

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

School Name: Islamic Primary School (English)

Application No.: B184 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 9

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

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	1	2	2	2	2	2	11
2011-2012	2	1	2	2	2	2	11

3. No. of operating classes in 2010/2011 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	1	3	3	3	3	3	16
2011-2012	2	1	3	3	3	3	15

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

Name of programme/ project / support service e.g. PLP - R/W	Grade level e.g. P.1-3	Focus(es) of programme/ project / support service e.g. reading and writing	External support (if any) e.g. NET Section
School based support-curriculum development	P.1-2 (07-08) P.3-4 (08-09) P.5-6 (09-10)	writing	NET section

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

Strengths	Opportunities
<ol style="list-style-type: none">1. We are a multi-cultural school, where differences are celebrated. We also pride ourselves on providing a warm, safe, caring atmosphere for all our students coupled with high expectations for conduct and academic achievement.2. Our English teachers are a dedicated group of professionals committed to ongoing professional development that ensures they offer the best possible programs and teaching techniques for students.3. We teach students in English in all subjects except Chinese. Students are able to communication with others in English. Overall English level of our students is relatively strong.	<ol style="list-style-type: none">1. Our school has four teaching assistants. It helps to organize a variety of learning activities.2. To apply for English Enhancement Scheme if successful we would provide additional support to further enhance the English skills of students and to refine our school-based curriculum accordingly.
Weaknesses	Threats
<ol style="list-style-type: none">1. Learner's diversity is an issue, and students' English skills vary a lot among students of the same grade level.2. Coping with the diverse and special learning needs of students is a concern.3. There is room for improvement for students' English writing skills.4. They lack of skills on expressing themselves but students can become active in learning through the language arts.	<ol style="list-style-type: none">1. Facing the challenge of declining birth rate, competition of P1 intake among neighboring schools is becoming more severe.

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

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
<ul style="list-style-type: none"> ● Enhance teachers’ capacity of using creative & publishing teaching strategies to teach writing ● To organize related professional development workshops and to equip our English teachers with fundamental techniques and essential skills required to implement the writing programme. 	Writing & communication skills	Building a school based writing curriculum for P. 2-5
<ul style="list-style-type: none"> ● To enhance teachers’ capacity of using language arts to teach English. ● To provide students a wide range of learning experiences to enhance their English language proficiency, especially in the areas of reading, writing and presentation skills. 	Drama-in-education Reading & Writing Presentation and generic skills	Incorporating Language Arts into the English Language curriculum for P.2 to P.5

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

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Hire of consultancy to organize related professional development workshops and to equip English teachers skills required to implement a writing programme in P.2-5. 2. Employ a supply teacher to create space for core members in developing the writing curriculum					
a) Teacher's Professional development workshop(provided by the consultancy) -to equip teachers with the knowledge, strategies and resources to teach creative writing.	P.4 to P.5 P.2 to P.3	2011-2012 2012-2013 Co-planning period:	-English teachers are equipped with the knowledge and strategies to teach creative writing	- English teachers are equipped with the knowledge, strategies and resources to teach creative writing so as	-Teachers' evaluation forms -Feedback from the teachers on the impact of the professional development workshop.

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<p>**The consultancy will provide the trainers are master degree graduates in education, English or relevant fields with at least 10 years teaching and training experience in schools and university.</p> <p>-Topic: creative writing -Total number of hours: 10hrs **3 PD workshops in Year 1 2 PD workshops in Year 2 **</p> <p>1-introduction: theories of learning and process writing 2-stimulus writing: using resources to stimulate writing, create writing 3-functional and social writing 4-writing through games 5-writing and metacognition: to guide the effects of peer comment & feedback in a positive way.</p> <p>The workshops are for all teachers</p> <p>b) Development of school based writing curriculum Writing curriculum will match the themes and text types of textbooks so that students will have language input from the GE curriculum before performing writing tasks -3 English panel heads as core team members work to plan and organize a school based writing curriculum. Core team members will teach in the target levels during 2 years.</p>		<p>Sept - June</p> <p>1st period: 2011-2012</p> <p>Sept - June</p> <p>P.4-5</p> <p>Number of units to be developed per level:</p> <p>8 units per year</p> <p>2nd period: 2012-2013</p> <p>P.2-3</p> <p>Sept - June</p> <p>Number of units to be developed per level:</p> <p>8 units per year</p>	<p>-Teachers' teaching skills will be improved.</p> <p>-The confidence of teaching will be enhanced.</p> <p>-School based writing curriculum will be build up</p> <p>Expected number of tasks to be developed for each level: 8 tasks per year</p> <p>Writing task will last 4 lessons with unit plans developed. 10 lessons will be allocated for the process of input including reading, vocabulary building and grammar , etc.</p> <p>-Students will write 8 different type texts per year Writing skills of students will be</p>	<p>to prepare or the implementation of the program.</p> <p>-All the teaching materials and notes used in the Professional Development Workshops will be documented and video-taped for future training.</p> <p>- A school based writing curriculum will be established for future use and becomes part of the school-based curriculum (including all unit plans, writing activities, worksheets, games, materials, documents and resources)</p> <p>It will be extended to P.1 , 6 after the project years</p>	<p>-The school based curriculum (The effectiveness of the writing design, materials, resources, activities, worksheets) will be evaluated in the co-planning sessions through out the years.</p> <p>-Amendment and improvement will be discussed in the co-planning sessions.</p> <p>-Peer lesson observation and evaluation on students writing workshops</p> <p>-Observe and assess the contract teacher's performance per term</p> <p>-Interview the contract teacher for the feedback of the working condition at per school term</p> <p>-Formative and summative assessments will be used to track the</p>

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<p>*write different text types *develop their writing skills -Panel heads will discuss with the other English teachers in all levels in the co-planning sessions in order to have a deep understanding about the vertical writing curriculum.</p> <p>Each level will have a <u>co-planning</u> session on Wednesday afternoon in <u>every two weeks</u>.</p> <p>-Develop materials, worksheets and activities modified to cater for three ability levels(high – middle -low) -The exposure of different text types will be introduced to students for helping their writing. Different text types which are indicated in the EDB Curriculum Guide will be chosen.</p> <p>P2-3: Students' writing workshop -Equip students to do the creative writing and to write through the process of writing P.4-5: Students' writing workshop -Focus on journalism and writing for publication 4 lessons for each writing task in P.2-5 P.4-5 will also write bi-weekly journal</p> <p>-A two-year contract teacher will be employed to share some of the three panel heads' lessons so that the three English panel heads will take a leadership role to lead the English team to</p>		<p>PD workshops</p> <p>Sept, Nov, Feb, Apr, July</p>	<p>developed</p> <p>*use appropriate formats, conventions and language feature *use appropriate cohesive devices *write paragraphs which develop main ideas *present main and supporting ideas with appropriate elaboration</p> <p>-Students will publish their writing and produce school magazine funded by school. -Teachers will teach more systematically</p> <p>-The contract teacher will give space for English Panel heads to plan the writing curriculum and will help to develop the materials, worksheets and activities.</p>		<p>progress made by students.</p> <p>-Record of co-planning meetings to be kept</p>

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<p>develop a school based writing curriculum. Each of the 3 panel heads will teach 2 classes English from P.2, 3, 4 ,5. They will take around 16 lessons a week.</p> <p>Year 1 (P.4-5) *4A, 4B, P.4 IRTP 5A, 5B, P.5 IRTP *6 classes and 5 teachers (same IRTP teacher) *4 lessons will released from each of 3 panel heads and 2 lessons from each of 2 subject teachers. Altogether 16 lessons will be taken by the contract teacher. *4 lessons x 3 panel heads (12) + 2lessons x 2 subject teachers (4) = 16 lessons</p> <p>Year 2 (P.2-3) *2A, 3A, 3B, P.3 IRTP *4 classes and 4 teachers *4 lessons will released from each of 3 panel heads and 2 lessons from 1 subject teacher. Altogether 14 lessons will be released to do the management and there will be core team meetings three times a month. *4 lessons x 3 panel heads (12) + 2 lessons x 1subject teacher(2) = 14 lessons</p> <p>Core team members work as coordinators and leaders. They discuss and work with the other</p>					

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<p>school based Language Arts Programme. Teachers provide ideas and also design the language arts lessons.</p> <p>Core team leaders include 3 panel heads will monitor quality and ensure sustainability of this programme.</p> <p>Panel heads will perform management and administration duties for this programme. They contact with the consultancy and the levels teachers involved.</p> <p>The consultant service will provide qualified English drama teachers who are graduated from the university with drama-in-education or English related degree, have rich experience in performing arts and also have experience in supporting curriculum development of local school.</p> <p>-Language Arts Programme will be designed to align with the school's English curriculum. The teaching themes of the language arts workshops will match with the teaching modules or units of our English curriculum in P.2-5.</p> <p>-We will incorporate language arts: (Language arts elements such as songs and poems, readers' theatre and role play for KS1, drama-in-education for KS2) drama-in-education components with focus on</p>	<p>P.2-5</p>	<p>1st period: 2011-2012 P.2-3</p> <p>Sept- June</p> <p>2nd period: 2012-2013 P.4-5</p> <p>Sept- June</p>	<p>-Students' level *Students' interest in learning English will be aroused</p> <p>*Students' English speaking skill and confidence will be improved.</p> <p>*Students will have opportunities to develop their language skills of reading, writing, listening and speaking.</p> <p>*Students will develop their generic skills in a real context provided in drama</p> <p>-Teachers' level *Teachers will get enough opportunities to gain the confidence and techniques to teach English through Language Arts.</p>	<p>Workshops will be documented and video-taped for future training.</p> <p>- A school based language arts programme will be established for future use as a part of the school -based curriculum (including all language arts activities, worksheets, games, materials, documents and resources)</p> <p>-students' workshops will be video-taped and all the materials and lesson plans are documented which will be kept for the use in future. -teachers will have knowledge and techniques to teach writing effectively in future.</p>	<p>-Any amendment and improvement will be discuss in the co-planning sessions.</p> <p>-Progress check of students' performance by teachers' observation</p> <p>-Regular students' work including reading and writing tasks that can show students' achievements, strengths, weaknesses and the progress</p> <p>-small group and in-class drama, reader's theatre, story telling and other performances can be evaluated through self, peer and teachers' evaluation.</p> <p>Records of co-planning meetings among teachers and consultant will be kept</p> <p>Checklists for peer/ formative assessment will</p>

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<p>improving students' reading skills and further writing, speaking skills into the school's English curriculum.</p> <p>-We will develop different two sets of teaching materials to cater for students' different abilities to be used in different classes.</p> <p>-Students will have opportunities to perform language arts in class and in school (twice performances per school year)</p> <p>Reference books will be purchased to support learning and teaching.</p> <p>Books with different text types: short story, script, recipe books, poetry and magazine. Students can learn through different exposure.</p> <p>There are 2 books of 15 copies for each level. The books will be used in lessons as input in learning language arts.</p> <p>c) Students' workshops</p> <p>Demonstration</p> <ul style="list-style-type: none"> - 6 workshops per class will be taught by ELT consultant in a school year. Subject teachers will observe the lessons. <p>Co-teaching</p> <ul style="list-style-type: none"> -5 workshops per class will be taught by ELT consultant and subject teachers in a school 				<p>-The valuable experience which is sustainable will help teachers in future.</p>	<p>be designed by teachers as a tool for progress monitoring</p> <p>-lesson observation</p> <p>-regular progress review meeting</p> <p>-students' performance</p> <p>-evaluation form from teachers and students</p>

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<p>year. They will share similar teaching load in a lesson.</p> <p>Try-out</p> <p>-5 workshops per class will be taught by subject teachers with the feedback and evaluation from the ELT consultant.</p> <p>Consultants and teacher will share similar load of teaching.</p> <p>Consultant will provide professional feedback to teachers.</p> <p>School will ensure the ownership of all reference and PD materials after the service period.</p> <p>The school will ensure the service provider owns copyright of all reference and PD materials and will then be shared by the school after the service period.</p>					

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

Proposed measure(s)	Estimated cost If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				Sub-total
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>1. Building a school based writing curriculum in P. 2-5 (Sep 2011 – Aug 2013)</p> <p>Teachers’ Professional development workshop (Sep 2011 to Aug 2012)</p> <p>Year 1: 3 PD workshops *3 workshops x 2 hours x \$ 2,000 = \$12,000 1-introduction: theories of learning and process writing 2-stimulus writing: using resources to stimulate writing, introduce different text types 3-functional and social writing</p> <p>Year 2: 2 PD workshops *2 workshops x 2 hours x \$ 2,000 = \$8,000 4-writing through games 5-writing and metacognition: to guide the effects of peer comment, feedback and critique in a positive way</p> <p>Total number of workshops: 5 Duration of each workshop: 2 hours Total number of hours: 10 hours Consultant fee per hour: \$2,000</p> <p style="text-align: right;">Subtotal: \$20,000</p> <p>Year 1</p> <p>Learning and teaching materials in building up the writing curriculum: teachers reference books :\$2,000 (\$200 x 10 books)</p> <p style="text-align: right;">Subtotal: \$2,000</p>	\$147,380	\$0	\$141,380	\$0	\$288,760

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	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>Year 1 A 0.5 qualified contract teacher (Sep 2011-Aug 2012) Monthly salary: \$ 11,000 (MPF included) x 12</p> <p style="text-align: right;">Subtotal: \$133,380</p> <p>Year 2 A 0.5 contract teacher (Sep 2012-Aug 2013) Monthly salary: \$ 11,000 (MPF included) x 12</p> <p style="text-align: right;">Subtotal: \$133,380</p> <p>EEGS supports salary of supply teachers at MPS point 14 Excess amount to supported by school grant.</p>					
<p>2. Incorporating Language Arts into the English Language curriculum for P.2 to P.5 (Sep 2011 – Aug 2013)</p> <p>Year 1: Teachers’ Professional development workshop (Sep 2011) PD workshops in Year 1 (P.2-3) Topics: 1-introduction to nursery rhymes, choral speaking, reader theatre 2- introduction to voice, rhythm & movement Total number of workshops: 2 Duration of each workshop: 2 hours Total number of hours: 4 hours Consultant fee per hour: \$2,000</p> <p style="text-align: right;">Subtotal: \$8,000</p>	\$89,200	\$0	\$104,800	\$0	\$194,000

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	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>Teaching Demonstration & Lesson observation (Sep 2011 to Jan 2012) Number of classes: = 4 classes (P.2-P.3) Reason for conducting demonstration in all classes: All students have chance to experience T To cater for learning diversity and the level of difficulties will be different for every class.</p> <p>Total no of workshops per class: 6 hours Duration of each lesson: 1 hour Total number of hours: 24 hours Consultant fee per hour: \$800</p> <p style="text-align: right;">Subtotal: \$19,200</p> <p>Lesson co-teaching (Feb 2012 to Jun 2012) Number of classes: = 4 classes (P.2-P.3) Reason for conducting co-teaching in all classes: Teachers can exercise the teaching method and can be observed and get feedback from the professional. Total no of workshops per class: 5 hours Duration of each lesson: 1 hour Total number of hours: 20 hours Consultant fee per hour: \$800</p> <p style="text-align: right;">Subtotal: \$16,000</p> <p>Try out lessons conducted by teachers (Consultant will give feedback to the teachers)</p>					

Proposed measure(s)	Estimated cost If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				Sub-total
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>(Feb 2012 to Jun 2012) Number of classes: = 4 classes (P.2-P.3) Reason for conducting co-teaching in all classes: Teachers can exercise the teaching method and can be observed and get feedback from the professional. Total no of workshops per class: 5 hours Duration of each lesson: 1 hour Total number of hours: 20 hours Consultant fee per hour: \$800 <p style="text-align: right;">Subtotal: \$16,000</p> <p>Co-development of school-based curriculum (Sep 2011 to Jun 2012) (on-site support) around 8 times per year Number of levels: 2 levels (P.2-P.3) Efforts per level: 8 hours Total number of hours: 16 Consultant fee per hour: \$1000 <p style="text-align: right;">Subtotal: \$16,000</p> <p>Learning and teaching materials in Language Arts Workshops: students' books :\$12,000 P.2 – 2 books x \$100 x 15copies = \$3,000 P.3 – 2 books x \$100 x 15copies = \$3,000 P.4 – 2 books x \$100 x 15copies = \$3,000 P.5 – 2 books x \$100 x 15copies = \$3,000 teachers reference books :\$2,000 (\$200 x 10) <p style="text-align: right;">Subtotal: \$14,000</p> </p></p></p>					

Proposed measure(s)	Estimated cost If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				Sub-total
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>Year 2:</p> <p>Teaching Demonstration & Lesson observation (Sep 2012 to Jan 2013) Number of classes: = 6 classes (P.4-P.5) Reason for conducting demonstration in all classes: Students have chance to experience To cater for learning diversity and the level of difficulties will be different for every class. Total no of workshops per class: 6 hours Duration of each lesson: 1 hour Total number of hours: 36 hours Consultant fee per hour: \$800</p> <p style="text-align: right;">Subtotal: \$28,800</p> <p>Lesson co-teaching (Feb 2013 to Jun 2013) Number of classes: = 6 classes (P.4-P.5) Reason for conducting co-teaching in all classes: All teachers can exercise the teaching method and can be observed and get feedback from the professional. Total no of workshops per class: 5 hours Duration of each lesson: 1 hour Total number of hours: 30 hours Consultant fee per hour: \$800</p> <p style="text-align: right;">Subtotal: \$24,000</p> <p>Try out lessons conducted by teachers (Consultant will give feedback to the teachers) (Feb 2013 to Jun 2013)</p>					

Proposed measure(s)	Estimated cost If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				Sub-total
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>Number of classes: = 6 classes (P.4-P.5) Reason for conducting co-teaching in all classes: All teachers can exercise the teaching method and can be observed and get feedback from the professional. Total no of workshops per class: 5 hours Duration of each lesson: 1 hour Total number of hours: 30 hours Consultant fee per hour: \$800</p> <p style="text-align: right;">Subtotal: \$24,000</p> <p>Teachers' Professional development workshop (Aug 2013) Year 2 (P.4-5) 1-introduction to reading and language arts 2-introduction to writing and language arts 3-using drama to extend engagement in reading and writing tasks e.g. use drama activities to teach reinforce vocabulary, drama games to stimulate writing task and reading text</p> <p>Total number of workshops: 3 Duration of each workshop: 2 hours Total number of hours: 6 hours Consultant fee per hour: \$2000</p> <p style="text-align: right;">Subtotal: \$12,000</p>					

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	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
Co-development of school-based curriculum (Sep 2012 to Jun 2013) (on-site support: around 8 times per year) Number of levels: 2 levels (P.4-P.5) Efforts per level: 8 hours Total number of hours: 16 Consultant fee per hour: \$1000 <p style="text-align: right;">Subtotal: \$16,000</p>					
Total:	\$236,580	\$0	\$246,180	\$0	\$482,760