

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

School Name: **Buddhist Lam Bing Yim Memorial School (Sponsored by The Hong Kong Buddhist Association)** (English)

Application No.: A 106 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2016/17 school year:

	<i>P.1</i>	<i>P.2</i>	<i>P.3</i>	<i>P.4</i>	<i>P.5</i>	<i>P.6</i>	<i>Total</i>
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2016/17 school year: (if different from the number of approved classes)

	<i>P.1</i>	<i>P.2</i>	<i>P.3</i>	<i>P.4</i>	<i>P.5</i>	<i>P.6</i>	<i>Total</i>
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):

<i>Name of programme/project/ support service</i>	<i>Grade level</i>	<i>Focus(es) of programme/project/ support service</i>	<i>External support (if any)</i>
2012/2013 EDB School Support Partners(Seconded Teacher) Scheme	P.2	To develop teaching plans and materials for P.2	Language Learning Support Section, EDB
2012/2013 Support Programme on Fostering Communities of Practice to Enhance	P.3	To develop teaching plans and materials for P.3	CUSP, CUHK

<i>Name of programme/project/ support service</i>	<i>Grade level</i>	<i>Focus(es) of programme/project/ support service</i>	<i>External support (if any)</i>
Learning and Teaching in a Small Class Environment (The Chinese University of Hong Kong)			
2012/2013 Primary Literacy Programme – Reading and Writing P.1-3	P.1-3	To adopt a holistic approach incorporating the four skills into the primary literacy programme and have an emphasis on reading and writing	NET Section, EDB
2013/2014 Partner Schools Scheme and Quality Assurance Process for EMADS	P.1-2	To try out e-learning materials developed by the E-Textbook Market Development Scheme	Curriculum Resources Section of the Curriculum Development Institute, EDB
2013/2014 Support Programme on Fostering Communities of Practice to Enhance Learning and Teaching in a Small Class Environment (The Chinese University of Hong Kong)	P.6	To foster communities of practice to enhance learning and teaching in a small class environment	CUSP, CUHK
2013/2014 Support by the development of the School-Based Curriculum Development (Primary) Section (EDB)	P.3	To develop teaching materials integrating the four skills for P.3	School-Based Curriculum Development (Primary) Section, EDB
2014/2015 Support by The development of the School-Based Curriculum Development (Primary) Section (EDB)	P.1-6	To develop a school-based writing programme	School-Based Curriculum Development (Primary) Section, EDB
2015/2016 WIFI 900	P.3	To develop students' generic skills by using portable devices and Apps	IT in Education, EDB
2015/2016 School Support Partners (Seconded Teacher) Scheme (2015/16) Enhancing	P.2	To develop learning activities and evaluate the teaching and learning activities	Language Learning Support Section, EDB

<i>Name of programme/project/ support service</i>	<i>Grade level</i>	<i>Focus(es) of programme/project/ support service</i>	<i>External support (if any)</i>
Primary Students' Reading and Writing Skills Development			
2015/2016 Professional Community (PC) for Curriculum Leaders of the English Language Education KLA (Primary), by LLSS, EDB	P.3 and 5	To enhance teachers' pedagogical knowledge, skills and professional capacity to promote innovative school practices through collaborating with curriculum leaders of the other schools.	Language Learning Support Section, EDB
2016/2017 Professional Community (PC) for Curriculum Leaders of the English Language Education KLA (Primary), by LLSS, EDB	P.6	To enhance teachers' pedagogical knowledge, skills and professional capacity to promote innovative school practices through collaborating with curriculum leaders of the other schools.	Language Learning Support Section, EDB

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

<i>Strengths</i>	<i>Opportunities</i>
1. Supportive Principal, capable English teachers with some enthusiastic co-ordinators	1. PEEGS creates more space in terms of time and resources for further development of school-based curriculum

<i>Strengths</i>	<i>Opportunities</i>
<p>and a stable workforce</p> <ol style="list-style-type: none"> 2. Collaborative and sharing culture has been nurtured by EDB Officers. 3. Teachers are willing to face changes in the mode of teaching and learning. 4. Provision of opportunities to extend learning from inside to outside classroom (e.g. choral speaking competition). 5. Effective use of the NET to develop a school-based reading curriculum in P.1 and 2 which can motivate students to read in class. 	
<i>Weaknesses</i>	<i>Threats</i>
<ol style="list-style-type: none"> 1. Insufficient experience in designing a school-based speaking programme 2. A wide range of learner diversity especially in Key Stage 2. 3. Limited opportunities for students to speak English outside school and lack of family support 4. As shown in TSA results, students are rather weak in reading and speaking. 5. There are not enough books with rich contents and good quality for the English Extensive Reading Scheme. Students can only read the old, poor quality and torn books. 6. The school has a tight budget that the subsidies offered by the EDB can only marginally support its huge expenses on providing various teaching resources. Therefore, the school cannot afford to purchase plenty of quality books for independent reading and reading across the curriculum. 	<ol style="list-style-type: none"> 1. Competition from neighbouring schools 2. Students' speaking and reading proficiency will further be lowered if there are no new measures to cater for learners' differences.

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

<i>Area(s) of Development</i>	<i>Usage(s) of the grant</i>	<i>Grade Level</i>
1. Professional development for English teachers on the teaching of phonics and reading strategies	1. Employed a consultant to conduct phonics teaching workshops, lesson observations, co-plan with English teachers and curriculum tailoring for teachers	All English teachers
2. Develop a school-based phonics programme	2. Employed a part-time supply teacher to release core members for developing the school-based phonics program, the school-based curriculum and teaching resources.	P.1-2
	3. Purchased decodable readers for supporting the school-based phonics programme	

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

<p><i>Proposed target area(s) of development</i> <i>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</i></p>	<p><i>Proposed usage(s) of the Grant</i> <i>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</i></p>	<p><i>Time scale</i> <i>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</i></p>	<p><i>Grade level</i> <i>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</i></p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*</p>	<p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____</p>

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

(More rows can be added if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>Employing a full-time teacher who is proficient in English to</p> <ul style="list-style-type: none"> work in collaboration with existing English language teachers in enriching the English language environment in school through conducting more English language activities in Speaking Classes for P.4-6; AND create an authentic English learning environment outside classroom for P.1-6 					
<ul style="list-style-type: none"> The teacher proposed to be employed should be native English speaker and have a bachelor's degree in any subject from a Hong Kong university or equivalent and a TEFL/TESL qualification at least at certificate level, or an equivalent course of study recognised by EDB. The purposes of employing the full-time teacher who is proficient in English are to: <ul style="list-style-type: none"> collaborate with existing English language teachers in implementing a school-based speaking programme for P.4-6 speaking lessons; and provide a wide range of extra-curricular activities to enhance a language rich environment in school at P.1-6. Duties of the full-time English teacher who is 	<p><u>P.4-6</u> conducting more English language activities in speaking lessons</p> <p><u>P.1-6</u> Enrich the English language environment</p>	<p>Feb 2018-Jan 2020</p> <p>From Feb, 2018 to Jan 2020</p> <p>Teach speaking lessons, prepare teaching materials, carry out different English language</p>	<ul style="list-style-type: none"> A school-based speaking programme lesson plans, learning activities (4 sets per level) will be developed for P.4-6. Regular speaking lessons will be timetabled. 80% of P.4-6 students will have more opportunities to speak and listen to the teacher who 	<ul style="list-style-type: none"> The newly designed programmes will be integrated into the school-based speaking curriculum. All the teaching and training resources as well as activities developed will be 	<ul style="list-style-type: none"> Formative assessment will be used to monitor students' progress. Teacher observation regarding students' improvement in speaking lessons in order to keep track of progress

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

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

³ Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria¹ (preferably measurable)	Sustainability²	Methods of progress-monitoring and evaluation³
<p>proficient in English are to:</p> <p>(i) work with local teachers in 14 speaking lessons (1 lesson for each class per week) at P3-6 (4 classes per level) per week</p> <p>The focus will be teaching students the skills of presenting information, ideas, and feelings clearly and coherently. Students will be engaged in a wide variety of learning tasks before the speaking tasks.</p> <p>For example, in P.3 when students learn a theme about school trip in the textbook, in the speaking lessons, they need to read a short passage about their school trip, then answer questions related to their personal experience about school trip such as ‘When was your last school trip?’ ‘Where did you go?’ ‘What did you do?’ The students need to write down the answer of the questions as well.</p> <p>When the students learn about school rules, they need to study some pictures about the people in the library and answer questions such as ‘(Point to the boy talking on the phone) What is this boy doing? Is he right? Why/Why not?’</p> <p>For P.6, when students learn about a topic called ‘Sports to Enjoy’, students need to read a short passage about sports, then learn how to express their personal experience about sports such as ‘Have you ever taken part in any sports competitions before?’ ‘What sports are you good at?’ Finally, they need to do a presentation about sports.</p> <p>Research and presentation tasks will then be assigned to students. Teachers will need to guide students on</p>		<p>activities and train English Ambassadors</p>	<p>is proficient in English per year.</p> <ul style="list-style-type: none"> 80% of students will improve their performance on speaking through participating in speaking activities which match their level and interests. Learning activities on speaking will be conducted for P.1-6 students three times a week before the morning assembly and during the lunch. A group of English ambassadors (about 25 P.3-6 students) and Buddy Reading Ambassadors (about 28 P.3-4 students for P.1 and 28 P.5-6 students for P.2) will be trained to help 	<p>uploaded to the school’s drive for future retrieval.</p> <ul style="list-style-type: none"> English activities will be organized by Local English Teachers (LETs) to sustain students’ interest. 1 lesson per level will be video-taped for sharing in future. 	<ul style="list-style-type: none"> Questionnaires to the LETs and students and lesson observations by the Principal and the Panel Head to assess the teacher’s performance Teachers’ observation of the language activities for keeping track of progress and evaluation Collect views of students on the language activities conducted through questionnaires for keeping track of progress/ evaluation

<i>Proposed school-based English Language curriculum initiative(s)</i>	<i>Grade level</i>	<i>Time scale (month/ year)</i>	<i>Expected outcomes/ Deliverables/ Success criteria¹ (preferably measurable)</i>	<i>Sustainability²</i>	<i>Methods of progress-monitoring and evaluation³</i>
<p>how to express their ideas clearly, use words and expressions appropriate to the context, appropriate discourse markers and correct pronunciation, pause and intonation. Different techniques from verbal ones such as volume and pronunciation to non-verbal ones like eye contact and gestures for the delivery of effective speeches will be introduced. They will also learn how to write organized presentations and judge what materials should be included for different kinds of topics. By getting students to experience this regularly in a supportive and encouraging environment, they can overcome their fear of public speaking and handle more complex tasks such as interviews and public speaking examinations better.</p> <p>All the lessons will be planned with local teachers. Local teachers and the additional teacher need to design worksheets related to the themes students are learning in the co-planning meetings. The teachers will evaluate the lessons in the next meeting. 4 speaking worksheets will be designed and taught each term. About 3 lessons will be spent on each worksheet.</p> <p>The class will be divided into two groups (about 12-13 students a group). One group will be taught by local teacher and the other will be taught by the teacher who is proficient in English. For example, class no.1-13 are to be taught by local teacher. No.14-25 are to be taught by the additional teacher. After finishing the first worksheet (about three lessons), no.1-13 will be taught by the teacher who is proficient in English and no.14-25 will be taught by the local teacher. As the class size is smaller, students will have more</p>			organize English activities and support the Buddy Reading Scheme		

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<p>opportunities to take part in class activities.</p> <p>The teacher needs to review the teaching effectiveness with the local teachers once a month in order to make adjustment of the teaching strategies.</p> <p>Peer lesson observations will be arranged. Then, teachers will discuss and adjust the teaching strategies in the co-planning meetings.</p> <p>(ii) organize language activities to create an authentic English learning environment outside classrooms for P.1-P.6</p> <p>✓ to conduct speaking activities in the hall three days a week (7:50-8:10 and 12:55-1:15)</p> <p>The additional teacher will work with the EDB NET in conducting sharing sessions in the morning assembly for all students three times a week (Monday, Tuesday and Friday).</p> <p>The teacher who is proficient in English will share some interesting news, stories, jokes which are selected from newspapers, Ming Pao. He/She will ask one to two questions during his/her speeches and invite students to share their ideas with their English teachers in English during lunch break. Students could learn the vocabulary items, acquire cultural knowledge from the sharing and communicate in English more often. For example, the sharing topic is about typhoon, the teacher who is proficient in English will ask students what people should do when there is a typhoon and</p>					

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<p>how the typhoon affects people’s life. The questions will be posted on an e-board in the hall.</p> <p>✓ Students have more opportunities to chat, mingle and enjoy activities with the EDB NET and the teacher who is proficient in English in the English Rooms and school campus outside the classrooms during recess and lunch time. Students’ motivation and confidence in speaking and listening to English will be enhanced.</p> <p>A booklet called ‘English Passport’ will be designed for the activities. Students can bring the English passport and chat with the teacher and the English ambassadors using the materials in the passport. Students will receive a stamp after interacting with the teacher or the English ambassadors. The following is the English Passport user guide:</p> <p>English Passport user guide:</p> <ol style="list-style-type: none"> 1. Read the materials to teachers or English Ambassadors and get the stamps. 2. Ask teachers questions and collect FIVE teachers’ stamps or signatures. 3. Try your best to get stamps and signatures for every section. 4. You will be awarded after completing the passport. <p>(iii) hold three to five after-school classes (45</p>					

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<p>minutes per each) per week for training English Ambassadors and Buddy Reading Ambassadors to support the P.1-2 Wednesday Morning Buddy Reading Scheme</p> <p>The additional teacher will train English ambassadors to help organize activities in the hall. The training will be conducted after school once a week.</p> <p>P.3-6 students who are interested in helping P.1-2 students read books and carry out English activities will be chosen to be the English Ambassadors and Buddy Reading Ambassadors. There are no selection criteria. All students are welcome.</p> <p>For the English Ambassadors, students will be taught how to be good English ambassadors, speak English confidently as well as the skills and language to help carry out English activities such as story-telling, board games, use of e-books and websites.</p> <p>For the Buddy Reading Ambassadors, students will be taught how to be a good Reading Ambassador, how to help students with problems and the reading skills to help P.1-2 students read. Students need to choose some books from a reading website and they will use iPads to share their reading with the P.1-2 students every Wednesday morning. During the training sessions, students need to find books themselves and set some questions for P.1-2 students after reading with them. All P.1-2 students will be</p>					

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benefited from this scheme. One ambassador will take care of 3-4 students. Class teachers will be in the classroom monitoring and supporting the ambassadors.					

(F) Budget and cash flow (Please provide a breakdown of the costs for each expenditure item per school year) more rows can be added if needed:

Proposed school-based English Language curriculum initiative(s)	Estimated cost				Sub-total (Funded by PEEGS)
	If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2017/18 (second term) to 2018/19 (first term)		2018/19 (second term) to 2019/20 (first term)		
Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
To employ a full-time teacher who is proficient in English (Monthly salary: \$25000*1.05MPF*10 months, employed through agency) From 2/2018 to 6/2018 and 9/2018 to 1/2019 \$25,000 x 1.05 x 10 months = \$262,500 From 2/2019 to 6/2019 and 9/2019 to 1/2020 \$25,000 x 1.05 x 10 months = \$262,500	\$175,000	\$87,500 (Teacher Relief Grant)	\$175,000	\$87,500.00 (Teacher Relief Grant)	\$350,000
Total:	\$175,000	\$87,500	\$175,000	\$87,500	\$350,000