

English Language 2016-2017 Year Plan

A: Major Concerns of the school:

1. To maximize teacher professional capacity and broaden self-regulated learning by concerted efforts of teachers and students.
2. To facilitate students' self-regulated learning strategies and cater for learner diversity.
3. To sustain students' global citizenship and to build up students' resilience and sense of responsibility.

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, shared reading and process writing for P.4)
 - Online reading and e-learning programmes (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. Teachers need to regulate appropriate teaching pedagogy to facilitate self-regulated learning.
3. Teachers' e-learning strategies are developing.

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 maximize teacher professional capacity through regular professional development activities 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: ◆ Peer evaluation to enhance teaching ◆ Able to share expertise ◆ Three observations per year	◆ Lesson Observation report ◆ Discussion after lesson observation	Wan	
	2. Demonstration of English Language lessons to disseminate good practices of English Language teaching and learning	Whole Year	Teachers: ◆ 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	◆ Workshop of language teaching ◆ Co-planning meetings	Wan	\$100 (Printing)
	3. Professional development activities related to e-learning, STEM education, reading across curriculum (RaC), assessment as learning (AaL) to equip the current curriculum updates	Whole Year	Teachers: ◆ Take an active part to enroll in professional development activities deployed by the Advisory Teaching Team (ATT) of the NET Section or the Curriculum Development Institute (CDI) or other educational institutions ◆ The extent teachers implement the strategies learnt	◆ Evaluation provided by the organizations ◆ Lesson observation	Wan	

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) Reading strategies and process writing (P.4)	Whole Year	Teachers: ◆ 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: ◆ 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	◆ Minutes of meetings ◆ Lesson plans of different reading and writing activities ◆ Students' performance in doing the phonics exercises	Wan & Mr Lau	Teachers' salary (Funded by EDB) New big books, guided reading books and phonics exercise books \$500

To enhance shared reading and process writing in collaboration with NET Section, EDB in Keys2 Programme	2. Native English Teacher (NET) and P.4 local teachers co-plan with Advisory Teacher from EDB and co-teach the strategies of shared reading and process writing in Keys2	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Discuss and reflect on their teaching in co-planning sessions ◆ Conduct lessons on Keys2 to enhance students' reading and writing skills ◆ Disseminate good practices of English language teaching and learning for teachers' development. <p>Students:</p> <ul style="list-style-type: none"> ◆ Enjoy reading texts with a variety of text types (e.g. stories, poems, poetry and fictions) ◆ Develop reading and writing skills and strategies 	<ul style="list-style-type: none"> ◆ Minutes of meetings ◆ Lesson plans of different reading and writing activities ◆ Lesson observation ◆ Students' performance 	Wan, Mr Lau, P.4 teachers	Big Books Book stands Small readers Literacy display
To promote reading across curriculum through participating as networking school in the programme "Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level" run by NET Section, EDB	3. P.3 teachers join professional development activities on DTS to identify, adapt and design sets of diverse, multi-modal and multi-genre texts of high quality on selected theme and enhance students' exposure and literacy development		<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Participate in professional development activities related to multimodal text teaching and learning in DTS ◆ Disseminate good practices of English language teaching and learning for teachers' development. <p>Students</p> <ul style="list-style-type: none"> ◆ Enjoy reading multimodal texts in lessons 	<ul style="list-style-type: none"> ◆ Teachers' participation in DTS professional development 	Wan, P.3 teachers	
To provide students with a platform to experience English in authentic contexts	4. Hong Kong English Ambassador (P.4-P.5)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Develop a curriculum on helping students to introduce Hong Kong to tourists in English. <p>Students:</p> <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 	Law & Suet	Awards for e-channel stall games \$500 Printing \$300
	5. 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 	Suet, Mr Ash	Teacher's salary as a regular teacher \$308076 (MPF included)
	6. Hong Kong English Ambassador Field Trips (P.4, 5)	Nov., 2016 June 2017	<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 	Law & Suet, P.4, 5 English Teachers	Transportation fee at students' expense

	7. Hong Kong English Ambassador (E-Channel & morning assembly presentation)	Whole Year	Teachers: <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. Students: <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 	Law & Suet	\$500 (Printing & small gifts)
	8. Morning chat and morning assembly weather reports, talks on current news (NETs)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Train students to talk with quizzes in the morning assembly ◆ Expose students to an enriched English environment Students: <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 	Wan, Suet, Mr Lau & Mr Ash	
	9. Chant of the month (To be broadcasted on Campus TV on Fridays)	Whole Year	Teachers: <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 Students: <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 	Han, Mr Lau & Mr Ash	\$300 props and costumes

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 tasks and diversified assessment	1. School-based Curriculum Development (adapting graded booklets to cater for learner diversity)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ 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 ◆ Integrate writing rubrics in the school-based writing books to promote assessment for learning and assessment as learning Students: <ul style="list-style-type: none"> ◆ Enjoy participating in meaningful English learning activities. ◆ Participate in self and peer assessments to improve learning. 	<ul style="list-style-type: none"> ◆ Minutes of the meetings ◆ Overviews of different modules (e.g. activities, tasks, big books and small readers.) ◆ Students' work ◆ Students' participation ◆ Students' self-evaluation 	Wan, Law	
To conduct pull-out enhancement classes for high achievers through meaningful and	2. Image Tales (P.5)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Motivate students to describe images innovatively Students: <ul style="list-style-type: none"> ◆ Able to create images with Photoimpact and make appealing descriptions. 	<ul style="list-style-type: none"> ◆ Students' work published in the School Newsletter ◆ Readers' feedback 	Suet	\$200 (printing)

motivating activities	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 (P.5)	2 nd term	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	Mr Lau	\$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	Chau (P.1) Mr Ash (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	\$600 (publishing)

	10. Drama Kids (P.6)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ 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 <p>Students:</p> <ul style="list-style-type: none"> ◆ To act and speak with feelings 	<ul style="list-style-type: none"> ◆ Performance with video clips to be broadcasted on School Campus TV 	Mr Ash	\$500 (props and costumes)
	11. Budding Poets (P.5)	1 st term	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ 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. <p>Students:</p> <ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ Students' works ◆ Awards in competitions 	Mr Lau	\$100 (Stationery, Printing)
	12. Project Work (P.4)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Help students work on a topic with research on the internet, enquiries, discussions, conclusions and evaluations, together with a final product- a report. <p>Students:</p> <ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ The overviews of project work. ◆ Students' works ◆ Students' participation ◆ Students' self-evaluation ◆ Questionnaire 	Mr Ash	\$300 (Stationery, Printing)
To conduct pull-out enhancement classes for high achievers through meaningful and motivating activities	13. International Collaboration (P.5, 6)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Deploy innovative and stimulating activities to arouse students' interest in speaking ◆ Arouse students' global awareness ◆ Stimulate students' critical thinking, creativity and problem-solving skills <p>Students:</p> <ul style="list-style-type: none"> ◆ Become motivated to learn spontaneously ◆ Enjoy doing tasks and projects involving critical thinking and creativity ◆ Further enhance the abilities in using English more independently through video conferencing. ◆ Reflect on own learning (e.g. making a project) and make improvement with teacher support. 	<ul style="list-style-type: none"> ◆ Students' participation ◆ Students' products 	Wan	\$100 (printing)
To cater for the needs and interests of the less-able students through special pull-out classes	14. Smarties (P.1, 2, 3, 4)	Whole Year	<p>Teachers:</p> <ul style="list-style-type: none"> ◆ Design innovative, attractive activities to arouse students' interest in English. <p>Students:</p> <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 	<ul style="list-style-type: none"> ◆ Students' work ◆ Students' performance ◆ Students' evaluation report 	Chung (P.1), Yuet (P.2), Ng (P.3) Yung (P.4)	\$400 (printing)

To cater for the needs and interests of the less-able students through special pull-out classes	15. S-learners (P.1)	Whole Year	Teachers: ◆ Employ small class teaching strategies to cater for the learner diversity of the pull-out class Students: ◆ Learn at their own pace and enjoy learning	◆ Students' progressive academic results	Chau	\$500 (printing)
	16. Intensive Remedial Teaching Programme (P.2, 4, 6)	Whole Year	Teachers: ◆ Employ small class teaching strategies to cater for the learner diversity of the pull-out class Students: ◆ Learn at their own pace and enjoy learning	◆ Students' progressive academic results	To	\$600 (Stationery, Printing)
	17. Precision Teaching (P.1& P.2)	Whole Year	Teachers: ◆ Enhance word recognition by flashing cards and quick dictation. Students: ◆ Enrich sight vocabulary and able to spell words correctly.	◆ Students' results in dictation	To be confirmed	\$200 (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	Wan, Suet, Mr Lau & Mr Ash	\$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	To be confirmed	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	Wan, Suet, Han	\$900 (presents)
	4. Teaching of General Studies in English	Whole year	Teachers: ◆ Motivate student to learn English in various topics. ◆ Do experiments with students to promote STEM Students: ◆ Master English in the study of subjects other than English. ◆ Be actively involved in problem-solving process during the experiments	◆ Students' GS assessment results ◆ Students' performance in experiments	Sin, Yung	

To help students to experience different culture	5. Cultural Exchange Trip (In cooperation with I.E. Committee)	April, 2017	Teachers: ◆ Arrange a study trip to an U.S Elementary School ◆ Arrange students to communicate in Pen Pal programme Students: ◆ Co-learn with US Students ◆ Able to understand and adapt to cultural difference ◆ Share their experience through writing	◆ Students' feedback	Wan, Suet	\$15,000
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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	Han	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	Han	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	Han	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	Han	2/3 of the fee (student self-funded) 1/3 of the fee (funded by school (CEG): \$19000)
	5. Little Bookworm (P.1)	1 st term	Teachers: ◆ Create an authentic reading environment to engage students to read and write in meaningful contexts Students: ◆ Enjoy fun activities of shared reading, storytelling and writing	◆ Students' participation ◆ Attendance rate of students ◆ Students' reports	Han	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 independently at their own pace	5. Extensive Reading Scheme (EERS)	Whole Year	Teachers: ◆ Assign books to students according to their competence in reading. ◆ Enhance home reading for P.1 students Students: ◆ Read at their own choice and pace. ◆ Keep reading records	◆ Students' participation ◆ Students' reading record	Wan	Funded by EDB \$6700 Reading bags
	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. E-learning platforms/ apps ◆ Raz Kids ◆ iLearn (Longman Express) ◆ Octopus 8 ◆ BCA ◆ Brainpop ESL and Junior ◆ Edmodo (trial in P.4) ◆ Kahoot!	Whole Year	Teachers: ◆ Check students' on-line records and monitor their progress. ◆ Try out different e-learning resources including e-textbooks and apps to facilitate student learning in English 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 ◆ Students' performance in e-learning lessons	Wan, Suet(BCA), Law, Han	Octopus 8 (free) iLearn (\$61 each students' expense) 6 licenses funded by school (\$366) BCA (free) Brainpop ESL and Junior (\$15,160) Raz Kids (to be confirmed)
To guide students to voice their opinion and be tolerant of conflicting and opposing views	8. Writing Competition (Inter-school and inter-class)	Feb, 2017	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 Wan	\$200 (Printing) \$500 (presents)
	9. Treasure Island (A collection of students' writings)	May, 2017	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	Wan, Suet, Law, Han, Mr Lau	\$6000 (Publishing)
	10. Extra TSA Oral Training Lessons (P.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	Law	200 (Printing)
	11. Mock Interview	Jan.-Feb. 2017	Teachers: ◆ Equip students with the skills needed in the interviews ◆ Provide enough opportunities for students to practice Students:	◆ Students' evaluation sheet ◆ Teachers' and students' feedback	Wan	Service Provider Funded by school: \$16,000

			<ul style="list-style-type: none"> ◆ Be able to apply the skills in the interviews ◆ Become confidence in doing the interviews ◆ Reflect on their performance and make improvement 			
	12. Speech Festival	Sept.- Dec. 2015	Teachers: <ul style="list-style-type: none"> ◆ Help students to read aloud with feeling. Students: <ul style="list-style-type: none"> ◆ Most students get merits in the Speech Festival. 	◆ The results of the Speech Festival	Han	\$8,000 (Entry fee)
	13. Recommendation of English books (Friday morning assemblies) (including topics across different disciplines and related to STEM)	Whole Year	Teachers: <ul style="list-style-type: none"> ◆ Design interactive power point presentation. ◆ Select some books across disciplines to promote STEM and reading across curriculum ◆ Train students to speak publicly with confidence on Campus TV. Student: <ul style="list-style-type: none"> ◆ Develop confidence in free expression and communicate with others in English. 	◆ Students' performance	Pik	

F. Team members:

Panel Chairs: Wan Wai Po Eunice, Law Yuen Shan, Cheng Man Han and Wong Suet Yee

G: Total budget: **\$426442.00**