

保良局方王錦全小學



二零一九至二零二零年

學校周年計劃

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保良精神

重力心人德
尊愛助恩知
互合助善行
相團結展延
人德知恩行感

造福社群的奉獻精神

願景

幼有所育，少有所學，壯有所為，老有所依，
貧寡孤困殘病者皆有所望

使命

成為最傑出、最具承擔的慈善公益機構，
發揮保良精神，以善心建善業，
致力保赤安良，護老扶弱，助貧健診，
培德育才，揚康樂眾，實踐環保，
承傳文化，造福社群

價值觀

進恩新危益服務
並感創忘本服務
時愛實不重心
與關務安注愛心
傳統本治公源隊
承人良潔用業
秉以優廉善專

辦學宗旨

本校秉承保良局的辦學方針，以「作育英才」為目標，致力提供多元化、高質素的教育服務，讓學生在一個完善的學校環境中學習及成長，培養兒童有高尚品德及正確的人生觀，以達到「德、智、體、群、美」五育並重的理想；繼而使本校的學生緊記校訓：愛、敬、勤、誠，並以「樂於助人，服務社群」為己任，成為良好的公民。

保良局方王錦全小學

學校周年計劃

二零一九/二零二零年度

關注事項(按優先次序排列)：

1. 建立正向校園

2. 提升學習效能

3. 推行廣泛閱讀

關注事項 1：建立正向校園

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
1. 建立正向心理教師團隊	<ul style="list-style-type: none"> ● 舉辦「正向心理學」教師專業發展日。 ● 舉辦「心靈健康」教師專業發展日。 ● 推薦有興趣的老師進修「正向心理學」。 	上下學期各1次	<ul style="list-style-type: none"> ● 90%或以上教師對「正向心理學」有認識。 	<ul style="list-style-type: none"> ● 教師問卷 ● 教師課堂觀察 ● 學生表現問卷 	健康組 訓練輔組	社區資源 教育局訓輔組
2. 優化「正向」校本訓育及輔導工作。	<ul style="list-style-type: none"> ● 推行「EASY EASY 好小事」活動至三年級(小一至小三)，鼓勵學生將一天完成的好事記錄下來，與身邊的同伴分享，並鼓勵其他人一同作好事。 ● 持續修訂成長課內容，以提升學生自信心、減少學生負面情緒為內容。 ● 在早會定期向學生介紹六種正向特質中的其中兩種元素(節制及公義)，讓學生了解正向性格能幫助他們解決困難。 ● 為小四至小六年級推行「成長的天空計劃」。計劃內容會修訂為以正向心理學為主，讓學生透過活動學習正向心理(節制及公義)。 	上學期 上學期 全年 全年	<ul style="list-style-type: none"> ● 80%或以上教師、家長及學生認同「EASY EASY 好小事」能提升學生的正面情緒。 ● 80%或以上學生認同成長的天空、週訓及成長課能提升學生對正向的認識。 		健康組 訓練輔組	

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
3. 透過不同的策略及活動，營造正向校園的氛圍。	<ul style="list-style-type: none"> ● 舉辦家長教育講座、工作坊及親子活動，推廣正向管教方法。 ● 於小四及小五推行「心靈健康」課程，讓學生學習如何控制情緒。 ● 推行「『賞』你一分鐘」活動至小五(小三至小五)，以製造一個正面的環境，培養正向思維的能力。 ● 配合環保基金「方少青蔥生能園」計劃，全校推行「我是小園丁」，讓學生學習愛護及照顧植物，及利用所照顧的植物美化校園。 ● 課室佈置加入正向教育理念的元素(節制及公義)，營造正向校園氣氛，傳遞正能量訊息。 ● 全校推行「我都做得到」計劃，每位學生都擔任班上其中一個職務，除增加班中歸屬感及提升學生的責任感外，更強化學生在節制及公義的美德。 	<p>全年</p> <p>下學期</p> <p>上學期</p> <p>全年</p> <p>全年</p> <p>全年</p>	<ul style="list-style-type: none"> ● 90%或以上家長能運用「正向心理學」於管教子女方面。 ● 80%或以上學生認同「心靈健康」課程能幫助他們控制情緒。 ● 80%或以上學生及學生認同各項活動能建立學生之間互相欣賞及支持的朋輩關係。 ● 80%或以上學生及教師認同各項活動能減少學生的負面情緒、提升正能量。 	<ul style="list-style-type: none"> ● 教師問卷 ● 教師課堂觀察 ● 學生表現問卷 	<p>健康組 訓輔組</p> <p>教育局訓輔組</p> <p>健康組 訓輔組</p>	<p>社區資源</p> <p>教育局訓輔組</p>

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
	<ul style="list-style-type: none"> ● 推行「『揚』語你話」活動，收集學生/教師/家長讚揚心意卡，於午膳時段透過廣播公開表揚同學，並播放正面/勵志歌曲；所收集的心意卡亦會請學生大使傳遞給所讚揚的對象，以營造一個正面和讚賞文化的校園關愛氣氛。 ● 於一、六年級推行「愛心大使」計劃，讓六年級的同學於開學初期協助照顧一年級新生，讓一年級生得到支援，展現關愛校園。 	<p>下學期</p> <p>上學期</p>		<ul style="list-style-type: none"> ● 教師問卷 ● 教師課堂觀察 ● 學生表現問卷 	<p>健康組 訓練輔組</p>	<p>社區資源 教育局訓輔組</p>

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
	<ul style="list-style-type: none"> ● 各科組活動： <p>健康組：「智 FIT 精神健康計劃」。</p> <p>訓輔組：舉行「正向人生」攤位、「身心靜靜 1 分鐘活動」。</p> <p>支援組：慈善特工隊。</p> <p>中文科：配合讀文教學，深化品德情意。</p> <p>英文科：推行快樂閱讀計劃。</p> <p>常識科：於小三推行「護蛋大行動」。</p> <p>視藝科：小一至小四推行「正向小宇宙」計劃。</p> <p>電腦科：利用校園電視台拍攝有關宣揚正向教育的短片。</p> <p>圖書科：小一至小二圖書課程內加入「正向圖書」分享。</p> <p>體育科：奧妙運動園計劃。</p> <p>普通話：普通話大使推廣正向故事。</p>	全年		<ul style="list-style-type: none"> ● 教師問卷 ● 教師課堂觀察 ● 學生表現問卷 	各科組主席	社區資源 教育局訓輔組

關注事項 2：提升學習效能

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過多元學習模式，培養學生喜愛學習，主動學習的態度。	<p>電子學習</p> <ul style="list-style-type: none"> ● 建立科創室，進行全校科創課程，提升學生學習科技的興趣及效能，訓練運算思維。 ● 在課堂進行不同的電子學習活動，拓展至 P4-6(中英數常運用 Edpuzzle、Nearpod 或 GeoGebra)，提升學生的學習興趣。 <p>跨科整合</p> <ul style="list-style-type: none"> ● P4-5 設跨學科主題研習小組，帶領同級議定有共通性的主題進行跨學科主題研習，並商討相關的學習目標、活動內容及推行時間表。 ● 各科組協作，P4-5 以健康生活為主題，透過跨學科的學習模式，進行跨科主題學習，配合學生生活經驗，讓學生掌握綜合知識的能力。 	全年	<ul style="list-style-type: none"> ● 完成科創室工程項目，開始科創課程。 ● 85%或以上學生認同電子學習及跨科整合的模式，有助提升學習興趣。 ● 85%或以上教師認同電子學習及跨科整合的策略有助提升學生的學習效能。 	<ul style="list-style-type: none"> ● 觀察 ● 學生問卷 ● 教師問卷 ● 會議紀錄 ● 共同備課紀錄 	資訊科技主任、課程主任、相關科主任	校外資源、電子學習平台、學習軟件、會議時間

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過語境的設置、校本課程的規劃，進一步提升校園的學習氛圍。	<p>語言環境</p> <ul style="list-style-type: none"> ● 設英語日及普通話日，增加學生運用英語或普通話溝通的機會。(單月第一個星期一為普通話日；雙月第一個星期一為英語日) ● 針對校本需要，加強拍攝英語及普通話節目，進一步提升學生學習語言的動機及效能。 <p>校本課程</p> <ul style="list-style-type: none"> ● 在現有的校本資優課程基礎上，拓展及深化中文科(P.2-5)及英文科(P.2-5)校本資優課程。 ● 優化校本課程，藉不同學習經歷，發展學生潛能。 	全年	<ul style="list-style-type: none"> ● 85%或以上P4-6學生認同語境的設置，有助營造校園的學習氣氛。 ● 75%或以上P4-6學生認同校園電視台節目有助提升學習語言的動機及效能。 ● 85%或以上參與的學生認同校本資優課程及活動，有助發展他們的潛能。 ● 75%或以上學生認同各科校本課程有助發展個人潛能。 	<ul style="list-style-type: none"> ● 觀察 ● 學生問卷 ● 會議紀錄 ● 活動紀錄 ● 觀察 ● 學生問卷 ● 會議紀錄 ● 資優學生課業 ● 活動紀錄 	課程主任及相關科主任 資優教育統籌、課程主任、相關科主任	張貼空間及紙張 資優教學老師、活動導師

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過具科組特色的學習策略及思維能力訓練，提升學習的成效。	<p><u>摘錄筆記</u></p> <ul style="list-style-type: none"> 各科(拓展至P4-6中英數常)配合科本特色及不同的課題需要，選用合適的筆記方式，如：列點、列表、時間線、流程圖、腦圖、天秤、溫氏圖等，提示學生用不同的筆錄技巧，從而養成主動摘錄筆記的習慣。 於課室壁報展示不同的筆記摘錄方式，收集優良事例，於課堂內作分享。 <p><u>高階思維</u></p> <ul style="list-style-type: none"> 各科(P5-6 中英數常)聚焦教授學生不同的思維技巧，讓學生有系統地學習及運用不同的學習策略，掌握所學，從而提升學習的效能。 <ul style="list-style-type: none"> -中、英文閱讀策略 -數學速算及解題策略 -常識思維十三式 於課室設置思維策略的佈置，張貼思維策略的方法、提示及佳作。 	全年	<ul style="list-style-type: none"> 85%或以上學生認同摘錄筆記對他們學習有幫助。 75%或以上學生曾經瀏覽壁報中摘錄筆記的技巧，並能檢視自己的表現，增強學習信心。 75%或以上學生能在科本重點內容考核中取得達標成績。 <ul style="list-style-type: none"> 75%或以上學生認同環境佈置思維策略資源有助學習。 75%或以上教師能使用不同層次提問技巧或高層次思考策略教學，提升學生高階思維能力。 	<ul style="list-style-type: none"> 觀察 學生問卷 教師問卷 成績統計 	課程主任、相關科主任	筆記資料、學習策略資料、高階思維能力資料

關注事項 3：推動廣泛閱讀

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過不同閱讀推廣及宣傳工作，營造校園閱讀氣氛。	<ul style="list-style-type: none"> 結合學生校園閱讀的生活經驗，教師參加各類讀書活動，身體力行作榜樣，建立學生的閱讀習慣。 「午息閱讀大本營」 使用禮堂，於午息時段安排 P.4-5 年級學生到禮堂進行閱讀，讓全級學生同時進行閱讀，營造閱讀氣氛。定期舉辦主題閱讀活動引發學生閱讀興趣。主題包括科普、健康及正向。 「早上閱讀時刻」 逢星期四早上 8:15 至 8:30 老師與學生在課室安靜地共同閱讀。單數周次閱讀中文圖書，雙數周次閱讀英文圖書。 「好書分享」 校長及老師於早會時段進行好書分享，分享喜愛的圖書，宣揚圖書閱讀的興趣。 	全年	<ul style="list-style-type: none"> 95%或以上學生認同不同閱讀推廣及宣傳工作，能營造學校閱讀的氣氛，有助建立個人的閱讀習慣。 95%或以上學生樂意透過不同途徑的活動享受閱讀的樂趣。 	<ul style="list-style-type: none"> 問卷調查 	<ul style="list-style-type: none"> 活動主任 各班主任 閱讀小組 	<ul style="list-style-type: none"> 學校發展津貼 圖書

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過不同閱讀推廣及宣傳工作，營造校園閱讀氣氛。	<ul style="list-style-type: none"> ● 圖書小組舉辦各項推廣閱讀的活動，讓學校各成員參與，增加對圖書閱讀的認識及興趣，強化閱讀氛圍。 —配合 23/4 世界閱讀日訂立「方小閱讀月」，推廣閱讀文化。活動有：「喜閱心聲演奏會」、故事分享活動、立體書畫展、作家講座、圖書冊封面設計比賽、家長日書展、「任務卡」獎勵計劃等。 	下學期	<ul style="list-style-type: none"> ● 95%或以上學生認同圖書小組舉辦的閱讀活動能增加對圖書閱讀的認識。 ● 95%或以上學生對圖書小組舉辦的推廣活動感到興趣。 ● 學生於圖書館借閱圖書量有所增加。 	<ul style="list-style-type: none"> ● 問卷調查 ● 電腦統計 	<ul style="list-style-type: none"> ● 閱讀小組 	<ul style="list-style-type: none"> 學校發展津貼 圖書
	<ul style="list-style-type: none"> ● 以閱讀為主題佈置校園，並增設閱讀材料，提升學生閱讀圖書的機會，強化校園閱讀的氛圍。 —於課室內設立「悅讀天地」，張貼圖書科的各類活動資訊。 —於地下及各樓層增設小書架擺放圖書，供同學自由閱讀。 	全年	<ul style="list-style-type: none"> ● 95%或以上學生認同以閱讀為主題佈置校園，並增設閱讀材料，能提升學生閱讀圖書的機會，強化校園閱讀的氛圍。 	<ul style="list-style-type: none"> ● 問卷調查 	<ul style="list-style-type: none"> ● 閱讀小組 	<ul style="list-style-type: none"> 學校發展津貼 圖書

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過科組協作活動，增加學生的閱讀機會，擴闊閱讀層面與深度，增加學生閱讀的興趣。	<ul style="list-style-type: none"> 各科組配合教學，滲入閱讀元素，讓學生寓閱讀於學習，提升閱讀趣味，培養延伸閱讀的學習態度。 <p>中文科：</p> <ol style="list-style-type: none"> 1. P. 1-P. 2「好書齊分享」 2. 主題圖書推介 3. 必讀書計劃 <p>英文科：</p> <ol style="list-style-type: none"> 1. Smart Reading Kids(P. 1-P. 6) <p>數學科：</p> <ol style="list-style-type: none"> 1. 設立自主學習圖書放於圖書館讓學生借閱，並以 IPAD 回答書本內容的問題。 <p>常識科：</p> <ol style="list-style-type: none"> 1. 增設 STEM 圖書，讓學生於課餘時間接觸科學及科技知識的機會。 <p>體育科：</p> <ol style="list-style-type: none"> 1. P. 4-P. 6 專題研習滲入閱讀元素。 2. 參與沙田公共圖書館舉辦的有關體育科的閱讀工作坊。 3. 以體育運動為主題舉行專題書展。 <p>電腦科：</p> <ol style="list-style-type: none"> 1. 學生利用兩文三語拍攝好書推介或主題式書籍介紹。 	全年	<ul style="list-style-type: none"> ● 90%或以上學生對各科組舉辦的圖書協作活動感到興趣。 ● 90%或以上學生認同能提升自主閱讀的機會。 ● 80%或以上學生認同各科組舉辦的圖書協作活動，能擴闊閱讀層面。 	<ul style="list-style-type: none"> ● 問卷調查 	<ul style="list-style-type: none"> ● 各科主席 ● 科任老師 	圖書 IPAD

目標	策略	時間表	成功準則	評估方法	負責人	所需資源
透過科組協作活動，增加學生的閱讀機會，擴闊閱讀層面與深度，增加學生閱讀的興趣。	<ul style="list-style-type: none"> ● 開展跨科學習，透過不同學科的閱讀材料，以擴展學生的閱讀層面。 —P. 4-5 配合以健康為主題的跨科學習，進行圖書推介。圖書小組向公共圖書館借入相關的圖書，涵蓋不同科目。 	下學期	<ul style="list-style-type: none"> ● 80%學生對跨科學習的圖書感興趣。 ● 90%或以上學生認同跨科學習能提升自主閱讀的機會。 ● 95%或以上學生認同跨科學習的圖書推介能擴展個人的閱讀層面。 	<ul style="list-style-type: none"> ● 問卷調查 	<ul style="list-style-type: none"> ● 課程主任 ● 科主席 ● P.4,P5跨科學習統籌 ● 圖書小組 	圖書

二零一九/二零學年校本課後學習及支援計劃
校本津貼\$175800 - 活動計劃表

學校名稱：保良局方王錦全小學

計劃統籌員姓名：何梅英老師

聯絡電話：24661882

A. 本計劃受惠學生人數(人頭)預計共 335 名(包括 A. 領取綜援人數：78 名，B. 學生資助計劃全額津貼人數：182 及 C. 學校使用酌情權的清貧學生人數：75 名)

B. 獲本津貼資助/補足的各項活動資料

*活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試、問卷等)	活動舉辦時期 /日期	預計獲資助合資格學 生名額#			預計開支 (\$)	合辦機構/服務供應 機構名稱 (如適用)
					A	B	C		
1.功課輔導班	1.能幫助成績較弱的學 生完成功課 2.提升學生的成績	功課能及時完成	課堂觀察	2019/10-2020/5	10	10	0	50000	保良局方王錦全教 育服務中心
2.考試溫習班	提升學生的答題技巧， 從而改善學科的成績。	考試成績有進步	口頭問卷	2019/10-2020/6	50	83	1	50000	保良局方王錦全教 育服務中心
3.排球 (男子)	讓學生接受正規和有系 統的專業訓練，從而提 升其自信心。	1. 提升了學生的排球 技術水平及自信心 2. 為學校爭取獎項	觀察 比賽	2018/11-2019/6	3	9	9	20000	校方聘請專業導師
4.田徑	建立學生的正面價值， 發掘小朋友的個人專 才，培養團隊精神。	1. 為學校爭取獎項 2. 教師觀察學生的表 現	觀察	2019/9-2019/12	10	60	50	29400	校方聘請專業導師
5.中國舞	建立學生的正面價值， 發掘小朋友對舞蹈的興 趣，培養團隊精神。	1. 為學校爭取獎項 2. 參加公開表演	觀察 比賽	2019/9-2020/8	5	20	15	30000	校方聘請專業導師
活動 項 目 總 數 ： 5					④學生人次	78	182	75	
					**總學生人次	335			

備註:

*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練
④學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C) 的總和 # 合資格學生：指(A)領取綜援/(B)學生資助計劃全額津貼及(C)學校使用酌情權的清貧學生

保良局方王錦全小學

2019 – 2020 年度

德育及國民教育支援津貼計劃書

(一)總目標

1. 發展多元化的課程及活動，優化學生德育及國民教育，持續發展相關的教與學。
2. 建立學生正面積極的人生態度，為未來成為良好公民做好準備。

(二)現況

總推行策略：

- 1.1 本校於不同的學習領域滲入中國文化元素，以提升學生對中國文化的認識，如音樂科的中國樂器及粵劇課程、視藝科一、二年級的中國書畫、粵劇課程、體育科一、二年級的武術課程、常識科五年級專題研習等。
- 1.2 舉辦各類課外活動傳遞品德教育，建立學生正面價值及培養公民責任。如：設立交通安全隊、公益少年團、男女童軍等制服團體；風紀、健康大使、星之行動義工服務等。通過體藝活動的培訓，如：中樂團、粵劇培訓、中國舞蹈組、乒乓球培訓、普通話話劇等，滲入我國文化精粹，實踐國民教育。
- 1.3 就德育及國民教育舉辦適切的教育活動：如舉行每月一次升國旗儀式、中樂團培訓、內地交流、舉辦德育講座、成長的天空、領袖訓練營等活動。
- 1.4 於每周增設一節綜合課，有系統地向各級學生進行生命教育及價值觀教育，透過課程傳遞德育、公民教育及環保知識，建立學生的正面價值觀。

(三) 二零一九至二零二零年度「德育及國民教育支援津貼」計劃書 學校：保良局方王錦全小學
 諮詢教師的方法：校務會議

附件

項目	關注重點	策略 / 工作	預期好處	推行時間表	所需資源	成功準則	評估方法	負責人
中華文化活動	德育培訓及認識中華文化：透過活動讓學生感受傳統節日的氣氛，建立正向的家庭及人際關係。	舉辦各項能加強認識中華文化的學習活動，豐富學生的學習經歷。 例如： -華服日 -攤位遊戲 -創意書法	學生能夠欣賞及承傳中華文化的卓越精神及文明。	2019年9月2日至2020年7月31日 主要活動為1月21日，全方位學習日。	支付各科組舉辦活動之費用及獎品： 每科\$400x10 <u>總額：\$4,000</u> (餘款由CEG發展津貼支付)	80%或以上學生對中華文化活動感興趣。 80%學生認同活動有助推動正向家庭及人際關係。	問卷調查 課堂觀察	課程主任及各科組科主席

計劃資助預算總支出：

\$ 3,391.45

*本校於校務會議中商討有關運用學校發展津貼事項，並獲全體教師通過上述運用該項津貼的安排，不足款項由學校其他津貼支付。

可用款項：

19-20「德育及國民教育支援津貼」撥款	\$ 3,391.45
19-20「德育及國民教育支援津貼」計劃預算支出	\$ 3,391.45
預算盈餘	\$ 0.00

備註：上述預算內均作為19-20「德育及國民教育支援津貼」撥款計劃內所有項目之備用金，以支付所有項目於實際運作上可能超出預算的金額。

保良局方王錦全小學
2019-2020 年度
「姊妹學校交流計劃書」

姊妹學校： 1. 深圳市西麗小學
2. 宜昌市外國語實驗小學
3. 福州教育學院附屬第三小學
4. 昆明市五華區外國語實驗小學
5. 西安碑林區文藝路小學

締結日期： 1. 2009年11月
2. 2012年05月
3. 2014年12月
4. 2018年11月
5. 2018年12月

津貼撥款額為每年\$150,000，本校擬於推行期間舉辦下列姊妹學校交流活動：

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.	預備合辦交流活動會議： 於每年交流活動出發前一個月安排最少一次視像會議，與姊妹學校商討及確定本年度合辦學生交流活動的詳情。	<ul style="list-style-type: none"> 與姊妹學校共同訂定本年度合辦學生交流活動的詳情。 	<ul style="list-style-type: none"> 於11月前購置視像交流所需的設備：1部手提電腦，能於出發前一個月訂定兩地學生到訪交流的日期及活動的基本方案。 	<ul style="list-style-type: none"> 購置1部附鏡頭的手提電腦或相關設備：\$10,000。
2.	安排學生到姊妹學校進行交流活動： 於本年度安排本校學生到訪內地姊妹學校-西安碑林區文藝路小學或其他姊妹學校，並進行交流活動。	<ul style="list-style-type: none"> 透過探訪姊妹學校的交流活動，提供機會讓本校學生體驗國內學生的校園生活，加強學生對內地教育的認識、擴闊學生的視野及促進兩地文化的交流。 	<ul style="list-style-type: none"> 於交流活動後進行學生問卷調查，80%表示交流活動能加強他們對內地教育的認識、擴闊視野及促進兩地文化的交流。 	<ul style="list-style-type: none"> 資助本校學生及老師到訪姊妹學校的交通、住宿費用及活動費用：\$45,000

	<p>活動內容：</p> <ul style="list-style-type: none"> 安排本校學生與姊妹學校學生共同進行不少於一天的學習活動。 		<ul style="list-style-type: none"> 根據教師的觀察，大部份學生能投入交流活動。 活動後教師進行檢討會議，並與姊妹學校進行視像會議，互相匯報及檢討交流情況。 	<ul style="list-style-type: none"> 購買製作紀念品之材料及工具：\$2,000 添置投影機及屏幕等設備，用於交流時進行活動、播放兩地學校之校園生活及交流後作分享及推廣：\$10,000
3.	<p>行政及活動支援：</p> <p>聘請一名輔助人員以協助處理相關的行政工作、安排交流活動的報價及相關預備工作、預備到訪活動的學習物資、協助到訪姊妹學校當天的活動、活動後的展示工作，並協助整理教師交流後的教研資料。</p>	<ul style="list-style-type: none"> 輔助人員協助安排交流活動及出版刊物，提升各活動的果效。 	<ul style="list-style-type: none"> 活動後於學校網頁、校園板及校訊內展示交流活動花絮。 	<ul style="list-style-type: none"> 聘請一名輔助人員協助處理與交流相關的行政及活動工作，並協助整理教師交流後的教研資料：\$30,000 <p>(不敷之數由其他津貼支付)</p>
4.	<p>姊妹學校學生到港交流及學習：</p> <p>安排姊妹學校四年級學生到訪本校進行一天的交流活動。</p> <p>參與人數：姊妹學校四年級學生約45人；帶隊教師約5人。</p> <p>活動內容：</p> <ul style="list-style-type: none"> 姊妹學校四年級學生到訪本校，與本校學生進行校園學習活動，包括校園導賞、兩地學生結伴體驗課堂及校園生活。 	<ul style="list-style-type: none"> 本校學生與抵港的姊妹學校學生進行全方位學習活動。 介紹本校課程發展，深化兩地的認識及文化交流。 	<ul style="list-style-type: none"> 本校學生能與姊妹學校學生進行全方位學習活動，透過口頭回饋評估成效。 活動後於學校網頁、校園板及校訊內展示交流活動花絮。 	<ul style="list-style-type: none"> 與姊妹學校在本港境內合辦學生全方位學習活動的開支：\$33,000

5.	<p>兩地教師交流活動及教學訪談： 教師到訪內地姊妹學校，並進行觀課、課研活動及交流分享等活動；於姊妹學校到訪本校時進行示範教學，課後進行教學分享。</p>	<ul style="list-style-type: none"> 透過會議及交流活動，促進專業發展，加強本校教師對國內教育的認識，擴闊其視野及促進兩地文化的交流。 	<ul style="list-style-type: none"> 問卷調查，80%教師表示交流活動能加強他們對內地教育的認識、擴闊教師的視野及促進兩地文化的交流。 	<ul style="list-style-type: none"> 資助本校教師到訪姊妹學校的交通及住宿費用： \$20,000
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*本校於校務會議中商討有關運用津貼事項，並獲全體老師通過上述運用該項津貼的安排。

可用款項：

18-19「姊妹學校交流計劃津貼」盈餘	\$ 0
19-20「姊妹學校交流計劃津貼」撥款	\$150,000.00
19-20「姊妹學校交流計劃津貼」計劃預算支出	\$150,000.00

保良局方王錦全小學

2019-2020 年度

運用推廣閱讀津貼計劃書

統籌：李詩琪老師

運用推廣閱讀津貼計劃書
2019-2020 年度

推廣閱讀的主要目標：

1. 推廣閱讀文化，營造校內閱讀氣氛閱讀。
2. 透過閱讀，建立學生的正向思維。

	項目名稱	預算開支(\$)
1.	購置圖書 <input checked="" type="checkbox"/> 實體書 <input checked="" type="checkbox"/> 兒童雜誌	\$20990
2.	閱讀活動 <input checked="" type="checkbox"/> 聘請社區中心社工到校進行「親子閱讀講座」 <input checked="" type="checkbox"/> 舉辦校內閱讀獎勵計劃 <input checked="" type="checkbox"/> 邀請出版社到校進行「故事分享」活動 <input checked="" type="checkbox"/> 邀請作家到校主持講座 <input checked="" type="checkbox"/> 邀請團體到校舉辦閱讀活動 <input checked="" type="checkbox"/> 舉辦校內「專題書展」 <input checked="" type="checkbox"/> 支付學生參加不同「閱讀活動」的車費	\$10000
		總開支：\$30990

全方位學習津貼
津貼運用計劃
2019-2020 學年

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

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)									
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗					
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）															
語文																
地理																
中國歷史																
跨學科 (如： STEM)																

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)			
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務
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（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）									
	中樂團指揮 •聘請一位指揮，為學生提供有系統的及正規的樂團訓練。	•為在中樂訓練班中有良好表現的學生推行樂團合奏排練	2019 年 9 月至 2020 年 8 月	P.1-6	•計算學生的出席率 •觀察學生的投入程度 •參加比賽紀錄成績	\$90,000			✓	
	P.4 游泳課程 •聘請游泳教練指導	•學生能用自由式在水中前進	2020 年 3 月至 2020 年 6 月	P.4	•課堂觀察學生前進的距離及速度	\$49,000		✓		
	校本體育課程---六年級 Hip Hop 舞 •聘請導師於體育課上教授學生 Hip Hop 舞	•提升學生對 Hip Hop 舞的認識 •加強體育課的多元發展	2019 至 2020 年度下學期	P.6	•科任老師觀察學生表現 •期考評核	\$14,000		✓		
	Hip Hop 課後活動訓練 •聘請專業導師培訓學生，教授 Hip Hop 舞的技巧，並編排配合音樂的舞曲。	•讓有興趣參加舞蹈表演的學生參與 Hip Hop 舞的專業訓練，並參加表演展示。	2020 年 2 月至 2020 年 6 月	P.3-6	•導師對學生的評價 •老師觀察學生的投入程度	\$31,000		✓		

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)			
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務
	現代舞培訓計劃 ▪參加康文署培訓計劃，聘請專業導師教授學生舞蹈技巧。 ▪提供表演機會，提升學生個人自信心，加強與友儕間之協作及溝通能力。	▪透過活動學生對肢體可呈現之情緒及感情有進一步認識，對表達個人情緒有提升，同時可拓闊學生不同藝術範疇之視野。	2019 年 9 月至 2020 年 7 月	P.4-6	▪口頭問卷 ▪教師觀察	\$15,000		✓		
	男子排球隊訓練 ▪透過學界、不同的比賽及友誼賽，使學生能累積經驗，令表現更上一層樓。	▪建立學生的自信心 ▪提升學生的排球技術水平 ▪增加學生的合作性及團隊精神 ▪為學校爭取更高榮譽	2019 年 9 月至 2020 年 8 月	P.3-6	▪藉不同之比賽評估學生在排球技術上之表現	\$40,000		✓		
	足球展翅計劃 ▪於六年級的體育足球課程中，以專業教練與本校老師協作，教授學生基本的足球知識以及技巧，在課堂上實踐與學習，並作出評估，了解學生掌握程度。 ▪建立一支學校足球隊，提升足球隊學員的足球技巧與能力，強化足球隊的歸屬感，參與校外比賽與交流。	▪提高學生對足球運動的認識，增加他們鍛鍊身體的機會，培養他們的自信心。 ▪透過比賽，還可培養學生的團結精神、投入感和成功感。	2019年11月至2020年5月	P.5	▪口頭問卷調查 ▪觀察	\$21,240		✓		
	P.3 校本音樂課程 ▪聘請專業導師到校教授三年級同學中樂課程	▪讓學生初步接觸中國樂器，引發他們對中國音樂的興趣。	2019 年上學期	P.3	▪問卷調查 ▪導師觀察	\$23,000		✓		

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)			
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務
	P.2 桌上遊戲 ▪於星期五活動課舉辦桌上遊戲課程，聘請導師教授二年級數學知識。	▪透過桌上遊戲讓學生認識數學的原理，提升智力，培養對數學的興趣。	2019年10月至2020年5月	P.2	▪口頭問卷 ▪老師觀察	\$15,000	✓			
	STEM 編程 ▪購買 STEM 學習教件，於課堂供學生使用，提升學與教效能。 ▪資助學生參與 STEM 活動，購買比賽材料機或支付報名費。 ▪提供不同學習機會，讓學生動手操作或製作個人成品，發展潛能。	▪提升教學效能，提升學生學習興趣與動機。 ▪發掘學生潛能，增強自信。	2019年9月至2020年8月	P.3-6	▪問卷	\$25,000	✓			
	中國舞 ▪聘請專業導師教授	▪學生能掌握中國舞的舞蹈技巧 ▪學生能認識各民族的特色 ▪培養學生對舞蹈的興趣	2019年9月至2020年8月	P.1-6	▪導師觀察	\$40,000			✓	
	中文資優課程 ▪進行中文資優課程，從中發掘人才。 ▪建立本校四、五年級中文資優教材。	▪提升學生中文聽說讀寫能力，發掘資優學生人才。 ▪建立校本資優課程縱向框架		P.4-5	▪問卷 ▪前後測	\$40,000	✓			
	校本中國書畫課程(水墨畫) ▪聘請專業導師教授 ▪於視藝廊展示學生作品	▪培養學生對藝術的興趣，陶冶個人性情，增加對中國文化的體驗。	2019年10月至2020年6月	P.1	▪學生問卷 ▪導師觀察及口頭訪問	\$22,000		✓		

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)			
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務
	武術課程 ▪於體育課上舉辦武術，聘請教練教授一、二年級五步拳及南拳的技巧。	▪中國武術源遠流長，博大精深，值得向學生推廣，讓學生認識中國武術這國粹的基本知識與技巧。	2019年9月至2020年8月	P.1	▪老師觀察 ▪問卷	\$9,000			✓	
	3D 打印 ▪聘請專業導師教授學生學習電腦繪圖，並配合 3D 打印，製作小飾物。	▪讓學生認識電腦繪圖基本技巧	2020年1月至2020年7月	P.4-6	▪問卷	\$50,000	✓			
1.3	舉辦或參加境外交流活動或比賽，擴闊學生視野									
	赤子情 中國心 ▪藉著學生到姊妹學校的探訪交流，加強學生對祖國的認識。	▪提升學生對中國各大城市之認識，增廣見聞，擴闊視野。	2019 年 12 月	P.5	▪由帶隊老師觀察學生表現，並觀察向家長分享的小組匯報成果。	\$80,000		✓		
	境外交流 a. 境外 STEM 科技交流之旅 ▪參觀博物館、學校、大學、進行實地考察，與外地學生交流，體驗兩地教育發展。	▪擴闊學生視野，到外地參觀外國科技博覽展，提供機會推廣個人創作成品或學習科技軟件等，增強自信心。	2020年1月至8月	P.4-6	▪檢視學生分享會及特刊文章 ▪即時觀察學生活動表現 ▪口頭詢問	\$180,000	✓			

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)			
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務
	<ul style="list-style-type: none"> 進行專題研習及工作坊，創作個人或小組作品，參加國外的教育博覽展示作品，回校後製作特刊及舉辦學生分享會。 <p>b. 日本關西文化考察之旅</p> <ul style="list-style-type: none"> 進行傳統文化考察，與日本學生交流，體驗兩地教育的發展。 進行專題研習、製作特刊及舉辦學生分享會。 	<ul style="list-style-type: none"> 了解外地與香港在科技文化教育方面的不同發展。 認識外地的風土人情，與當地學生進行交流，提升英語水平，認識外地文化。 <p>擴闊學生視野，了解日本與香港在傳統文化保育方面的不同發展。</p> <ul style="list-style-type: none"> 認識日本的風土人情，與日本學生進行交流，了解兩地學習文化。 	2019 年 11 月	P.6	<ul style="list-style-type: none"> 檢視學生分享會及特刊文章 即時觀察學生活動表現 口頭詢問 				✓	
1.4	其他									
							第 1 項預算總開支	\$744, 240		

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		
STEM			
體育			
藝術			
其他			
			第 2 項預算總開支
			第 1 及第 2 項預算總開支
			\$744, 240

預期受惠學生人數

全校學生人數：	767
預期受惠學生人數：	767
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: PLK Fong Wong Kam Chuen Primary School (English)

Application No.: C 052 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

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)
Effectiveness of English Learning and Teaching	P.4	The programme focuses on the area of writing, which guides students to finish task of writing through different learning activities.	Educational Publishing House Ltd., The Chinese University of Hong Kong

School Name: PLK Fong Wong Kam Chuen Primary School

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

Strengths	Opportunities
1.Teachers are positive to innovative curricular changes. 2.School-based curriculum has been developed. 3.School has arranged lessons in the timetable for teachers to co-plan. 4.There are two Native English Teachers in our school.	1. The existing set of textbooks has been gradually replaced by the new ones. New pedagogy will be adopted in the new textbooks. 2. PEEGS offers school with the opportunity to develop a new KS2 school-based reading curriculum.
Weaknesses	Threats
1.Some students do not have high motivation to read English storybooks. 2.Teachers have expressed great concern about the slow progress of some students in coping with classroom instructions. 3.Some children are less confident in speaking English.	1. Most parents or guardians are not able to help their children to learn English at home. 2. Most parents do not have the habit of reading with their children.

(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.)

Area(s) of Development	Usage(s) of the grant	Grade Level
1. To create and enrich English environment for pupils 2. To enhance teachers' professional training	<ul style="list-style-type: none"> • Purchase of storybooks for P.1-P.3 Learning Centre • Procure service for Professional Teachers Training Programme • Procure service for P.6 Teen Writers' Collection • Procure service for Drama in English Curriculum 	P.1-P.3 P.1-P.6
3. To promote writing for fun and enjoyment as well as enhance pupils' confidence in writing		P.6 P.2

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> •conducting more English language activities*; and/or •developing more quality English language learning resources for students * <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> 2019/20 school year <input type="checkbox"/> 2020/21 school year	<input checked="" type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6
<input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		
<input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input checked="" type="checkbox"/> Procure service for conducting English language activities		

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

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employing a full-time English-proficient teaching assistant to assist the existing teachers and procuring professional services to conduct school-based puppetry curriculum to enrich the English language environment for Primary 1					
<p>Objective(s):</p> <p>• The objective is to develop a school-based puppetry curriculum to enrich the English language environment for Primary 1. Based on the existing curriculum, puppetry elements will be added to the lessons, which can foster active learning, promote communicative use of language and create a learning community. Students' motivation in learning English can be raised. Students will become more confidence in reading, listening and speaking English.</p> <p>Expected qualifications of the instructor:</p> <p>A bachelor's degree holder with professional qualifications in drama education/ puppetry and preferably previous experience working with primary students will be hired for the puppetry curriculum.</p> <p>Core team</p> <p>• The core team will be formed by at least 1 English Panel Head and other P.1 English teachers (4 core team members in total). The English Panel Head(s) will be in charge of the programme.</p> <p>Duties of the core team</p> <p>• Co-planning and materials development:</p> <p>A total of 12 half an hour co-planning sessions (1-2 sessions/ per month) will be arranged for the core team members and the instructors to co-plan the lessons. Teaching and learning materials</p>	P.1	<p>2019-2020</p> <p>Sept 2019- June 2020 (all year round)</p> <p>Co-planning Co-teaching Lesson observation Lesson demonstration</p> <p>June or July 2020</p> <p>Puppet Show</p>	<p>School-based puppetry curriculum</p> <p>About 10 activity packs of teaching and learning materials including PowerPoint slides, worksheets, scripts, lesson plans for Puppetry programme to enrich the English language environment in school for Primary 1 will be produced. A total of 12 puppetry sessions will be covered in a year.</p>	<p>The puppetry programme will be incorporated into the core English curriculum after the project period.</p> <p>The teaching and learning materials developed in activity pack will be properly kept for future use.</p> <p>During the co-planning, co-teaching sessions, try-out lessons and lesson</p>	<p>Co-planning meetings (12 sessions), demonstrations (16 sessions), co-teaching (16 sessions), lesson observations (16 sessions), review meetings (12 sessions) and professional sharing sessions (1 session) will be arranged throughout the project year.</p> <p>Records of meetings and videos of puppetry</p>

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.

<p>as well as lesson plans of the programme will be developed. They will also evaluate the students' performance and progress as well as effectiveness of each activity in every meeting. Demonstrations and co-teaching:</p> <p>Demonstrations (4 sessions / per class) will be conducted by the instructor and 4 co-teaching sessions will be arranged for each class. For each demonstration, instructor will demonstrate the teaching strategies of the puppetry lesson to one class (e.g. Class A) and all P.1 teachers will observe the lesson. Then teachers of Class B, C, D will co-teach the lesson with the instructor or try out the lesson by themselves.) The level teachers and the instructor will equally share the teaching parts during co-teaching.</p> <ul style="list-style-type: none"> • Try-outs and lesson observations by the instructor with review meeting: <p>Try-out sessions (4 sessions / per class) will be arranged for each class. The core team members will also try out the lessons and the instructor will observe the lessons and give feedbacks and comments to teachers on improving the teaching of puppetry.</p> • Review meetings: <p>For each session, teachers and instructor will share teaching experiences as well as evaluate the effectiveness of the lesson and different teaching methodologies applied through post-lesson review meetings (12 sessions) (half an hour / per session). Adjustment of the teaching plans will be made whenever necessary.</p> • Professional sharing: <p>There will be video-taping of the demonstration lessons as other non-core team teachers can watch the video and learn the teaching strategies. Then they can apply the strategies in the coming years. In order to disseminate new practices on the puppetry programme, the core team members will have a sharing session to share teaching strategies and experiences of the programme with all English teachers at the end of the school term.</p> • Teachers will make full and sustainable use of the newly-developed teaching materials after the project. • Terms and conditions will be stated in the service contract to ensure that the school will be entitled to all copyrights of the materials after the contract period. 		<p>A school-based puppetry curriculum and 8 story scripts in total will be developed in one year.</p> <p>A puppet show will be organized at the end of the school year.</p> <p><u>On students' performance</u></p> <p>70% of Primary 1 students will improve their confidence and skills in reading and speaking.</p> <p><u>On existing English teachers' professional enhancement:</u></p> <p>80% of all English teachers will enrich their knowledge in the teaching of puppetry.</p>	<p>observations as well as lesson demonstrations, all P.1 teachers learn the skills of designing and implementing the school-based puppetry curriculum. Hence, teachers can continue the implementation after completion of this project.</p> <p>As there will be video-taping of the demonstration lessons, other non-core team teachers can watch the videos and learn about the teaching strategies. Then, they can apply the strategies in future implementation.</p>	<p>lessons will be retained for future reference.</p> <p>Subject teachers will take part in the progress-monitoring and evaluation through lesson observation.</p> <p>Surveys or questionnaires will be conducted to collect students'/teachers' opinions about the programme.</p> <p>Students' achievement will be evaluated through performance in classroom.</p>
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<p>Deployment of the additional English-proficient teaching assistant hired</p> <p>A teaching assistant with good command of English and IT skills will be employed.</p> <p>•Duties of TA:</p> <p>Before class:</p> <p>P.1 teachers will co-plan and co-design the teaching and learning materials of puppetry programme with instructors while P.4-6 subject teachers will design the teaching and learning materials of RaC programme. The additional TA will help teachers prepare the relevant lesson materials of both programmes for example, flash cards, props, worksheet and offer clerical support to type up lesson plans and draft minutes of co-planning meetings. During class:</p> <p>The TA will conduct small group teaching in guided reading lessons and giving individualised support to students in puppetry sessions.</p> <p>After class:</p> <p>English teachers will design the questionnaires and evaluation forms for the puppetry programme and RaC programme. The additional TA will help collect and input the data for further analysis. The TA will offer support in organizing finale performance of the puppetry programme and co-curricular activities of RaC programme.</p> <p>Implementation details of the Puppetry Programme</p> <ul style="list-style-type: none"> Puppetry programme will enhance students' reading and speaking skills via expressing their thoughts and ideas in a playful and interactive manner through puppetry. The puppetry programme will be conducted biweekly in the normal timetable for all P.1 classes with 12 1-hour sessions in total. Fun learning and teaching activities will be incorporated into the lessons. Here are some examples of the activities: <p>➤Retelling:</p> <p>Students will be put into groups and provided with masks or puppets so they can each take on a role.</p>		<p>100% of P.1 English teachers will apply puppetry teaching strategies to English teaching at Primary 1.</p>	<p>According to students' abilities and levels, the play scripts can be modified and used for future use.</p>	<p>All the data collected from teachers and students will be used as the indicators for further improvement in progra</p>
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- Hot Seating:
Students will be asked to take on a role of different characters from the key units and stories of the core textbooks and be provided with masks or puppets. Students are expected to answer questions as if they are the characters.
- Stage 1: The units and stories will be selected.
Vocabulary and grammar items to be focused will be specified. Key sentence structures for spoken language will be included in the scripts.
- Stage 2: The scripts will be developed by teachers. Characters will be selected and designed with the aim of including all students.
- Stage 3: Puppet show rehearsal will be arranged to confirm the script.
- Stage 4: Setting, puppets and props will be designed and made by teachers and students together.
- Stage 5: Teachers and the instructor will evaluate students' performance and progress in the rehearsal to confirm all the final details of the puppet show.
- A puppet show will be organized at the end of the school year in June or July. Contents from the core textbooks and readers of the reading lessons will be included in the core story plot of the puppet shows.
- Among the four classes of P.1, each class will develop two scripts for the puppet show (4 classes X 2 scripts = 8 different scripts). The language focus, which includes target vocabulary, grammar items and sentence structures, will be different for each script. Students will work on the scripts with expressive voices. They are able to apply target vocabulary, grammar and sentence structures from the core textbook or readers in a dialogue to express related thoughts and ideas. The presentation can enhance students' motivation, reading and speaking skills as well as build up their confidence in reading and speaking English.

Target reading skills	Target speaking/ puppetry skills				
- Understanding information, ideas and feelings in a story or play script.	<ul style="list-style-type: none"> build up basic understanding of different roles in a play/ story/ performance and how the roles relate to each other. identify the environment in which the character will react. identify what makes a strong character. create characters for puppets using authentic and realistic movement and speech. use their puppets to find a unique and purposeful voice. retain each character identity and function by performing a show using puppets / the puppets they create. 				
Generic skills					
-develop competency in communication skills -enhance communication skills by responding to one another and creating dialogues					

The tentative outline of the puppetry programme:

<u>Session</u>	<u>Contents</u>
1	Ice-breaker, introduction of puppetry and demonstration of puppet show
2	Understanding puppetry: Types of puppetry, show and tell – how the different puppets work for storytelling
3	Basic puppetry skills I: Exploring range of movements from puppet and puppeteer, stance, eye focus, lip sync, breathing, puppet vibrato.

4	Basic puppetry skills II: Arm movements (waving, scratching, covering mouth), hearing, walking and positioning.
5	Basic puppetry skills III: Proper entrances, proper height, left and right handed skills, puppet assisting (two puppeteers working one puppet).
6	Basic puppetry skills IV: Dance and movement skills with rhythms while lip syncing to vocals.
7	Workshop on puppets: Emotions/gestures without dialogue in storytelling
8	Workshop on puppets: Emotions/gestures with dialogue (sounding right) in storytelling
9	Character building, voice acting (voice projection, stress and intonation) and working with scripts.
10	Practising dialogue in a play script developed by teachers to confirm the script of finale performance
11	Demonstrating to the class and performing with puppet stage/ backdrops, props, masks and puppets
12	Rehearsal of finale performance with the use of puppet stage/ backdrops, props, masks and puppets

A sample puppetry module

- Module: “Fun and Games - At the zoo”

Teachers will introduce names of various animals through a sound game. Students will listen to the sounds of different animals and make a guess. Then students will read a short story about animals at the zoo. In the process of reading, teachers will guide students

<p>to think about the animal puppet's character. They choose one animal they like and try to develop a puppet's voice based on the animal's appearance and character. The activity 'Hot Seating' will be employed. Students will answer questions as if they are the animal character. At the end of the lesson, students will narrate the story with the hand puppets by using expressive voices with appropriate tone, pace and volume.</p>					
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(2) Employing a full-time English-proficient teaching assistant to assist existing teachers and purchasing learning and teaching resources (printed books) to promote reading across the curriculum (RaC) at Primary 4 to 6

<p>Objective(s): In order to promote reading across the curriculum for enriching the English Language Curriculum at P.4 to P.6, a school-based reading programme will be created and reading activities will be organised to reinforce students' ability to integrate their knowledge, skills and learning experiences. It aims to foster students' reading skills, expose students to a wide range of text types, enhance their reading proficiency, help connect their learning experiences with other Key Learning Areas (KLAs), develop reading culture and enrich the reading atmosphere at school.</p> <p>Core team</p> <ul style="list-style-type: none"> The core team will be formed by the English Panel Heads and the P.4 to P.6 English teachers to promote reading across the curriculum by reviewing the current English curriculum and developing a school-based reading programme. There will be 4 core team members in each level, including 1 English Panel Head and 3 subject teachers. The English Panel Heads will be in charge of the programme. <p>Duties of the core team:</p> <ul style="list-style-type: none"> Co-planning and materials development: The core team members of each level will have co-planning meetings every alternate week. In the co-planning meetings, they will discuss the teaching contents, activities and assessment tasks of the RaC programme. They will co-develop the teaching 	<p>P.4 – P.6</p>	<p>2019-2020</p> <p>Fun Readers</p> <p>Sept 2019</p> <p>Purchase of readers</p> <p>Sept 2019 – June 2020 (all year round)</p> <p>Co-planning</p> <p>Try-outs and evaluation for each module</p> <p>Jan 2020 & July 2020</p> <p>Programme evaluation</p>	<p>On curriculum: 18 sets of school-based reading across the curriculum materials including unit plans, lesson plans and learning tasks/activities will be developed in total for Primary 4 to 6. A total of 12 lessons will be covered per level per term.</p> <p>School-based Reading across the Curriculum workshops implemented more effectively in Primary 4-6.</p> <p>3 unit plans covering 12 lessons developed to show the use of resources in class teaching per term.</p> <p>On students' performance:</p> <p>On RaC programme learning materials, 100%</p>	<p>The RaC programme will be incorporated into the core English curriculum after the project period.</p> <p>The RaC teaching and learning materials developed will be properly kept for future use.</p> <p>Teachers will continue to use the readers as well as develop/refine teaching and learning resources for promoting RaC after the project period.</p>	<p>The core team teachers will have co-planning meetings every alternate week.</p> <p>The core team teachers will have try-outs (12 lessons X 4 classes) / per year; peer lesson observations (2 lessons X 4 classes) / per year; review meeting (2 lessons X 4 classes) / per year; evaluation meeting (at the end of each term); professional sharing sessions (at the end of each term).</p> <p>The book sharing sessions, completed book reports and</p>
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<p>and learning materials of the programme.</p> <ul style="list-style-type: none"> • Try-outs: Then the teachers will try out the lesson plans in the reading lessons twice a month. After the lessons, teachers will have follow-up meetings to improve future teaching by making adjustment of the teaching strategies and materials. • Peer lesson observations and follow-ups: Peer lesson observations will be arranged for subject teachers of both the target and non-target levels twice a year for enhancing teachers' skills in teaching reading. After the lesson observations, teachers will have a review meeting to refine teaching resources and strategies for future implementation. • Evaluation: Evaluation meetings will be organised by the end of each term to review the effectiveness of the programme. • Professional sharing: A sharing session will be arranged at the end of the term so that the participating English teachers have a chance to share their experiences of developing and teaching the materials with other teachers. <p>Deployment of the additional English-proficient teaching assistant hired <i>[Please refer to initiative (1).]</i></p> <p>RaC programme</p> <ul style="list-style-type: none"> • Readers of various text types to be procured will be thematically related to the modules of the textbooks and other KLAs (e.g. General studies). Through different learning and teaching activities, students' reading skills (e.g. scanning, skimming, and inferencing) can be enhanced and their reading interest can be aroused. • The readers will include both fiction and non-fiction texts for shared reading or guided reading during the reading lessons (35 minutes / per week) in the normal timetable. 4 lessons will be allocated to each module with a total of 24 lessons for 6 modules in a year for each target level. Students will be exposed to readers with different text types. • For the readers, students need to finish worksheets / book reports, book sharing in the class or in assemblies as follow-up tasks. 		<p>of students will complete all the developed materials per year.</p> <p>70% of Primary 4 to 6 students will improve their confidence and skills in reading skills.</p> <p>Reading assessment results of over 70% students of Primary 4-6 will improve by 10% in 1 year's time.</p> <p>100% of students at Primary 4 to 6 will read at least 6 titles in the reading lessons per year.</p>	<p>A sharing session will be arranged at the end of the term so that the participating English teachers have a chance to share their experiences in the RaC programme and disseminate good practice with other teachers.</p>	<p>worksheets will be regularly collected for monitoring students' progress and checking their understanding of the reading lessons.</p> <p>Records of the utilization rate of the readers will be properly kept for programme monitoring.</p> <p>Feedback will be collected from teachers and pupils through questionnaires at the end of each school term. The data collected will be analysed for future planning and improvement on learning and teaching.</p> <p>Students' performance of reading assessments will be analysed for future planning and improvement on the RaC programme.</p>
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- Reading activities (e.g. presentation) that reinforce students' ability to integrate knowledge, skills and learning experiences will be developed.

Readers

- For each target level, there will be 6 class sets of readers (45 copies/ set) of 6 different titles. The practice of rotation will be adopted throughout the year. Each class will read 3 titles per term and 6 titles per year.

Proposed themes, text types, connection with KLAs and co-curricular activities:

Primary 4

Themes	Text types of the module and titles to be purchased	Connection with other KLAs
Happy days (4A) Unit 2:Fit for life	Newsletters Emails / Stories / Leaflets / Discussions	General Studies
The magic of nature (4A) Unit 3: Amazing animals	Children's encyclopedias / Magazine articles / Information reports	Library Studies
Food and drink (4A): Unit 5: At the food festival	Conversations / Stories / Information reports	General Studies
Relationship (4B) Unit 2: Friends forever	Poems / Stories	Chinese
We love Hong Kong (4B) Unit 4: Discover Hong Kong	Diaries/ Itineraries / Recounts / Stories	General Studies
Happy days	Leaflets /	General

100% of the English teachers concerned will use the resources at Primary 4 to 6 per year

(4B) Unit 6: Little Green Farm	Information reports / Explanations	Studies
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Co-curricular activities:

Design an itinerary

English: Module: We love Hong Kong – Discover Hong Kong

General Studies: Hong Kong History – Hong Kong past and present

e.g. Students will learn about related vocabulary, language and various text types from textbook and the purchased reader in English lessons. Students will learn about related subject knowledge in General Studies.

To promote Hong Kong tourism, students will design an itinerary of one-day local tour including historical buildings and modern tourist attractions. Students will be invited to do sharing with PowerPoint presentation on the one-day local tour during morning assemblies. Students' good work will be posted on the board for sharing.

Primary 5

Modules / Unit and Themes	Text Types of the module and titles to be purchased	Connection with other KLAs
Happy Days (5A) Unit 1: Chinese Culture Day	Explanations / Conversations / Magazine articles / Stories	Chinese
Relationships (5A) Unit 3: People we admire	Personal descriptions/ Biographies	Chinese
Food and Drink (5A) Unit 6: Healthy eating	Recipes / Pamphlets	General Studies
Food and Drinks (5B) Unit 1: Good table manners	Recipes / Blogs / Menus / Explanations /	General Studies

	Procedures					
Changes (5B) Unit 3: I have changed!	Diaries Journals / Plays / Information reports	General Studies				
Relationships (5B) Unit 6: Watch out!	News reports / Journals	Library Studies				
Co-curricular activities: Design a pamphlet English: Module: Relationships – Healthy eating General Studies: Health – Growth and nutrition Students will learn about related vocabulary, language and various text types from textbook and the purchased readers in English lessons. Students will learn about related subject knowledge in General Studies. Inter-class pamphlet design competition on Delicious Healthy Lunch in My School will be held to promote healthy eating habits in school.						
Students will work in groups to design the pamphlet and consider whether the nutrition value of the food and drinks chosen are good for children growth. Teachers and schoolmates will vote for the best work. The best one will be produced as real pamphlets to display around school campus and use in promotion of healthy diets in school.						
Primary 6						
Modules / Unit and Themes	Text Types of the module and titles to be purchased	Connection with other KLAs				
Changes (6A) Unit 2: Good habits	Diaries /Blogs / Cards / Information reports / Explanations	Library Studies				
The magic of	Webpages /	General				

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nature (6A) Unit 4: Save the Earth	Conversations / Brochures / Information reports / Explanations	Studies					
Happy Days (6A) Unit 6: What's on TV?	TV programme reviews/ Book reports / Stories / Explanations	Library Studies					
Happy Days (6B) Unit 1: Special days and special ways	Webpages / Information reports	General Studies					
The magic of nature (6B) Unit 4: Creative art	Catalogues / Coupons / Procedures	Visual Arts					
Changes (6B) Unit 5: What I want to be	Magazine articles / Poems / Information reports	Chinese					
Co-curricular activities: Green and Clean detergent English: Module: The magic of nature –Save the Earth General Studies: World Affair– Environmental problem e.g. Students will learn about related vocabulary, language and various text types from textbook and the purchased reader in English lessons. Students will learn about related subject knowledge in General Studies. With the assistance of teachers, students will work in groups to collect peels of citrus fruit (oranges, lemons, limes and grapefruit) at home or from school (lunch waste) and they will carry out a simple experiment to turn the fruit waste into organic detergent. The product can be used in school for cleaning or washing hands and eventually promote the message of environmental protection in school. At the end, they will have to write up an explanation to describe how the green detergent works and do a presentation.							

Proposed reading skills/strategies and text types:**Primary 4**

Reading skills/ strategies	Text types
Learn to skim a text to get the main idea.	Diaries, Leaflets
Learn to identify simple facts presented in written text.	Children's encyclopedias
Distinguish facts from opinions by using semantic and syntactic clues	Newsletters, Magazines articles
Learn to scan and locate specific information and identify details from a text.	Conversations
Infer information, ideas and feelings by using clues in close proximity	Stories, Diaries

Primary 5

Reading skills/ strategies	Text types
Learn to scan and locate specific information and identify details from a text.	Personal descriptions Pamphlets Conversations
Follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues	News reports Biographies Magazine articles
Organise information and ideas in texts by using knowledge of text structures and some graphic forms	Information reports Explanations
Infer feelings of characters from pieces of information in narrative texts	Plays Blogs Recounts Diaries Journals
Follow ideas by recognising simple	Menus

text structures and understanding the use of cohesive devices	Recipes Procedures
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Primary 6

Reading skills/ strategies	Text types
Gather, distil and summarise more extensive information and ideas from texts	Webpages Magazine articles
Learn to scan information from a text; Recognise the features of a variety of text types	Coupons Thank-you cards Catalogues Brochures
Organise information and ideas in texts by using knowledge of text structures and some graphic forms	Information reports Explanations Procedures
Infer feelings of characters from pieces of information in narrative texts	Diaries Stories
Compare alternative views and arguments in texts by using graphic forms and making note ; Analyse the development of ideas, views or arguments in texts	TV programme reviews Book reports

Proposed run-down for a RaC module of P.5:

Topic/ Module	Healthy Eating / Food and Drinks
Objectives	<p>English: -Learn about the text structures and features of a recipe and pamphlet</p> <p>Language: - Recipe: imperatives, connectives - Pamphlet: descriptive words</p> <p>Reading skills: - Scanning and locating specific information- - Understanding simple text structures and</p>

	<p>the use of cohesive devices</p> <p><u>Vocabulary:</u> amount and food categories, fruit, grains, vegetables, meat and fish, dairy products, fat/ oil, salt and sugar</p>					
<p>Reading activities/ learning tasks</p>	<p>For pre-reading task, students will be assigned to collect the food packages or food labels of food and drinks of various categories including both healthy food and unhealthy food. Then students will complete the learning tasks in the worksheet about the topic. Before reading, teacher will introduce target vocabulary e.g. different items about food pyramid and activate students' prior knowledge of General Studies. Students will then scan the information on the food packages or food labels collected and discuss with their peers to categorise the food and drinks into healthy or unhealthy items with a graphic organiser.</p> <p>In the shared reading lessons, teacher will guide students to scan and locate specific information in a pamphlet and to recognise simple text structures and understand the use of cohesive devices in a recipe. Teacher will distinctly go through the text structures and features of the recipe and pamphlet with students through various learning activities. During guided reading, teacher will offer individual support to students and they will work in groups with peers of similar abilities to complete the learning tasks about the reader by applying the reading skills and knowledge of text structures and features learnt previously.</p>					

	For independent reading, students will finish reading the rest of the reader and complete the follow-up tasks and do pair sharing with their partner or presentation in front of the class.				
Text types to be covered	Recipes and Pamphlets				
Reading skills and strategies	<ul style="list-style-type: none"> -Learn to scan and locate specific information and identify details from a text. -Follow ideas by recognising simple text structures and understanding the use of cohesive devices. 				
Contents	Food pyramid, food labels, recipe, pamphlet, healthy food, unhealthy food				
Text structures and text features	<p><u>Pamphlet</u> Text structures: description Text features: use of bullets, boxes, and visual devices, such as graphs, tables, charts, illustrations and diagrams</p> <p><u>Recipe</u> Text structures: order and sequence Text features: heading, subheadings, materials, steps</p>				
Follow-up task/ final product	Make a pamphlet about healthy lunch in school.				
Cross-curricular activity	<p>Design a pamphlet on Healthy Lunch in school and promote healthy eating habits</p> <p>English: Module: Food and Drinks – Healthy Eating</p> <p>General Studies: Health – Growth and nutrition</p>				