
| 3. 教師在課堂教學上能加強「學、教、評」整個學與教過程的連繫。                                                               | <ul style="list-style-type: none"> <li>● 通過觀課評課活動，促進教師專業發展，提升教學效能。</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>「學、教、評的結合」主要要求：<br/>教與學的目標是否適切具體，課堂教學活動是否能配合教與學目標，帶動學生掌握上述目標，評估動能評估學生的表現，檢測教與學目標是否能達到，然後因應學生表現作出反饋，促進學習。</p> </div> | <ul style="list-style-type: none"> <li>● 80%教師觀課考績符合要求。</li> <li>● 80%教師在教學交流活動中能按「學、教、評的結合」主要要求匯報課堂設計教學成效。</li> </ul>            | <ul style="list-style-type: none"> <li>● 觀課</li> <li>● 觀課後面談</li> <li>● 備課紀錄</li> <li>● 教師課堂紀錄</li> <li>● 學生課業</li> <li>● 級統籌會匯報成效</li> </ul> | 全年  | <ul style="list-style-type: none"> <li>● 課程主任</li> <li>● 科主席</li> <li>● 級統籌</li> <li>● 科任老師</li> </ul> |      |
| 4.1 科目製訂及發展適合學生及學校需要的課程規劃，包括課程目標、課程內容、學與教策略、學習材料及評估措施，聚焦提升學生共通能力及自主學習能力。<br><br>4.2 提升教師專科教學質素 | <ul style="list-style-type: none"> <li>● 各科選取重點發展項目，發展校本課程。</li> <li>● 有系統地規劃科組專業培訓，提升科組課程領導及執行能力。</li> <li>● 科主席按本科發展需要安排工作坊、講座，以提升教師的教學質素及學生的學習效能。</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>● 各科能選取一項重點，發展校本課程。</li> <li>● 各科老師專業進修規劃表。</li> <li>● 80%參與教師認同相關項目對專科教學質素有幫助。</li> </ul> | <ul style="list-style-type: none"> <li>● 分科會匯報</li> <li>● 問卷調查</li> </ul>                                                                     |     | <ul style="list-style-type: none"> <li>● 科主席</li> <li>● 級統籌</li> <li>● 科任老師</li> </ul>                 |      |

2. 關注事項：推行正向教育，培育學生正面價值觀，使具備「世德人」的特質。

| 目標                                     | 策略/工作                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 成功準則                                                                                   | 評估方法                                                                                          | 時間表       | 負責人                                                                                              | 所需資源                               |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------|------------------------------------|
| <p>1. 透過全方位校本活動，提升學生的正向人際關係及成長型思維。</p> | <ul style="list-style-type: none"> <li>● 宣揚正向關係及成長型思維，加強互動溝通<br/>透過「世妹及德仔」作為主線角色，製作「世妹德仔講場」，宣揚彼此欣賞及支持，建立正向人際關係的訊息。並配合校本活動，加強「世妹及德仔」與學生之間的互動，透過學生的回應，進一步了解他們面對困難時如何使用成長型思維及其價值觀。</li> <li>● 課室氛圍設置<br/>配合本年度學校主題「活出正向，與快樂同行」，課室按照主題作佈置，每位學生設置「一人一個家」信箱，鼓勵學生互相支持，在正向氛圍下健康快樂地成長。</li> <li>● 午間「靈靜」時刻<br/>午膳後播放柔和的音樂，讓學生享受寧靜時刻，幫助他們平靜情緒，專注學習。</li> <li>● 優化「世德 SUPERKIDS 嘉許印獎勵計劃」<br/>繼續推行嘉許印計劃，優化「獎勵」方式，每次全校得「嘉許印」數目最多的學生，可邀請一位師長及一位同學進行一次喜愛的活動(例如:午膳/棋藝/球類活動)。</li> <li>● 延續「世德加水大行動」<br/>配合「世妹·德仔講場」主題及正向課程內容進行，學生互送「加水紙」，彼此勉勵，從而建立正向關係。</li> </ul> | <ul style="list-style-type: none"> <li>● 最少 80%或以上師生認為活動能提升學生的正向人際關係及成長型思維。</li> </ul> | <ul style="list-style-type: none"> <li>● 學生及教師問卷調查</li> <li>● 日常觀察</li> <li>● 學生訪問</li> </ul> | <p>全年</p> | <ul style="list-style-type: none"> <li>● 培賢主任與學生輔導主任</li> <li>● 培賢組成員</li> <li>● 全體教師</li> </ul> | <p>製作壁報及個人信箱等物資、嘉許印、獎狀、活動需用小禮物</p> |

| 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"> <li>● 才華盡展陽光舞台<br/>本年度繼續定期舉辦陽光舞台，並嘗試把其中一次陽光舞台，與音樂、視藝或體育科合作，邀請在術科有潛質而非獲獎的學生，上舞台演出或作相關的示範表演。</li> <li>● 快樂照相館<br/>配合本年度學校主題「活出正向，與快樂同行」，舉行一次校園師生拍照日，讓各人留下快樂回憶。</li> </ul>                                                         |                                                                                           |                                                                               |     |                                                                                                    |             |
| 2. 正面培育正向大使，培養他們正面的價值觀和積極盡責的態度。 | <ul style="list-style-type: none"> <li>● 「我的…回憶」個人紀念冊<br/>在六年級「正向大使」計劃中加入學生自製「我的…回憶」個人紀念冊，於正向教育課時間製作，學期末彼此分享，讓同學留下正面回憶。</li> <li>● 正向大使同路行<br/>六年級正向大使與五年級正向大使配對為一組(師徒制)，由六年級同學指導五年級同學，以裝備他們接棒成為未來的正向大使。<br/>本年度設立正向大使實習生制度，加強培育表現有待進步的大使，讓他們有改善及成長的機會。</li> </ul> | <ul style="list-style-type: none"> <li>● 最少 80%或以上老師認為計劃能培養正向大使正面的價值觀和積極盡責的態度。</li> </ul> | <ul style="list-style-type: none"> <li>● 教師及學生問卷調查</li> <li>● 日常觀察</li> </ul> | 全年  | <ul style="list-style-type: none"> <li>● 培賢主任與學生輔導主任</li> <li>● 培賢組成員</li> <li>● 六年級班主任</li> </ul> | 訂製正向大使名牌及手冊 |

| 目標                                     | 策略/工作                                                                                                                                                                                                                    | 成功準則                                                                                               | 評估方法                                                                                                               | 時間表 | 負責人                                                                                          | 所需資源                   |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------|------------------------|
| 3. 透過正向教育課程，培養學生正面學習態度，發展學生正向思維及正面價值觀。 | <ul style="list-style-type: none"> <li>一至六年級推行正向教育課程以北山堂提供的正向教育課程為藍本，邀請教育心理學家提供專業意見，與學生輔導主任及班主任修訂課程設計、共同備課及課後檢討。</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>最少 80%或以上老師認為正向教育課程能培養學生正面學習態度，發展學生正向思維及正面價值觀。</li> </ul>   | <ul style="list-style-type: none"> <li>教師及學生問卷調查</li> <li>日常觀察</li> <li>會議檢討</li> <li>專家意見</li> </ul>              | 全年  | <ul style="list-style-type: none"> <li>駐校教育心理學家</li> <li>學生輔導主任</li> <li>一至六年級班主任</li> </ul> | 賽馬會資助、課程教材、購買參考書籍      |
| 4. 透過正向家長教育，幫助家長為子女建立正面價值觀。            | <ul style="list-style-type: none"> <li>舉辦四次家長工作坊及經驗交流分享會，內容主要是加強家長對正向教育的認識，包括怎樣培育孩子的成長型思維、認識正向的家長語言、如何培養孩子正向的社交及情緒等，以幫助家長與孩子一起成長，活出正向。</li> <li>與家長教師會合辦，按家長需要安排講座/工作坊/活動，製作正向月曆等，提升家長正向意識，學習如何正面與子女溝通及管教。</li> </ul>    | <ul style="list-style-type: none"> <li>最少 80%或以上家長認為透過家長教育，可以幫助自己及子女建立正面價值觀，有助提升正向親子關係。</li> </ul> | <ul style="list-style-type: none"> <li>家長問卷調查</li> </ul>                                                           | 全年  | <ul style="list-style-type: none"> <li>學生輔導主任</li> <li>駐校教育心理學家</li> <li>家長教師會代表</li> </ul>  | 中大團隊支援、邀請相關講員提供服務、正向月曆 |
| 5. 發展正向課程，增加志學、善學的機會，培養學生投入學習的態度。      | <ul style="list-style-type: none"> <li>透過專業支援設計課程。               <ol style="list-style-type: none"> <li>一年級班級經營課</li> <li>三年級跨學科正向課</li> </ol> </li> <li>運用專家的知識和專長，提供對課程的意見和判斷，持續優化課程。</li> <li>進行有關的教學交流分享。</li> </ul> | <ul style="list-style-type: none"> <li>80%科任老師認同課程能培養學生投入學習的態度。</li> <li>專家意見</li> </ul>           | <ul style="list-style-type: none"> <li>觀察學生學習表現</li> <li>問卷</li> <li>訪談</li> <li>運用專家的知識和專長，提供對課程的意見和判斷</li> </ul> |     | <ul style="list-style-type: none"> <li>課程主任</li> <li>科主席</li> <li>級統籌科任老師</li> </ul>         | 賽馬會資助                  |



## 3. 關注事項：透過 STEM 教育，培育有創意、愛解難的「世德人」。

| 目標                            | 策略                                                                                                                                | 成功準則                                                                                                                                   | 評估方法                                                                                                               | 時間表 | 負責人                                                                                      | 所需資源 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------|------|
| 1 加強教師對 STEM 教育的認識。           | <ul style="list-style-type: none"> <li>邀請校外機構到校作專業培訓，加強教師在不同學科推動 STEM 教學的專業能量。</li> <li>安排教師作校內分享，將試行的經驗互相交流。</li> </ul>          | <ul style="list-style-type: none"> <li>最少 80%教師認同專業發展活動及分享有助教師掌握運用 STEM 的教學技巧。</li> </ul>                                              | <ul style="list-style-type: none"> <li>教師專業發展紀錄</li> <li>校外機構的專家發展計劃資料</li> <li>各科之教學交流內容</li> <li>問卷調查</li> </ul> | 全年  | <ul style="list-style-type: none"> <li>課程發展主任</li> <li>常識科統籌主任</li> <li>各科科主席</li> </ul> |      |
| 2. 加強學生科學技能過程的培養，重視知行合一和手腦並用。 | <ul style="list-style-type: none"> <li>檢視常識科、數學科、資訊科技科、音樂科、視藝科課程內容，加強科學過程技能的學習元素。</li> <li>在非常規課程中，豐富學生於科學及科技方面的學習經歷。</li> </ul>  | <ul style="list-style-type: none"> <li>最少 80%老師認同優化的 STEM 教學設計能夠加強學生科學技能的培養。</li> <li>最少 80%老師認同優化的 STEM 教學設計能夠加強學生動手操作的機會。</li> </ul> | <ul style="list-style-type: none"> <li>檢視各科之 STEM 教學設計</li> <li>檢視全方位學習活動紀錄</li> <li>問卷調查</li> </ul>               | 全年  | <ul style="list-style-type: none"> <li>課程發展主任</li> <li>常識科統籌主任</li> <li>各科科主席</li> </ul> |      |
| 3. 增強學生在綜合和應用跨學科知識與技能的能力。     | <ul style="list-style-type: none"> <li>整合常識科及資訊科技科課程內容，發展校本編程教學。</li> <li>建立以常識科為主幹的 STEM 學習活動，以跨科協作、專題研習、主題協作等不同模式推行。</li> </ul> | <ul style="list-style-type: none"> <li>完成小一至小六校本編程課程設計。</li> <li>最少 80%老師認同跨學科的學習模式能增強學生綜合和應用科技的能力。</li> </ul>                         | <ul style="list-style-type: none"> <li>校本編程課程內容</li> <li>學生習作</li> <li>問卷調查</li> </ul>                             | 全年  | <ul style="list-style-type: none"> <li>常識科統籌主任</li> <li>各科科主席</li> </ul>                 |      |

## 2019-2020 年度校本課後學習及支援計劃 校本津貼—活動計劃表

負責人姓名：黃瑞嫦老師

獲資助計劃各項活動資料：

| 活動名稱       | 活動目標                           | 成功準則     | 評估方法               | 活動舉辦日期                                          | 預計受惠學生人數 # | 本年(19-20)預計開支                | 18-19 年度預計開支                 | 18-19 年度實際開支                 | 合辦機構/服務供應機構名稱                  |
|------------|--------------------------------|----------|--------------------|-------------------------------------------------|------------|------------------------------|------------------------------|------------------------------|--------------------------------|
| 測試/試前溫習班   | 加強照顧受惠學生的學習差異，提升學業成績，提供試前溫習服務  | 出席率達 90% | 出席率<br>教師/家長<br>意見 | 2/11/2019<br>4/1/2020<br>21/3/2020<br>30/5/2020 | 約 100 人    | \$12,100 x 4<br>=\$48,400.00 | \$12,400 x 4<br>=\$49,600.00 | \$12,100 x 4<br>=\$48,400.00 | 待定<br>(邀請機構報價<br>合作承投有關<br>服務) |
| 戶外參觀活動     | 讓受惠學生有機會進行戶外學習                 | 出席率達 90% | 出席率<br>教師/家長<br>意見 | 上/下學期                                           | 80 人       | \$22,000.00                  | \$22,000.00                  | \$15,000.00                  |                                |
| 課後活動班      | 讓受惠學生通過參與多元活動班，激發他們的潛能，並培養合作精神 | 出席率達 90% | 出席率<br>教師/家長<br>意見 | 11 月- 7 月                                       | 80 人       | \$10,000.00                  | \$20,000.00                  | \$18,620.00                  |                                |
| 校內活動       | 讓受惠學生通過參與活動，學習英語、普通話，並培養合作精神   | 出席率達 90% | 出席率                | 下學期<br>5 月-7 月                                  | 100 人      | /                            | /                            | \$9,900.00                   |                                |
| <b>合共：</b> |                                |          |                    |                                                 |            | <b>\$80,400.00</b>           | <b>\$91,600.00</b>           | <b>\$91,920.00</b>           |                                |

# 受惠學生：指領取綜援 / 學生資助計劃全額津貼及學校確認清貧的對象學生

## 2019-2020 年度推廣閱讀津貼計劃書

推廣閱讀的主要目標：

1. 提升學生的閱讀興趣，寬度和策略技巧，以提升其閱讀效能。
2. 配合推行正向教育，透過推廣閱讀及相關活動，加強學生品德素養的培育。

|      | 項目名稱                           | 預算開支     |
|------|--------------------------------|----------|
| 1.   | 購置圖書                           |          |
|      | 配合學生興趣及學校推廣之發展項目，購置圖書          | \$18,000 |
| 2.   | 電子書                            |          |
|      | 購置電子書，提升學生閱讀興趣                 | \$12,000 |
| # 3. | 閱讀活動                           |          |
|      | 聘請作家到校舉辦講座、閱讀機構入會費用            |          |
|      | 家長閱讀大使、學生閱讀大使培訓活動開支            |          |
|      | 舉行校內及參與校外各項閱讀活動開支(報名費用、物資、獎品等) | \$0      |
|      | 總數:                            | \$30,000 |

#備註：本年度閱讀活動支出將由其他津貼撥款支付。

## 2019-2020 年度姊妹學校交流計劃書

內地姊妹學校名稱： 1. 廣州市海珠區同福中路第一小學

2. 北京市東城區分司廳小學

3. 雲南省昆明市五華區外國語實驗學校

| 項目編號 | 交流項目名稱及內容                                                            | 預期目標                                                                                      | 監察／評估                                                                                                                     | 預算開支                                                                                                    |
|------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1.   | 邀請雲南姊妹學校到本校作探訪交流<br><br>透過校園參觀、藝術表演交流等，讓兩校師生增加認識，並可在藝術方面增進交流及分享學習經驗。 | <ul style="list-style-type: none"> <li>● 加深兩校師生的認識</li> <li>● 增進兩校藝術教育的交流學習的機會</li> </ul> | <ul style="list-style-type: none"> <li>● 透過觀察兩地學生能夠投入活動，並利用口頭回饋評估成效</li> <li>● 於校務會議中作匯報及檢討</li> <li>● 製作網頁／校訊</li> </ul> | <ul style="list-style-type: none"> <li>● 招待茶點</li> <li>● 聘請助理處理相關行政工作</li> </ul>                        |
| 2.   | 舉辦繪畫活動，邀請姊妹學校學生參與，利用畫冊展示學生之作品，增加學生交流觀摩的機會。                           | <ul style="list-style-type: none"> <li>● 增加學生之間的藝術交流的機會，藉以提升學生的藝術素養</li> </ul>            | <ul style="list-style-type: none"> <li>● 製作畫冊輯錄學生作品</li> <li>● 於校務會議中作檢討</li> </ul>                                       | <ul style="list-style-type: none"> <li>● 出版畫冊</li> <li>● 購買設計畫冊設備及軟件</li> <li>● 聘請助理處理相關行政工作</li> </ul> |



## 保良局世德小學

## 2019-2020 年度全方位學習津貼運用計劃

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<br>(級別) | 評估方法/成效 | 預算開支(\$)      | 基要學習經歷<br>(請於適用方格加上<br>號，可選擇多於一項) |         |      |    |       |
|-------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---------|---------------|-----------------------------------|---------|------|----|-------|
|       |                                                               |                                                                                                                                                                      |      |            |         |               | 智能發展<br>(配合課程)                    | 德育及公民教育 | 體藝發展 | 服務 | 與工作有關 |
| 第 1 項 | 舉辦/參加全方位學習活動                                                  |                                                                                                                                                                      |      |            |         |               |                                   |         |      |    |       |
| 1.1   | 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)       |                                                                                                                                                                      |      |            |         |               |                                   |         |      |    |       |
| 課程    | 一至三年級課程統整活動<br>1. 「校園栽種樂工作坊」<br>2. 種植園地環境佈置及保養<br>3. 課堂活動種植物料 | 1. 學生學習種植方法。<br>2. 在分組種植過程中，學習社群技能，提升學生與他人合作解決問題的能力。<br>3. 透過種植活動，讓同學從植物的生長過程中領略生命的奇妙，培養出愛心和耐性，並體會種植農作物所需的時間與心血，明白食物的寶貴。<br>4. 營造自然生態環境，讓學生在大自然環境下學習，培養愛護生態環境的態度及習慣。 | 全年   | P. 1-3     | 問卷/學生作品 | HK\$20,000.00 |                                   |         |      |    |       |

|    |                                                                                             |                                                                                                                                                                                                                 |     |        |    |               |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|----|---------------|--|--|--|--|--|
|    | <p><b>一至六年級生命教育活動</b></p> <p>邀請機構到校為學生進行生命教育活動</p>                                          | <ol style="list-style-type: none"> <li>1. 認識及了解自己的獨特性，進而欣賞自己、培養自信心。</li> <li>2. 理解每個人性格的差異性，學會尊重、包容他人，增進人際關係。</li> <li>3. 懂得欣賞自然萬物的奇妙，進而對身邊環境及所處地球的愛惜及感恩。</li> <li>4. 知道追尋生命存在的價值及意義，進而貢獻己力，服務及幫助他人。</li> </ol> | 全年  | P. 1-6 | 問卷 | HK\$10,000.00 |  |  |  |  |  |
| 活動 | <p><b>校外活動及參觀</b></p> <p>統籌各科組舉辦校外活動及參觀，讓學生在真切情境和實際環境中學習，令學生更有效地掌握一些單靠課堂學習難以達到的學習目標。</p>    | 幫助學生在不斷變化的社會中，實現全人發展的目標和發展終身學習的能力。                                                                                                                                                                              | 全學年 | P. 1-6 | 問卷 | HK\$50,000.00 |  |  |  |  |  |
|    | <p><b>全校旅行暨競技日</b></p> <p>安排全校同學到戶外渡假營，使用多元化的營地設施及進行不同的競技活動。</p>                            | 讓同學體驗群體生活，學習彼此相處之道及放鬆平日緊張的學習情緒，舒暢身心。                                                                                                                                                                            | 9月  | P. 1-6 | 問卷 | HK\$5,000.00  |  |  |  |  |  |
|    | <p><b>戶外教育營</b></p> <p>安排小六同學參與戶外教育營，並於營地進行具教育性的群體活動。</p>                                   | 提升同學間的團隊精神，促進個人成長及生活技能的培養。                                                                                                                                                                                      | 5月  | P. 6   | 問卷 | HK\$1,500.00  |  |  |  |  |  |
|    | <p><b>週五活動課</b></p> <p>於週五活動課時段，安排同學以循環組或抽離組形式，參與不同類型的活動，活動性質涵蓋語文、邏輯、空間、肢體運動、藝術等不同多元智能。</p> | 讓同學在德、智、體、群、美五育得到均衡的發展，接觸不同範疇的活動，擴闊視野和經驗培育多元智能。                                                                                                                                                                 | 全學年 | P. 1-6 | 問卷 | HK\$10,000.00 |  |  |  |  |  |

|     |                                                                                                 |                                                                          |                   |                |                     |               |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------|----------------|---------------------|---------------|--|--|--|--|--|
| 1.2 | 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<br>(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  | <b>中文辯論培訓</b><br>為學校辯論隊同學提供校外專業培訓課程                                                             | 1. 提升學生認識甚麼是「辯論」<br>2. 懂得搜集及篩選資料<br>3. 增加學生的組織、邏輯及表達能力<br>4. 加強學生在辯論時的信心 | 2 至 4 月           | P.3-5, 各級約 5 人 | 友誼比賽中學生的表現          | HK\$10,000.00 |  |  |  |  |  |
| 英文  | <b>英語戲劇培訓</b><br>外聘機構與學生共同創作劇本，排演話劇，並參與校際比賽                                                     | 透過綜合藝術訓練，培養學生創意及團隊精神，並提升其語文、溝通和協作能力。                                     | 3 月(戲劇節)/ 6 月綜藝匯演 | 對象：P4 至 6 學生   | 戲劇節成績/<br>觀察學生表現    | HK\$60,000.00 |  |  |  |  |  |
| 音樂  | <b>歌詠團</b><br>訓練學生歌唱技巧，並參與校際比賽                                                                  | 透過有系統的訓練，培養同學的藝術素質，鼓勵同學以音樂抒發情感，陶冶性情。                                     | 全年                | P1-3           | 校際比賽成績/<br>觀察學生表現   | HK\$42,000.00 |  |  |  |  |  |
|     | <b>管樂小組</b><br>訓練學生吹奏樂器技巧，並參與校際比賽                                                               | 透過有系統的訓練，培養同學的藝術素質，鼓勵同學繼續發展音樂技能。                                         | 全年                | P1-6           | 校際比賽成績/<br>觀察學生表現   | HK\$35,000.00 |  |  |  |  |  |
|     | <b>弦樂團</b><br>訓練學生拉奏弦樂技巧，並參與校際比賽                                                                | 透過有系統的訓練，培養同學的藝術素質，鼓勵同學繼續發展音樂技能。                                         | 全年                | P1-6           | 校際比賽成績/<br>老師觀賽學生表現 | HK\$49,000.00 |  |  |  |  |  |
|     | <b>小提琴班</b><br>為一年級同學提供初階小提琴樂理及技巧培訓                                                             | 透過小提琴課程，讓全體一年級同學得到基礎樂器的培訓，鼓勵同學持續學習的興趣，以促進一生一體藝的目標。                       | 全年                | P.1            | 觀察學生表現              | HK\$10,000.00 |  |  |  |  |  |
| 培賢  | <b>五年級正向大使培訓</b><br>透過歷奇活動，培訓學生自理能力，合作解決困難的能力                                                   | 學生能把營內所學懂的知識，應用於日常生活。                                                    | 3 月中              | P.5            | 問卷/<br>觀察學生表現       | HK\$60,000.00 |  |  |  |  |  |



|    |                                                                                    |                                                                |    |      |                   |               |  |  |  |  |  |
|----|------------------------------------------------------------------------------------|----------------------------------------------------------------|----|------|-------------------|---------------|--|--|--|--|--|
| 體育 | <b>足球校隊</b><br>聘請專業教練，為校隊成員提供培訓，並參與校際比賽                                            | 增加同學對足球運動的興趣，培養良好團體及體育精神，並藉參加比賽，得以發展潛能，勇於挑戰。                   | 全年 | P4-6 | 校際比賽成績/<br>觀察學生表現 | HK\$20,000.00 |  |  |  |  |  |
|    | <b>田徑校隊</b><br>聘請專業教練，為校隊成員提供培訓，並參與校際比賽                                            | 增加同學對田徑運動的興趣，培養良好團體及體育精神，並藉參加比賽，得以發展潛能，勇於挑戰。                   | 全年 | P4-6 | 校際比賽成績/<br>觀察學生表現 | HK\$10,000.00 |  |  |  |  |  |
|    | <b>游泳校隊</b><br>聘請專業教練，為校隊成員提供培訓，並參與校際比賽                                            | 增加同學對游泳運動的興趣，培養良好團體及體育精神，並藉參加比賽，得以發展潛能，勇於挑戰。                   | 全年 | P3-6 | 校際比賽成績/<br>觀察學生表現 | HK\$9,000.00  |  |  |  |  |  |
|    | <b>小三游泳課</b><br>為三年級同學提供初階游泳訓練                                                     | 透過校本游泳課程，讓全體三年級同學得到基礎游泳培訓，並鼓勵同學持續學習，以促進一生一體藝的目標。               | 全年 | P3-6 | 校內評估/<br>觀察學生表現   | HK\$3,000.00  |  |  |  |  |  |
|    | <b>中國舞蹈組</b><br>聘請專業教練，為校隊成員提供培訓，並參與校際比賽                                           | 增加同學對舞蹈的興趣，培養良好合作精神，並藉參加比賽，得以發展潛能，勇於挑戰。                        | 全年 | P1-6 | 校際比賽成績/<br>觀察學生表現 | HK\$3,000.00  |  |  |  |  |  |
|    | <b>排球校隊</b><br>聘請專業教練，為校隊成員提供培訓，並參與校際比賽                                            | 增加同學對排球運動的興趣，培養良好團體及體育精神，並藉參加比賽，得以發展潛能，勇於挑戰。                   | 全年 | P4-6 | 校際比賽成績/<br>觀察學生表現 | HK\$3,000.00  |  |  |  |  |  |
|    | <b>花式跳繩隊</b><br>聘請專業教練，帶領校隊成員參與校際比賽                                                | 增加同學對跳繩運動的興趣，培養良好團體及體育精神，並藉參加比賽，得以發展潛能，勇於挑戰。                   | 全年 | P3-6 | 校際比賽成績/<br>觀察學生表現 | HK\$2,000.00  |  |  |  |  |  |
| 活動 | <b>四社活動</b><br>把學生和老師分成四社，每社由社導師統籌學生社長及幹事處理社務，各科組配合以社為單位進行比賽及活動，每學年總成績最佳者可登上龍虎榜榜首。 | 希望同學可以打破班級隔閡，加強不同年級同學之間的連繫。發揮各年級之間互助友愛、團結合群的精神及增加學生對學校及社際的歸屬感。 | 全年 | P1-6 | 問卷                | HK\$20,000.00 |  |  |  |  |  |

|     |                                                                                             |                                                            |      |      |                     |               |            |                |  |  |  |
|-----|---------------------------------------------------------------------------------------------|------------------------------------------------------------|------|------|---------------------|---------------|------------|----------------|--|--|--|
|     | <b>聖誕聯歡(友愛同樂表演)</b><br>於校內舉辦友愛同樂表演及班聯歡活動                                                    | 藉著友愛同樂表演，讓同學運用已有知識和技能，發揮所長，並透過聯歡活動，增加節日氣氛，讓同學歡度佳節。         | 12 月 | P1-6 | 問卷/<br>觀察學生表現       | HK\$2,000.00  |            |                |  |  |  |
|     | <b>書法班</b><br>於週五活動課時段，安排小三同學以循環組形式，學習毛筆的正確執筆方法、字型結構及正確筆順                                   | 讓學生學習書法技巧之餘，懂得欣賞中國書法藝術之美。                                  | 全年   | P3   | 問卷/<br>觀察學生表現       | HK\$12,000.00 |            |                |  |  |  |
|     | <b>象棋班</b><br>於週五活動課時段，安排小二同學學習象棋基本理論，對開局、中局有初步的認識。                                         | 推廣象棋文化，提高孩子對象棋的理解及興趣，培養學生棋德，啟發思考，發掘潛能。                     | 全年   | P2   | 問卷/<br>觀察學生表現       | HK\$12,000.00 |            |                |  |  |  |
|     | <b>STEM 小組培訓</b><br>為校隊成員提供培訓，購買物資，並參與校際比賽                                                  | 推動 STEM 教育以培養學生的學習興趣、提升創意和解難能力，以及發展學生的創新思維及提升他們學習科學與科技的興趣。 | 全年   | P4-6 | 校際比賽成績/<br>老師觀賽學生表現 | HK\$5,000.00  |            |                |  |  |  |
| 1.3 | 舉辦或參加境外交流活動或比賽，擴闊學生視野                                                                       |                                                            |      |      |                     |               |            |                |  |  |  |
| 活動  | <b>境外遊</b><br>校方策劃、組織，並安排承辦機構帶領同學到香港以外地區作探訪、交流、研習或服務，交流團後均舉行分享會，讓同學演示研習成果，本年度的交流地點是日本沖繩及德國。 | 擴闊同學的國際視野，並進一步認識各地文化特色，從而豐富學習經歷。                           | 下學期  | P4-6 | 問卷/<br>觀察學生表現       | HK\$90,000.00 |            |                |  |  |  |
|     |                                                                                             |                                                            |      |      |                     |               | 第 1 項預算總開支 | HK\$553,500.00 |  |  |  |

| 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、學習資源                                                             |                               |                |
| 常識    | 2019-2020 年度 於本科推行「科學實驗教室」課程，故擬於二年級及四年級購買學生學具。二年級（128 人）及四年級（121 人），學具每人一盒，每盒 65 元。 | 供學生進行延伸性的自學實驗，有效深化其對科探的興趣及精神。 | HK\$16,185.00  |
|       | 2019-2020 年度 於本科推行「科學實驗教室」課程，擬購買一年級、三年級、五年級及六年級，共學生學具 40 盒，以供教師作課堂學習資源應用。           | 讓教師有效組織課堂分組實驗，供學生進行探究學習。      | HK\$2,600.00   |
|       | 購買 Micro bit 電子學習模組和相關套件                                                            | P.5 常識科編程課程中使用                | HK\$12,000.00  |
|       | 特別室投影機                                                                              | P.1-6 常識科科學探究課堂               | HK\$18,000.00  |
|       | 特別室流動學習桌                                                                            | P.1-6 常識科科學探究課堂               | HK\$50,000.00  |
| 數學    | 一年級學習教具(numicon 105 套)                                                              | 配合賽馬會「校本多元」計劃，幫助一年級學生學習加減法。   | HK\$5,000.00   |
| 音樂    | 樂團樂器                                                                                | 供學校樂團訓練及比賽時使用                 | HK\$45,000.00  |
| 體育    | 乒乓球桌                                                                                | 校隊訓練及課餘時段供學生練習之用              | HK\$25,000.00  |
|       | 安全地墊                                                                                | 田徑校隊訓練及體育課之安全措施時使用            | HK\$11,000.00  |
|       | 排球校隊裝備                                                                              | 校隊訓練及課餘時段供學生練習之用              | HK\$3,000.00   |
|       | 籃球校隊裝備                                                                              | 校隊訓練及課餘時段供學生練習之用              | HK\$3,000.00   |
|       |                                                                                     | 第 2 項預算總開支                    | HK\$190,785.00 |
|       |                                                                                     | 第 1 及第 2 項預算總開支               | HK\$744,285.00 |

## 預期受惠學生人數

|                        |      |
|------------------------|------|
| 全校學生人數：                | 748  |
| 預期受惠學生人數：              | 748  |
| 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: Po Leung Kuk Castar Primary School (English)Application No.: C 038 (for official use)

## (A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16
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) |
|--------------------------------------------|-------------|-------------------------------------------------|---------------------------|
| Space Town Literacy Programme              | P1-P2       | Reading and Writing                             | NET Section, EDB          |

**(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. Supportive school management team and school principal in developing English curriculum.</li> <li>2. Professional and innovative NET in enriching the teaching in our school</li> <li>3. Passionate and hard-working teachers ready to accept new development in English curriculum.</li> <li>4. Provision of opportunities to extend learning both inside and outside classroom (e.g. English Fun Day, English morning assembly and lunchtime reading sessions)</li> <li>5. Well-behaved students with basic e-learning experiences</li> <li>6. Space Town Programme serves a good foundation in integrating reading workshop into the core General English programme.</li> </ol> | <ol style="list-style-type: none"> <li>1. PEEGS on promoting effective English language learning</li> <li>2. Changing of English textbooks which support the implementation of self-directed and thematic learning</li> </ol>                                                                                            |
| <b>Weaknesses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Threats</b>                                                                                                                                                                                                                                                                                                           |
| <ol style="list-style-type: none"> <li>1. The KS2 curriculum is bound by the course content of the textbooks that needs enrichment.</li> <li>2. Students lack exposure to a variety cross-curricular text types.</li> <li>3. Students lack the experience in using English in life-like situations.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                               | <ol style="list-style-type: none"> <li>1. Half of the English teachers have not received Space Town training yet and more professional development is needed.</li> <li>2. Curriculum transition from KS1 (Space Town) to KS2 is underway and more measures have to be adopted for ensuring smooth transition.</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.)**

| <b>Area(s) of Development</b>                          | <b>Usage(s) of the grant</b>                                                                                                                                                   | <b>Grade Level</b> |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Development of phonics, reading and writing curriculum | <ol style="list-style-type: none"> <li>1. Hiring of a teaching assistant</li> <li>2. Procurement of consultancy services</li> <li>3. Purchase of teaching resources</li> </ol> | P.1                |

## (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<br>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposed usage(s) of the Grant<br>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)                                                                                                                                                                                                                                                                                                        | Time scale<br>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)                               | Grade level<br>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Enrich the English language environment in school through<br>- conducting more English language activities*<br><i>(*Please delete as appropriate)</i><br><br><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”<br><i>(*Please delete as appropriate)</i><br><br><input checked="" type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”<br><br><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”<br><br><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 checked="" type="checkbox"/> Purchase learning and teaching resources<br><br><input checked="" type="checkbox"/> Employ part-time teachers<br><i>(*Please delete as appropriate)</i><br><br><input type="checkbox"/> Employ full-time* or part-time* teaching assistant<br><i>(*Please delete as appropriate)</i><br><br><input type="checkbox"/> Procure service for conducting English language activities | <input checked="" type="checkbox"/> 2019/20 school year<br><br><input checked="" type="checkbox"/> 2020/21 school year | <input type="checkbox"/> P.1<br><input type="checkbox"/> P.2<br><input type="checkbox"/> P.3<br><input checked="" type="checkbox"/> P.4<br><input checked="" type="checkbox"/> P.5<br><input type="checkbox"/> P.6 |

(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 (preferably measurable)                                                                                                                                                                                                              | Sustainability                                                                                                                                                                                  | Methods of progress-monitoring and evaluation                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To promote reading across the curriculum (RaC) and enhance e-learning in respect of the updated English Language Curriculum (Primary) under Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” through:</p> <ul style="list-style-type: none"> <li>● procuring professional services;</li> <li>● hiring a part-time supply teacher for creating room for the core team for development work); and</li> <li>● purchasing learning and teaching resources</li> </ul> <p>at P.4-P.5</p>                                                                                                                                                                                                                         |                    |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                 |                                                                                                                                                                                                                   |
| <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● The P.4-P.5 RaC programme is launched for                             <ul style="list-style-type: none"> <li>- facilitating smooth transition from Key Stage 1 to Key Stage 2 i.e. from “learning to read” to “reading to learn”;</li> <li>- maximising students’ exposure to a broad array of text types and genres on cross-curricular topics;</li> <li>- supplementing the existing textbooks with self-directed learning and e-learning materials;</li> <li>- enhancing students’ vocabulary, thinking, creative and reading skills; and</li> <li>- improving teachers’ understanding of cross-curricular reading instructions and e-Learning.</li> </ul> </li> </ul> | <p>P4 &amp; P5</p> | <p><b>P.4</b><br/><i>Initial planning</i><br/>Sept 2019</p> <p><i>Planning with the part-time teacher</i><br/>Oct 2019</p> <p><i>Implementation and evaluation</i><br/>Nov 2019</p> | <p>Project Deliverables:</p> <p><b>RaC Modules</b><br/>A resource pack including lesson plans and learning and teaching materials covering a total of 16 lessons will be developed for each level.</p> <p><b>English Fun Day</b><br/>4 reading game booths will be designed and be</p> | <p>The newly-developed teaching and learning materials will be integrated into our General English curriculum, and we will follow the same approach to expand this programme to other grade</p> | <p>Our teachers will generate reports to keep track of students’ learning as well as provide support and feedback accordingly.</p> <p>Completion ratio for measuring the effectiveness of independent reading</p> |



| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Grade level   | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|---------------------------------------------------------------------------|----------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Core team</b></p> <ul style="list-style-type: none"> <li>The core team includes 2 panel heads and 4 target level English teachers. They will collaborate with a newly-hired part-time teacher in developing the RaC modules and introduce e-Learning to the language classrooms.</li> <li>A part-time supply teacher will take up around 20 lessons of the core team (English or non-English).</li> </ul> <table border="1" data-bbox="188 707 882 836"> <thead> <tr> <th data-bbox="188 707 535 770"><i>Term 1</i></th> <th data-bbox="535 707 882 770"><i>Term 2</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="188 770 535 836">P.4 core team</td> <td data-bbox="535 770 882 836">P.5 core team</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The part-time teacher, a bachelor's degree holder in education with at least 3-year experience delivering drama, reading and writing workshops in Hong Kong, will be hired through a service provider. He/She will provide at least 34 hours of service co-planning, delivering and evaluating the RaC modules with the core team.</li> <li>Initial co-planning work will commence in September 2019/January 2020. The core team will finalise the programme framework and develop learning and teaching materials with the part-time teacher in October 2019/February 2020.</li> </ul> | <i>Term 1</i> | <i>Term 2</i>            | P.4 core team                                                             | P.5 core team  |                                               | <p><i>Final review and modification of the RaC module</i><br/>Dec 2019</p> <p><b>P.5</b></p> <p><i>Initial planning</i><br/>Jan 2019</p> <p><i>Planning with the part-time teacher</i><br/>Feb 2020</p> <p><i>Implementation and evaluation</i><br/>Mar 2020</p> <p><i>Final review and modification of the RaC module</i><br/>Apr 2020</p> | <p>added to the existing game booths to enrich the reading atmosphere.</p> <p>Measurable Outcomes:<br/>Over 60% of the P.4 and P.5 students will have more confidence in presentation skills and skills in reading.</p> <p>100% of target level students will finish at least 4 titles.</p> <p>Reading assessment results of over 60% of students at P.4 and P.5 will improve by 5%.</p> | <p>levels in the future.</p> <p>The learning and teaching materials will be updated after our evaluation meetings at the end of each school year to fit the needs of our students.</p> <p>We will record the lesson demonstrations and tryouts, and videos will be shared among our teachers so that knowledge can</p> | <p>programmes will also be recorded. Follow up measures including identifying commonly made mistakes and offering support outside class time will also be taken.</p> <p>We will also discuss and evaluate topics which can motivate our students to read more.</p> <p>Surveys will be conducted for teachers and students once every year to monitor the progress.</p> |
| <i>Term 1</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Term 2</i> |                          |                                                                           |                |                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                        |
| P.4 core team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | P.5 core team |                          |                                                                           |                |                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                        |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable)                                  | Sustainability                                                                                                                                                                                                          | Methods of progress-monitoring and evaluation                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● The part-time teacher will co-teach the workshops (2 classes – the more able and less able classes) with the level teachers. Peer lesson observations will be arranged and other level teachers will implement the modules in their own classes.</li> <li>● The part-time teacher and English panel heads will observe their lessons, which are to be recorded for post-lesson sharing and discussion. Feedback will be gathered in the review meetings and RaC module packs will be modified for future use.</li> <li>● Learning will be shared among other level teachers for developing a good foundation for extending the module to other levels after the project period.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>● In applying RaC, teachers will adopt cross-curricular topics for providing students with a wide variety of language learning opportunities. e-Readers will be carefully selected and pertinent integrated skills activities conducted for introducing target language skills, deepening students' understanding of the topics and extending their communicative competence.</li> </ul> |             |                          | 80% of target level teachers will develop a better understanding of cross-curricular reading instructions. | <p>be transferred, disseminated and sustained among our English team.</p> <p>The e-books will be stored in the school's intranet and used without incurring additional cost after the completion of this programme.</p> | <p>We will conduct lesson observations and review meetings once every school term, and will update the materials based on the feedback from teachers and students.</p> <p>Core teachers will present students' work and tasks during regular coordinator meetings with the school principal. Class presentation (P.4) and a magazine (P.5) will be produced by students as the</p> |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade level                                     | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability        | Methods of progress-monitoring and evaluation |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |
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| <p>● Proposed themes:</p> <table border="1" data-bbox="129 357 884 488"> <thead> <tr> <th data-bbox="129 357 524 421"><i>Term 1</i></th> <th data-bbox="524 357 884 421"><i>Term 2</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 421 524 488">P.4 Growing up</td> <td data-bbox="524 421 884 488">P.5 Animals in danger</td> </tr> </tbody> </table> <p>● Anchor texts (in electronic format) will be thematically linked to and be integrated with our school-based curriculum.</p> <table border="1" data-bbox="125 692 884 927"> <thead> <tr> <th data-bbox="125 692 297 756"><i>Levels</i></th> <th data-bbox="297 692 884 756"><i>Text types</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 756 297 820">P.4</td> <td data-bbox="297 756 884 820">stories, plays, recipes, brochures</td> </tr> <tr> <td data-bbox="125 820 297 927">P.5</td> <td data-bbox="297 820 884 927">articles, informational reports, photo captions</td> </tr> </tbody> </table> <p>● Purchase of books</p> <ul style="list-style-type: none"> <li>- Interactive features of the e-books and videos will motivate and engage students in the class discussions. We will purchase 6 e-books per level for P.4 and P.5 (a total of 12), covering a broad range of topics, genres and text types. At least two e-books will be covered in class and the remaining titles of 2 grade levels will be used for home reading tasks.</li> </ul> | <i>Term 1</i>                                   | <i>Term 2</i>            | P.4 Growing up                                                            | P.5 Animals in danger | <i>Levels</i>                                 | <i>Text types</i> | P.4 | stories, plays, recipes, brochures | P.5 | articles, informational reports, photo captions |  |  |  |  | <p>final product after the modules</p> <p>All records of lessons plans and materials will be saved for future reference.</p> |
| <i>Term 1</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Term 2</i>                                   |                          |                                                                           |                       |                                               |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |
| P.4 Growing up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | P.5 Animals in danger                           |                          |                                                                           |                       |                                               |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |
| <i>Levels</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Text types</i>                               |                          |                                                                           |                       |                                               |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |
| P.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | stories, plays, recipes, brochures              |                          |                                                                           |                       |                                               |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |
| P.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | articles, informational reports, photo captions |                          |                                                                           |                       |                                               |                   |     |                                    |     |                                                 |  |  |  |  |                                                                                                                              |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <ul style="list-style-type: none"> <li>- The following criteria will be attended to while selecting the titles:               <ul style="list-style-type: none"> <li>❖ Alignment with the core English Language Curriculum</li> <li>❖ Students' reading levels</li> <li>❖ Language use</li> <li>❖ Typicality of the texts used</li> <li>❖ Level of difficulty of the texts</li> <li>❖ Built-in interactive features as well as audio and visual features</li> <li>❖ Reading pace</li> <li>❖ Support for independent and further reading</li> </ul> </li> <li>- We will conduct proper procurement exercises before purchasing the learning and teaching resources. Our school should be able to use all features of the newly-purchased books after the project year without having to pay additional cost.</li> <li>- School will own the copyright of the newly-developed RaC materials.</li> </ul> |             |                          |                                                                           |                |                                               |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <ul style="list-style-type: none"> <li>● Target reading skills               <ul style="list-style-type: none"> <li>- Prediction</li> <li>- Skimming to comprehend views</li> <li>- Word attack skills</li> <li>- Critical reading</li> </ul> </li> <li>● Focus for each target level:               <ul style="list-style-type: none"> <li>- For P.4, we will focus more on improving students' speaking skills through reading. Lesson activities will include role play, skits and class presentations.</li> <li>- For P.5, we will focus more on teaching students' reading skills and expanding their exposure to various cross-curricular texts. We will adopt a project-based learning approach and use e-books to introduce the topic and subject knowledge. Learning activities include research, discussions and magazine production.</li> </ul> </li> <li>● A variety of e-Learning tools such as <i>Google Form</i> and <i>Kahoots!</i> will be used to check understanding and collect feedback.</li> </ul> |             |                          |                                                                           |                |                                               |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <ul style="list-style-type: none"> <li>● Descriptions of proposed modules               <ul style="list-style-type: none"> <li>- Term 1: P.4 Growing up                   <ul style="list-style-type: none"> <li>❖ Students watch a video about healthy and unhealthy habits and complete a Google survey.<br/><br/><i>Healthy and Unhealthy Habits</i><br/><br/><a href="https://www.youtube.com/watch?v=1G2f64Yw-8">https://www.youtube.com/watch?v=1G2f64Yw-8</a></li> <li>❖ Teachers present survey findings in class and preview the module tasks.</li> <li>❖ Shared/Guided reading activities on a story about an unhealthy boy and a brochure about the importance of proper lifestyle choices will be conducted for introducing target reading skills, lexical sets (teenage health) and grammar structures (e.g. modal verbs).</li> <li>❖ Teachers revisit the survey findings and asks students to put up a 5-minute skit about a child with one of the following unhealthy habits and the problems it induces:</li> </ul> </li> </ul> </li> </ul> |             |                          |                                                                           |                |                                               |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                                             | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <b>Habits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Examples</b>       | <b>Problems induced</b>                     |             |                          |                                                                           |                |                                               |
| Sleeping                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Staying up late       | Weakened immunity                           |             |                          |                                                                           |                |                                               |
| Eating                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Pick eating           | Malnutrition                                |             |                          |                                                                           |                |                                               |
| Personal grooming                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Not bathing regularly | Skin conditions                             |             |                          |                                                                           |                |                                               |
| Exercise                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sedentary lifestyle   | Obesity                                     |             |                          |                                                                           |                |                                               |
| Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Cramming              | Not able to concentrate during the day time |             |                          |                                                                           |                |                                               |
| Relationship                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Bullying              | Emotional problems                          |             |                          |                                                                           |                |                                               |
| <p>❖ Teachers introduce the basics of script writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building up the character</li> <li><input type="checkbox"/> Setting the scene</li> <li><input type="checkbox"/> Planning the plot</li> <li><input type="checkbox"/> Writing dialogues</li> </ul> <p>❖ Students put up the performances in class and each group should give suggestions on what the characters should do to rectify the problems.</p> |                       |                                             |             |                          |                                                                           |                |                                               |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <p>- Term 2: P.5 Animals in danger</p> <ul style="list-style-type: none"> <li>❖ Students watch a cartoon about endangered species and complete a <i>Kahoot!</i> quiz.<br/><br/><i>Endangered and Extinct Animals   Video for Kids   Rare Extinct Animals Video</i><br/><br/><a href="https://www.youtube.com/watch?v=RBdLF0JlvW8">https://www.youtube.com/watch?v=RBdLF0JlvW8</a></li> <li>❖ Teachers preview the project-based learning module – production of a mini-magazine about endangered species.</li> <li>❖ Shared/Guided reading activities on news reports and articles about endangered species for introducing target reading skills, lexical set and grammar structures (e.g. use of connectives).</li> <li>❖ Students get into groups and collect the following information about an endangered species: <ul style="list-style-type: none"> <li><input type="checkbox"/> Origins</li> <li><input type="checkbox"/> Causes</li> <li><input type="checkbox"/> Problems</li> <li><input type="checkbox"/> Ways to save them</li> <li><input type="checkbox"/> Photos</li> </ul> </li> </ul> |             |                          |                                                                           |                |                                               |



| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria (preferably measurable) | Sustainability | Methods of progress-monitoring and evaluation |
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| <ul style="list-style-type: none"> <li>❖ Teachers introduce the basics of magazine production.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures (introduction, main body and closing)</li> <li><input type="checkbox"/> Layout (e.g. captions for images, photos and headline)</li> <li><input type="checkbox"/> Language (use of simple present and future)</li> </ul> </li> <li>❖ Students give presentations about their products to their peers and their work will be displayed in the classrooms and on the English Fun Days.</li> </ul> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;">Sharing of learning outcome</div> <ul style="list-style-type: none"> <li>● Reading booths on the English Fun Day                             <ul style="list-style-type: none"> <li>- To enrich our annual English Fun Day with reading elements, the core team will design fun 4 reading game booths.</li> <li>- A group of P.4 and P.5 English Ambassadors will be trained up to host the games on the day. They will be able to share their RaC experience and carry out a variety of real life tasks in an English environment under the guidance of their teacher.</li> <li>- Five training sessions on how to design and man a game booth will be conducted.</li> </ul> </li> </ul> |             |                          |                                                                           |                |                                               |

| Proposed school-based English Language curriculum initiative(s)                                                                                                                                                                                                                                                                                          | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> ) | Sustainability | Methods of progress-monitoring and evaluation |
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| <ul style="list-style-type: none"> <li>● English Variety Show               <ul style="list-style-type: none"> <li>- P.4 students will put up their drama performance on our annual English variety show. They will have a chance to showcase their achievement in the RaC lessons in different ways to parents and all teachers.</li> </ul> </li> </ul> |             |                          |                                                                                    |                |                                               |