

English Language Year Plan

A: Major Concerns of the school:

1. To optimize teamwork among teachers and enhance self-regulated learning by concerted effort of teachers and students.
2. To cultivate self-regulated learning in students and cater for learner diversity.
3. To help students to become global citizens, to cultivate a culture of caring and diligence and build up students' moral character.

B: Strengths:

1. School administrators and the principal provide us with full support and valuable guidance.
2. Teachers can create engaging learning environments that address varying needs, interests and abilities of students.
3. Teachers function as a team with a shared vision, a focus on collaboration and are self-regulated in professional development.
4. Teachers attend regular co-planning meetings to review, reflect and reevaluate teaching materials to ensure student success and commitment.
5. An informative and instructive English handbook provides teachers with ready reference to implement the school-based curriculum effectively.
6. There are various schemes aiming at enhancing students' interests and English proficiency.
 - Intensive Reading (P.1 - P.6)
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 - EDB NET scheme enhancing reading strategies, phonics and writing skills. (Big book shared reading and writing for P.1- P.3, guided reading for P.2 and P.3)
 - Online Reading Programme (P.1 - P.6)
 - A wide range of enhancement and remedial classes (P.1 - P.6)
 - Hong Kong English Ambassador Scheme (P.4, 5)
 - Non-EDB NET as a regular teacher, focuses at oral skills (P.1-6) and co-teaching lessons on reading and writing workshops (P.4-6)
 - Extending students' variety of learning activities by teaching General Studies in English in all levels

C: Areas for improvement:

1. The accommodation of students with diverse backgrounds and abilities is escalating and we strive to meet these challenges.
2. This is the second year we adopt the new school-based textbooks and teachers may still need some further adjustment.
3. Teachers need to regulate appropriate teaching pedagogy to facilitate self-regulated learning.

D. Objectives:

1. To optimize teamwork among teachers through regular co-planning lesson preparation and to enhance teaching strategies through self-review and peer-evaluation in lesson observation.
2. To expose students to authentic English, enrich their general knowledge and develop their creativity and critical thinking skills.
3. To design diversified and graded learning tasks and activities to cater for learner diversity.
4. To integrate global citizenship education into English language arts.
5. To promote self-regulated learning and help students to acquire and apply English knowledge and skills.

E. Implementation:

1. To optimize teamwork among teachers through regular co-planning lesson preparation and to enhance teaching strategies through self-review and peer-evaluation in lesson observation.

(In line with the school’s major concern No.1)

Objectives	Strategies / Plan	Time	Criteria of Success	Evaluation	Teacher(s) in charge	Budget/ Support
To promote professional development of all teachers to enhance teaching effectiveness	1. Lesson Observation	Whole year	Teachers: <ul style="list-style-type: none"> ◆ Peer evaluation to enhance teaching ◆ Able to share expertise ◆ Three observations per year 	<ul style="list-style-type: none"> ◆ Lesson Observation report ◆ Discussion after lesson observation 	Wing	/
	2. Demonstration of English Language lessons to disseminate good practices of English Language teaching and learning.	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Work on developing a positive, open-minded attitude towards teaching, and respect for different points of view and cultures among colleagues. ◆ Strengthen the learning-teaching-strategy by demonstrating the English lessons and disseminating good practices of language teaching and learning. ◆ Able to reflect and make improvement 	<ul style="list-style-type: none"> ◆ Workshop of language teaching ◆ Co-planning meetings 	Wing	\$100 (Printing)
	3. Workshop	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Take an active part to enroll in workshops and courses deployed by the Advisory Teaching Team (ATT) of the NET Section or the Curriculum Development Institute (CDI), ◆ The extent teachers implement the strategies learnt 	<ul style="list-style-type: none"> ◆ Evaluation form provided by the organizer 	Lui	/

2. To expose students to authentic English, enrich their general knowledge and develop their creativity and critical thinking skills.

Objectives	Strategies / Plan	Time	Criteria of Success	Evaluation	Teacher(s) in charge	Budget/ Support
To facilitate the development of a ‘Reading to learn’ culture, help pupils acquire effective reading skills and develop good reading habits	1. Native English Teacher (NET) from EDB (Co-teach with the local teachers) Shared Reading (P.1-3) Guided Reading (P.2, 3) Shared Writing (P.1-3) Phonics (P.1-3)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Conduct mini-lessons on phonics to enhance students’ reading skills. ◆ Use a variety of literature to enhance reading and writing. ◆ Disseminate good practices of English language teaching and learning for teachers’ development. ◆ Create a print-rich environment and inviting students in playing games. Students: <ul style="list-style-type: none"> ◆ Enjoy reading books with a variety of text types (e.g. stories, poems, poetry and fictions) ◆ Develop basic reading skills and strategies conducive to reading to learn ◆ Enjoy listening to stories and have great interest in reading books 	<ul style="list-style-type: none"> ◆ Minutes of meetings ◆ Lesson plans of different reading and writing activities ◆ Students’ performance in doing the phonics exercises 	Wing, Lui & Mr Lau	Teachers’ salary (Funded by EDB) New big books, guided reading books and phonics exercise books \$500
To provide students with a platform to experience English in context	2. Hong Kong English Ambassador (P.4-P.5)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Develop a curriculum on helping students to introduce Hong Kong to tourists in English. Students: <ul style="list-style-type: none"> ◆ Enjoy participating in meaningful English learning activities. ◆ Show confidence in speaking in English to tourists. ◆ Show dominant improvement in oral assessments. 	<ul style="list-style-type: none"> ◆ The minutes of the meetings ◆ The overviews of different learning activities ◆ Students’ participation ◆ Students’ oral assessment results 	Tsui & Suet,	Awards for e-channel stall games \$500 Printing \$300

	3. Contract Native English Teacher (NET) (Ten co-teaching lessons with local teachers for each level)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Provide a language-rich, pressure free and enjoyable environment for learning English. ◆ Develop students' communication skills through a core curriculum and a variety of extra-curricular activities. <p>Students:</p> <ul style="list-style-type: none"> ◆ Use English in daily life in an authentic way. ◆ Develop confidence in free expression in English in classrooms and social context. ◆ Show great interest in learning English. ◆ Enjoy the oral lessons. 	<ul style="list-style-type: none"> ◆ Students' participation ◆ Attendance rate of students ◆ Students' oral assessment results 	Tsui & Matthew	Teacher's salary as a regular teacher \$308076 (MPF included)
	4. Hong Kong English Ambassador Field Trips (P.4, 5)	Nov., 2014 May 2015	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Provide an opportunity for students to use English authentically <p>Students:</p> <ul style="list-style-type: none"> ◆ Students are able to interview tourists successfully 	<ul style="list-style-type: none"> ◆ Students' self reflection ◆ Tourists' evaluation 	Tsui & Suet, P.4, 5 English Teachers	Transportation fee at students' expense
	5. Hong Kong English Ambassador (E-Channel & morning assembly presentation)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Train students to introduce Hong Kong with quizzes in the morning assembly ◆ Train students with necessary skills to run self-devised stall games. <p>Students:</p> <ul style="list-style-type: none"> ◆ Develop confidence in public speaking ◆ Able to run game booths ◆ Work co-operatively 	<ul style="list-style-type: none"> ◆ Students' performance ◆ Students' readiness in answering quizzes 	Tsui & Suet	\$500 (Printing & small gifts)
	6. Morning assembly weather reports, talks on current news and tongue twisters (Nets)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Train students to talk with quizzes in the morning assembly ◆ Expose students to an enriched English environment <p>Students:</p> <ul style="list-style-type: none"> ◆ Develop confidence in public speaking ◆ Able to respond to quizzes ◆ Able to articulate tongue twisters with correct pronunciation 	<ul style="list-style-type: none"> ◆ Students' performance ◆ Audience's participation 	Wing, Lui Mr Lau & Matthew	/
	7. Chant of the month (To be broadcasted on Campus TV on Fridays)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Write interesting chants in two levels (P.1-3 & P.4-6) ◆ Reinforce students' literary skills ◆ Train students to read the chant on Campus TV. and make video recordings <p>Students:</p> <ul style="list-style-type: none"> ◆ Watch the TV programs attentively. ◆ Able to read the chants aloud and finish the exercises in the assessments. 	<ul style="list-style-type: none"> ◆ Students' assessment results ◆ Students' performance on Campus TV 	Lui, Mr Lau & Matthew	\$300 props and costumes
	8. WSE Cosmopolitan Youth English Summer Camp	July	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Employ motivating games and activities ◆ Reinforce students' speaking skills ◆ Train students to perform fashion shows and plays <p>Students:</p> <ul style="list-style-type: none"> ◆ Enjoy the lessons ◆ More confident in speaking English 	<ul style="list-style-type: none"> ◆ Students' performance in the fashion shows and plays 	Wing	/

3. To design diversified and graded learning tasks and activities to cater for learner diversity.
(In line with the school's major concern No.2)

Objectives	Strategies / Plan	Time	Criteria of Success	Evaluation	Teacher(s) in charge	Budget/ Support
To cater for students' individual differences through graded worksheets	1. School-based Curriculum Development (adapting graded booklets to cater for learner diversity)	Whole Year	Teachers: ◆ Develop a school-based English curriculum by incorporating all four macro skills in designing booklets ◆ Make flexible use of textbook materials and apply effective and innovative strategies to enhance learning and teaching. Students: ◆ Enjoy participating in meaningful English learning activities. ◆ Participate in self and peer assessments to improve learning.	◆ Minutes of the meetings ◆ Overviews of different modules (e.g. activities, tasks, big books and small readers.) ◆ Students' work ◆ Students' participation ◆ Students' self-evaluation	Wing, Lui	/
To conduct pull-out enhancement classes for high achievers through meaningful and motivating activities	2. Image Tales (P.5)	Whole Year	Teachers: ◆ Motivate students to describe images innovatively ◆ Students: ◆ Able to create images with Photoimpact and make appealing descriptions.	◆ Students' work published in the School Newsletter ◆ Readers' feedback	Suet	\$200 (printing)
	3. Sesame Street (P.1&3)	Whole Year	Teachers: ◆ Design innovative, attractive activities to arouse students' interest in acquiring the four macro skills. Students: ◆ Participate actively in all activities in Sesame Street. ◆ Become motivated to speak in, read in and listen to English. ◆ Over 80% students are interested in joining the Sesame Street.	◆ The attendance rate of Sesame Street. ◆ Questionnaire	Pik (P.1), Sin (P.3)	\$200 (printing)
	4. English Reading Club	Whole Year	Teachers: ◆ Improving students' reading skills ◆ Help students to build up vocabulary and get a greater knowledge of the world. Students: ◆ Able to learn English in a leisurely way.	◆ Students' participation	Tsui	\$100 (printing)
	5. Pop Tops (P.2)	Whole Year	Teachers: ◆ Enhance students' oral competency. ◆ Prepare students to perform puppet show. Students: ◆ Participate actively in various activities ◆ Write their own dialogues and perform the puppet show	◆ Attendance rate of students ◆ Students' performance	Pao	\$100 (printing)
	6. Writing Buddies (P.4)	Whole Year	Teachers: ◆ Expose students with various text-types ◆ Equip students with the skills of writing ◆ Enhance students ability in writing Students: ◆ Master the writing process. ◆ Finish a few pieces of writing ◆ Become motivated to write	◆ Students' work ◆ Attendance rate of students	Law	\$100 (printing)

To conduct pull-out enhancement classes for high achievers through meaningful and motivating activities	7. Fun with English (P.1, 2)	Whole Year	Teachers: ◆ Expose students with language arts Students: ◆ Become Motivated to learn spontaneously	◆ Students' work ◆ Attendance rate of students	Wing (P.1) Matthew (P.2)	\$200 (printing)
	8. A-list kids (P.3)	Whole Year	Teachers: ◆ Expose students to various language arts and employ process writing to enhance writing Students: ◆ Write with confidence	◆ Students' work ◆ Attendance rate of students	Han	\$100 (printing)
	9. School Newsletter / Creative- Garden (English) (P.4,5, 6)	Whole Year	Teachers: ◆ Employ news writing skills and convey information precisely and concisely ◆ Help students to run a popular bulletin ◆ Deploy the importance of illustrations Students: ◆ Write and draw with interest ◆ Make enquires and arrange interviews independently	◆ Bi-monthly newsletter ◆ Attendance rate of students ◆ Readers' feedback	Mr Lau, Lui	\$600 (publishing)
	10. Drama (P.6)	Whole Year	Teachers: ◆ Enhance sustainable development through drama ◆ Incorporate the elements of an actor's training to enhance students' learning of English ◆ Deploy the importance of self-expression Students: ◆ To act and speak with feelings	◆ Performance with video clips to be broadcasted on School Campus TV	Matthew	\$500 (props and costumes)
	11. Budding Poets (P.5)	1 st term	Teachers: ◆ Work in accordance with The Hong Kong budding Poets Society and to motivate students to participate in the Award. ◆ They may lead students to generate ideas and exercise judgment in choice of words and imagery. Students: ◆ To explore the use of the 3P's (props, poems, prompts), 3R's (repetition, rhythm, rhyme), and OPS (onomatopoeia, personification, simile/metaphor) in poetry writing	◆ Students' works ◆ Awards in competitions	Mr Lau	\$100 (Stationery, Printing)
	12. Project Work (P.4)	Whole Year	Teachers: ◆ Help students work on a topic with research on the internet, enquiries, discussions, conclusions and evaluations, together with a final product- a report. Students: ◆ Enjoy doing tasks and projects involving critical and positive thinking. ◆ Further enhance the abilities in using English more independently through project work. ◆ Reflect on own learning (e.g. making a large scale project) and make improvement with teacher support. ◆ Over 80% students participate actively in project work	◆ The overviews of project work. ◆ Students' works ◆ Students' participation ◆ Students' self-evaluation ◆ Questionnaire	Matthew	\$300 (Stationery, Printing)

To conduct pull-out enhancement classes for high achievers through meaningful and motivating activities	13. Drama Games (P.5)	2 nd Term	Teachers: <ul style="list-style-type: none"> ◆ Motivate students' learning in English through drama games ◆ Enhance students' communication skills ◆ Deploy the importance of self-expression Students: <ul style="list-style-type: none"> ◆ Enjoy the language games and speak spontaneously 	◆ Students' participation	Mr Lau	\$100 (printing)
	14. Public Speaking	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Deploy innovative and stimulating activities to arouse students' interest in speaking. ◆ Select appropriate topics for debates Students: <ul style="list-style-type: none"> ◆ Reflect on own speaking regarding note-taking, spontaneous responses and ways of conducting a good speech ◆ Enjoy debating 	◆ Students' participation ◆ Awards in competitions	Lui	\$100 (printing)
To cater for the needs and interests of the less-able students through special pull-out classes	15. Smarties (P.1, 2, 3, 4)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Design innovative, attractive activities to arouse students' interest in English. Students: <ul style="list-style-type: none"> ◆ Reflect on own learning (e.g. able to finish all the tasks) and make improvement with teacher support. ◆ Become motivated to learn spontaneously 	◆ Students' work ◆ Students' performance ◆ Students' evaluation report	Tsui (P.1), Yuet (P.2), Ng (P.3) Yung (P.4)	\$400 (printing)
	16. S-learners (P.1)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Employ small class teaching strategies to cater for the learner diversity of the pull-out class Students: <ul style="list-style-type: none"> ◆ Learn at their own pace and enjoy learning 	◆ Students' progressive academic results	Wing	\$500 (printing)
	17. Intensive Remedial Teaching Programme (P.2, 4, 6)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Employ small class teaching strategies to cater for the learner diversity of the pull-out class Students: <ul style="list-style-type: none"> ◆ Learn at their own pace and enjoy learning 	◆ Students' progressive academic results	Tao	\$600 (Stationery, Printing)
	18. Precision Teaching (P.1& P.2)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Enhance word recognition by flashing cards and quick dictation. Students: <ul style="list-style-type: none"> ◆ Enrich sight vocabulary and able to spell words correctly. 	◆ Students' results in dictation	Shek	\$200 (printing)
	19. Learning Circles (P.2)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Enhance students' word recognition during lunch break with the help of parent volunteers. Students: <ul style="list-style-type: none"> ◆ Develop skills in acquiring new vocabulary 	◆ Students' record	Tsui	\$100 (Stationery, Printing)

4. To integrate global citizenship education into English language arts.
(In line with the school's major concern No.3)

Objectives	Strategies / Plan	Time	Criteria of Success	Evaluation	Teacher(s) in charge	Budget/ Support
To raise students' awareness on global issues and sustainable development	1. School Campus TV (English Learning Channel)	Whole Year	Teachers: ◆ Make mini videos on various topics ◆ Provide online exercises for students Students: ◆ Watch the TV programs regularly ◆ Become motivated to learn English	◆ Students' feedback ◆ The quantity and quality of programs	Tsui, Mr Lau & Matthew	\$500 props and costumes
	2. Bulletin Board	Whole Year	Teachers: ◆ Provide a print rich environment Students: ◆ Enjoy reading the board	◆ Students' feedback	Mr Lau	\$300 (Printing)
	3. Readers' Theatre	6 th Feb	Teachers: ◆ Train students to perform on stage in Readers' Theatre or puppet show competitions with genuine expression, imagination and creativity. Students: ◆ Work co-operatively. Perform with confidence in the competition.	◆ Adjudicators' comments ◆ Students' Performance ◆ Audience's vote for the best class or student	Wing, Lui	\$900 (presents)
	4. Teaching of General Studies in English	Whole year	Teachers: ◆ Motivate student to learn English in various topics. Students: ◆ Master English in the study of subjects other than English.	◆ Students' GS assessment results	Sin	/
To help students to experience different culture	5. Cultural Exchange Trip (In cooperation with I.E. Committee)	April, 2015	Teachers: ◆ Arrange a study trip to an U.S Elementary School Students: ◆ Co-learn with US Students ◆ Able to understand and adapt to cultural difference ◆ Share their experience through writing	◆ Students' feedback	Tsui, Wing & Lui	\$15,000

5. To promote self-regulated learning and help students to acquire and apply the English knowledge and skills. (In line with the school's major concern No.2)

Objectives	Strategies / Plan	Time	Criteria of Success	Evaluation	Teacher(s) in charge	Budget/ Support
Establish students' time management skills and help them to learn according to their interests and in their own pace	1. From Active Reading to Creative Writing (P.3)	2 nd term	Teachers: ◆ Provide a wide range of reading materials to broaden students' vocabulary base. ◆ Offer step-by-step guidance for English writing. Students: ◆ Feel the satisfaction of producing their own piece of writing. ◆ Communicating with peers with confidence.	◆ Students' work ◆ Lesson Plans ◆ Students' assessment results	Tsui	2/3 of the fee (student self-funded) 1/3 of the fee (funded by school (CEG): \$19000)
	2. Act and Play in Storyland (P.4A, P.4B)	1 st term	Teachers: ◆ Boost students' confidence in using English via various drama activities such as drama games, auditions, role-plays, reading and articulating words, intonation and emotions in reading and acting and drama expressions. Students: ◆ Show confidence in the using of English.	◆ Students' performances	Tsui	2/3 of the fee (student self-funded) 1/3 of the fee (funded by school (CEG): \$9500)

	3. Poetry, songs and Fun games (P.4C, P.4D)	1 st term	Teachers: ◆ To introduce students to a fun English environment of singing and role-play. A performance may be arranged where the students will present a poem or song to the school / parents. Students: ◆ Enjoy fun activities of shared reading, poem writing, presenting a poem and singing.	◆ Students' performances	Tsui	2/3 of the fee (student self-funded) 1/3 of the fee (funded by school (CEG): \$9500)
	4. Small Talks (P.2)	2 nd term	Teachers: ◆ Create an authentic learning environment in engaging students to talk in social context Students: ◆ Use English in an authentic way. ◆ Develop confidence in free expression in English	◆ Students' participation ◆ Attendance rate of students ◆ Students' oral assessment results	Tsui	2/3 of the fee (student self-funded) 1/3 of the fee (funded by school (CEG): \$19000)
Establish students' time management skills and help them to learn according to their interests and in their own pace	5. Extensive Reading Scheme (EERS)	Whole Year	Teachers: ◆ Assign books to students according to their competence in reading. Students: ◆ Read at their own choice and pace. ◆ Keep reading records	◆ Students' participation ◆ Students' reading record	Lui & Law	Funded by EDB \$6700
	6. English Funland on the school's website	Whole Year	Teachers: ◆ Update the website regularly Students: ◆ Browse the website regularly ◆ Enjoy reading the website	◆ Students' feedback ◆ The quality and quantity of the content	Law	/
	7. Online Programme * iLearn (Longman Express) * Octopus 8 *BCA	Whole Year	Teachers: ◆ Check students' on-line records and monitor their progress. Students: ◆ Enjoy reading the texts and e-books. ◆ Develop simple IT skills through participating in interactive activities like reading e-books and finishing tasks on the Internet. ◆ Over 80% of the students join the programme and finish about 80% of the exercise.	◆ Students' online records ◆ Students' feedback	Lui Suet(BCA)	Octopus 8 (free) iLearn (\$61 each students' expense) 6 licenses funded by school (\$366) BCA (free)
To guide students to voice their opinion and be tolerant of conflicting and opposing views	8. Writing Competition (Inter-school and inter-class)	Feb 2015	Teachers: ◆ Encourage students to join writing competitions and provide them with individual guidance. ◆ An inter-class writing competition a term to get articles for Treasure Island Students: ◆ All students participate in the writing competition.	◆ Students' writing ◆ The results of the competitions	Suet & Law	\$200 (Printing) \$500 (presents)
	9. Treasure Island (A collection of students' writings)	May, 2015	Teachers: ◆ Encourage students to write on topics at their own choice. Students: ◆ Develop writing skills and creativity through writing. Willing to write essays in English	◆ The quality and quantity of students' essays	Wing, Lui	\$6000 (Publishing)

10 .Extra TSA Oral Training Lessons (P. 2, 3, 5)	Whole Year	Teachers: ◆ Conduct oral training lessons based on the TSA criteria Students: ◆ Able to apply the skills in TSA	◆ Students' performance ◆ Evaluation sheet ◆ Good speaking results in TSA	Tsui	200 (Printing)
11. Mock Interview	Jan.- Feb. 2015	Teachers: ◆ Equip students with the skills needed in the interviews ◆ Provide enough opportunities for students to practice Students: ◆ Be able to apply the skills in the interviews ◆ Become confidence in doing the interviews ◆ Reflect on their performance and make improvement	◆ Students' evaluation sheet ◆ Teachers' and students' feedback	Tsui	Service Provider Funded by school: \$16,000
12. Speech Festival	Sept.- Dec. 2014	Teachers: ◆ Help students to read aloud with feeling. Students: ◆ Most students get merits in the Speech Festival.	◆ The results of the Speech Festival	Wing	\$8,000 (Entry fee)
13. Recommendation of English books (Friday morning assemblies)	Whole Year	Teachers: ◆ Design interactive power point presentation. ◆ Train students to speak publicly with confidence on Campus TV. Student: ◆ Develop confidence in free expression and communicate with others in English.	◆ Students' performance	Tsui	/

F. Team members:

Panel Chairs: Lee Wing Mui, Lui Hoi Yee, Siu Tsui Fan, Law Yuen Shan and Wong Suet Yee

G: Total budget: \$426,442.00