

## Shek Lei St. John's Catholic Primary School

2022-2023

### English Annual Report

**Major Concern (1): Based on the five core values of Catholic education, promote the spirit of Christ's benevolence and positive education, so as to facilitate a team of teachers and students with growth mindset.**

Targets	Strategies	Success Criteria	Evaluation	Suggestions
<p>Cultivate students' growth thinking to enhance students' resilience, and let students have a healthy body, mind, and soul.</p>	<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 'Never Give Ups', learning English song that promotes growth mindset</li> <li>● Implement 'Giving encouraging feedback' in lesson observation to enable good ways of giving encouraging feedback to help students' learning</li> </ul>	<ul style="list-style-type: none"> <li>● According to the school-based questionnaire study:               <ul style="list-style-type: none"> <li>➤ 75% or more students agree that they develop positive values in their daily life during English lessons and cross-curricular activities</li> <li>➤ 75% of more English teachers agree that giving encouraging feedback can promote students' learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● According to the results of the school-based questionnaire study:               <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> </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 the notion of "Never Give Up"</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>

Targets	Strategies	Success Criteria	Evaluation	Suggestions
<ul style="list-style-type: none"> <li>● Strengthen students' ability to apply self-study skills</li> <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>● 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 focus of lesson observation to enable professional exchange in good ways of teaching reading skills</li> <li>● Implement FUST lessons for P.1-P.6 students to strengthen students' ability of self-reflection to facilitate self-directed learning</li> <li>● Analyze statistics from STAR/APlus to identify weaknesses among (P.1-6) students in order to implement follow-up lesson in accordance with students' weaknesses</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>● According to the school-based questionnaire study: <ul style="list-style-type: none"> <li>➤ 75% 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>➤ 75% or more teachers agree that FUST lesson can promote students' learning efficiency</li> <li>➤ 75% or more P.4 English teachers agree that students' language skills are enhanced under the school-based programme 'Reading and Beyond'</li> <li>➤ 75% or more P.3-P.6 students agree that the follow-up lesson can promote reading skills</li> </ul> </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>● According to the results of the school-based questionnaire study: <ul style="list-style-type: none"> <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> </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 assessed in the R&amp;W paper. It ensures students can be comprehensively evaluated and follow-up can be accurately implemented</li> </ul>

Targets	Strategies	Success Criteria	Evaluation	Suggestions
Promote a student-centered learning model through curriculum design and cultivate students' habit of self-learning.(Cont')	Incorporate Learning Through Play with Space Town (P.1-P.3) to strengthen teachers' skills in promoting inquiry learning	<ul style="list-style-type: none"> <li>● According to the school-based questionnaire study:               <ul style="list-style-type: none"> <li>➤ 75% or more English teachers agree that the activities held in English Weeks provide students authentic English learning experience</li> <li>➤ 75% or more English teachers agree that English activities enrich students' learning experience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● According to the results of the school-based questionnaire study:               <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> </ul> </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>

Targets	Strategies	Success Criteria	Evaluation	Suggestions
<p>Promote a student-centered learning model through curriculum design and cultivate students' habit of self-learning. (Cont')</p>	<ul style="list-style-type: none"> <li>● Further develop school-based programme 'Reading and Beyond' in P.4 to enhance students' language skills</li> <li>● Provide different learning activities to students to enrich students' learning experience e.g. English Week activities, outings, puppetry training, Hang out with Mr. Eye, Think Big, 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>● According to the school-based questionnaire study: <ul style="list-style-type: none"> <li>➤ 75% or more students agree that the activities held in English Weeks are meaningful learning experience</li> <li>➤ 75% or more students agree that they enjoy English activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● According to the results of the school-based questionnaire study: 100% of English teachers agree that English activities enrich students' learning experience</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>● The effectiveness of English activities can be promoted by cross-subject collaboration. Activities such as song singing can be held to promote language learning among students</li> <li>● The interviews and auditions for English ambassadors and puppet team members enable students to explore their potential through different activities</li> </ul>

**Balance (As at 31st August, 2023)****(a) EOEBG**

Items	Budget	Expense	Balance
1. Other Minor Items	\$2,200.00	\$1,934.00	\$266.00
2. Reference Books	\$300.00	\$0.00	\$300.00
3. Non-durable Items	\$1,800.00	\$830.00	\$970.00
4. Prizes	\$4,000.00	\$3,903.20	\$96.80
5. Printing & Stationery	\$2,000.00	\$2,168.80	(\$168.80)
6. Teaching Resources	\$2,000.00	\$2,526.50	(\$526.50)
<b>Total</b>	\$12,300.00	\$11,362.50	\$937.50

**(b) Capacity Enhancement Grant**

Items	Estimated Cost / Month	Hiring Period	Total Estimated Cost
1. Salary	\$26,000.00	12 months	\$312,000.00
2. MPF	\$1,300.00	12 months	\$15,600.00
<b>Total</b>			\$327,600.00

**Teaching Team**

**Subject Leader:** Hui Tsz Chung    Chung Lai Mei

**Members:**      Wu Wing Man      Ngan Wing San      Yung On Ting      Lai Wai Yan      Tay Pui Yee  
                     Tam Ka Hei        Cheung Ka Yun      Wong Wai Lun      Mak Ling Yi      Kwok Nan Fan  
                     Daniel Ferguson Peter      Ramandip Kaur