

**Shek Lei St. John's Catholic Primary School**  
**2021-2022**  
**English Annual Report**

Targets	Strategies	Success Criteria	Evaluation	Suggestions
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<ul style="list-style-type: none"> <li>Cultivate students' growth thinking to enhance students' resilience, and let students have a healthy body, mind, and soul.</li> </ul>	<ul style="list-style-type: none"> <li>Through some cross curricular activities, students develop positive values in their daily life, e.g. story-telling sessions with 'famous failures', learning English song that promotes growth mindset</li> <li>Cross-curricular Project Week: Work with other subjects, lead students to learn from some 'famous failures'</li> <li>Explore 'Giving encouraging feedback' in panel meetings to enable professional exchange in good ways of giving encouraging feedback to help students' learning</li> </ul>	<ul style="list-style-type: none"> <li>70% or more students agree that they develop positive values in their daily life during English lessons and cross-curricular activities</li> <li>70% or more English teachers agree that the cross curricular activities can help students develop positive values</li> <li>70% or more students (who were involved in the cross-curricular project work) agree that they develop positive values by learning from famous failures</li> <li>70% of more English teachers agree that students develop positive values by learning from famous failures in Cross-curricular Project Week</li> <li>70% of more English teachers agree that they are more confident in giving encouraging feedback after professional exchanges in panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>More than 90% students agree that they develop positive values in their daily life during English lessons and cross-curricular activities</li> <li>100% of English teachers agree that the cross curricular activities can help students develop positive values</li> <li>More than 90% students (who were involved in the cross-curricular project work) agree that they develop positive values by learning from famous failures</li> <li>100% of English teachers agree that students develop positive values by learning from famous failures in Cross-curricular Project Week</li> <li>100% of English teachers agree that they are more confident in giving encouraging feedback after professional exchanges in panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular activities about positive values should continue be implemented in lessons</li> <li>Cross-curricular Project Week can deepen students' understanding of the growth mindsets. Cross curricular activities enable students to use English as a means to learn from "Famous failures"</li> <li>Teachers have opportunities to practice giving encouraging feedback. Next step would be embedding encouraging feedback in routine classroom language. It is suggested that "giving encouraging feedback" be explicitly stated as one of the focuses in lesson observation</li> </ul>
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Targets	Strategies	Success Criteria	Evaluation	Suggestions
<ul style="list-style-type: none"> <li>• Strengthen students' ability to apply self-study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teach self-directed learning skills and tools (e.g. reading skills, spelling skills, mind-map) in English lessons</li> <li>• Set 'Teaching of reading skills' as one of the focuses of lesson observation to enable professional exchange in good ways of teaching reading skills</li> <li>• Renew exam setting cover sheet for R&amp;W papers to have a better distribution of reading skills assessed and evaluated so better follow-up can be done to reading skills that are weak in</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of self-directed learning skills and tools (e.g. reading skills, spelling skills, mind-map) can be seen in lesson observation</li> <li>• Exam setting cover sheet for R&amp;W papers renewed and properly used. Follow-up activities for specific reading skills done after exams</li> <li>• 70% or more (P.1-P.3, P.5) English teachers agree that the programmes that they joined in the year level strengthen teachers' skills in promoting inquiry learning</li> <li>• 70% or more P.4 English teachers agree that students' language skills are enhanced under the school-based programme 'Reading and Beyond'</li> <li>• 70% or more students agree that the activities held in</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed learning skills are explicitly taught in the lesson. Self-directed learning tools are used in lessons.</li> <li>• Follow-up activities are coherent with the weaknesses of students as depicted by the exam setting form</li> <li>• 100% of English teachers agree that the programmes that they joined in the year level strengthen teachers' skills in promoting inquiry learning</li> <li>• 100% or more P.4 English teachers agree that students' language skills are enhanced under the school-based programme 'Reading and Beyond'</li> <li>• More than 90% of students agree that the activities held in English Weeks are meaningful learning experience</li> </ul>	<ul style="list-style-type: none"> <li>• Students' self-learning skills have been enhanced by the implementation of self-learning instruments such as Home Reading Booklet, Spelling Bee Booklet, and various other online platforms such as Reading Town and Senior Bear Reading Platform etc.</li> <li>• By setting 'teaching of reading' as one of the focuses of lesson observation, professional exchange can be seen between teachers. It is suggested that the aforementioned focus should continue be implemented so reading skills can be more effectively imparted to students</li> <li>• The renewed exam setting cover can systematically illustrate the reading skills</li> </ul>

		English Weeks are meaningful learning experience		assessed in the R&W paper. It ensures students can be comprehensively evaluated and follow-up can be accurately implemented
Targets	Strategies	Success Criteria	Evaluation	Suggestions

Targets	Strategies	Success Criteria	Evaluation	Suggestions
<ul style="list-style-type: none"> <li>Promote a student-centered learning model through curriculum design and cultivate students' habit of self-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Join different programmes to strengthen teachers' skills in promoting inquiry learning: Learning Through Play (P.1), Space Town (P.1-P.3) and Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching (P.5)</li> <li>Develop school-based programme 'Reading and Beyond' in P.4 to enhance students' language skills</li> </ul>	<ul style="list-style-type: none"> <li>70% or more students agree that they enjoy English activities</li> <li>70% or more English teachers agree that the activities held in English Weeks provide students authentic English learning experience</li> <li>70% or more English teachers agree that English activities enrich students' learning experience</li> </ul>	<ul style="list-style-type: none"> <li>More than 90% of students agree that they enjoy English activities</li> <li>100% of English teachers agree that the activities held in English Weeks provide students authentic English learning experience</li> <li>100% of English teachers agree that English activities enrich students' learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can promote inquiry learning in a more explicit manner. It is suggested that practices developed by those programmes be implemented in daily lessons</li> <li>The school-based reading programme 'Reading and Beyond' will continue to be developed in the coming school year. Programme teachers will be invited to share findings and good experience in the panel meetings</li> </ul>

<ul style="list-style-type: none"> <li>Promote a student-centered learning model through curriculum design and cultivate students' habit of self-learning. (Cont')</li> </ul>	<ul style="list-style-type: none"> <li>Provide different learning activities to students to enrich students' learning experience e.g. English Week activities, outings, puppetry training, encounter with Talkbo, English activities offered by different organization, Spelling Bee Competition, hold interviews and auditions to recruit English ambassadors and puppet team members</li> </ul>	<ul style="list-style-type: none"> <li>English Week Activities has been successful to offer an authentic and comprehensive language rich environment to promote students' usage of English. It is suggested that English Week materials and rehearsal can be done more thoroughly to offer a more authentic learning experience for the students</li> <li>Talkbo has been a valuable addition to promote e-learning in a wide variety of learning activities</li> <li>The interviews and auditions for English ambassadors and puppet team members enable students to explore their potential through different activities</li> </ul>
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## Balance (EOEBG)

Items	Budget	Expense	Balance
1. Other Minor Items	\$2,055.00	\$1,750.00	\$305.00
2. Reference Books	\$318.00	\$448.00	(\$148.00)
3. Non-durable Items	\$1,712.00	\$1,580.00	\$132.00
4. Prizes	\$3,713.00	\$3,713.00	\$0
5. Printing & Stationery	\$1,906.00	\$1,737.12	\$168.88
6. Teaching Resources	\$2,149.00	\$2,149.00	\$0
<b>Total:</b>	\$11,853.00	\$11,427.12	\$425.88

## Balance (Capacity Enhancement Grant)

Items	Budget	Expense	Balance
1. Salary of a full time ELTA teacher	\$288,000.00	\$288,000.00	\$0.00
2. MPF of a full time ELTA teacher	\$14,400.0	\$14,400.00	\$0.00
<b>Total:</b>	\$302,400.00	\$302,400.00	\$0.00

## Teaching Team

**Subject Leader :** Cheung Ka Yun Wong Chui Shan Hui Tsz Chung

**Members :** Wu Wing Man Chung Ming Wai Lai Wai Yan Tay Pui Yee

Tse Tat Yuen Chung Lai Mei Wong Wai Lun Lam Hon Kei Yuk Chi Hang  
Daniel Ferguson Peter Pua Christian Karlos Espiritu