

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Fanling Government Primary School (English)

Application No.: B 042 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	7	5	4	3	4	8	31

3. No. of operating classes in the 2017/18 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)
PLP-R/W	P.1-P.3	Reading and Writing	NET Section, EDB
CUHK Quality Education Fund Thematic Network (QTN) Project - e-Learning Networking School	P.4	Self-directed learning through using e-sources materials	Centre for Enhancing English Learning and Teaching (CEELT), CUHK
School-based support service	P.4-P.5	School-based curriculum in P.4 and P.5.	School-based Curriculum Development Section, EDB
English Excursion Programme	P.1-P.6	English-rich environment and develop students' confidence in speaking	NIL
Home Reading Programme	P.1-P.6	Reading	NIL
Self-access Learning Programme	P.4-P.6	Students' self-learning skills	NIL

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Students are willing to read English books with interesting contents and attractive illustrations.2. Students are eager to participate in interesting English activities.3. Teachers are willing to learn and apply new teaching strategies and methods.4. Students have learnt some reading strategies in PLP-R/W workshops in Key Stage 1.	<ol style="list-style-type: none">1. School-based support services on developing a school-based curriculum at Key Stage 22. PEEGS facilitates the school-based curriculum development at Key Stage 23. Supportive principal and panels
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are from low social-economic background. Their families are not willing to spend money on purchasing books for extensive reading.2. Parental support on English learning is inadequate.3. A wide range of learner diversity (Special Educational Needs and New Arrival Children from China)4. Students are generally weak in reading due to the lack of vocabulary.5. Students need more exposure to different text types.	<ol style="list-style-type: none">1. Uneven number of classes in each grade level2. Training in designing an effective and interactive lesson has not been offered to teachers.

(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
<ol style="list-style-type: none">1. Incorporating a reading programme into the school-based curriculum for P.1 to P.3	<ol style="list-style-type: none">1. Hiring a teacher assistant to assist teachers in implementing the school-based reading programme2. Purchase of graded storybooks and posters	P.1 - P.3
<ol style="list-style-type: none">2. Developing the teaching materials and learning tasks to cater for learners' diversity that includes core, remedial and challenging parts for students of different language proficiency	<ol style="list-style-type: none">1. Hiring a supply teacher to release the core group members for the development of the school-based reading programme	P.1 - P.6

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><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></p> <p><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”</p> <p><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”</p> <p><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”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS? (More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Employ a qualified full-time supply teacher for four months to create space for core team members to develop a school-based reading curriculum with the use of multi-modal texts to promote reading across curriculum (RaC) for P.4-6					
<p><u>Objective</u> Our school has implemented the PLP-R/W since 2012 with the support of NET Section from EDB. Students have two reading lessons every week with the NET. The programme helps develop the reading strategies and positive learning habits at Key Stage 1.</p> <p>With the assistance from the PEEGS, we aim to develop a school-based RaC programme in Key Stage 2 to further develop students' reading strategies of different text types and extend their reading. Both fiction and non-fiction readers will be introduced in the newly developed RaC programme. The programme aims to build students' confidence and interest in reading different text types.</p> <p><u>Core team</u></p> <ul style="list-style-type: none"> The English Panel Chair and 3 other English teachers will form a core group. 5 non-English lessons per week will be released from each core team member for the development of the school-based reading curriculum in October and April of 2018/2019 and 2019/2020. The supply teacher will take up 20 non-English lessons per week in total for 4 weeks. Non-teaching duties such as ECA lesson will also be taken up by the supply teacher. Given that a full-time CM teacher of the school takes up 	P.4-P.6	<p>Co-planning and development of materials: October 2018 April 2019 October 2019 April 2020</p> <p>Try-out, peer observation and evaluation: all year round in 2018/19 and 2019/20</p>	<p>2 sets of school-based RaC teaching and learning resource including lesson plans, learning tasks/activities and PowerPoint slides will be developed for P.4-P.6 per level per year.</p> <p>70% of students in P.4-P.6 read 2 readers and other reading materials of different text types each year.</p>	<p>All the teaching materials developed will be kept in the teachers' resource bank for future use.</p> <p>The try-outs will be video-taped and shared in the English meeting once a term.</p> <p>A sharing session will be conducted to transfer the knowledge to the other English teachers in school for sustainability. The teaching techniques and</p>	<p>Records of meetings will be kept for future reference.</p> <p>Observation of activities will be conducted regularly, and evaluation meetings will be carried out once a fortnight.</p> <p>All the resources and the effectiveness of the school-based RaC programme will be evaluated in panel meetings.</p> <p>Analysis of students' assessment results on reading comprehension. The information collected will be used for the future</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation																	
<p>28 lessons a week and other non-teaching duties, the number of lessons to be taken by the supply teacher (i.e. 20 lessons) is less than workload of a teacher serving in school.</p> <p>• <u>Details of the school-based RaC programme</u></p> <p>➤ Themes, text types and reading skills</p> <p>A school-based RaC programme will be implemented to enable students to improve their reading skills and strategies. 2 English lessons are allocated to the school-based reading programme per week. Teachers will select themes of General English (GE) and General Studies (GS). Each module will start with a fiction and supplement with reading materials of other text types. Multi-modal texts such as images, online videos, movie clips and songs will be used.</p> <p>The tentative themes, text types and reading skills to be covered are tabulated below.</p> <table border="1" data-bbox="125 1043 1021 1513"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Theme</th> <th rowspan="2">Text type</th> <th rowspan="2">Reading skills</th> </tr> <tr> <th>GE</th> <th>GS</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>healthy eating</td> <td>nutrition</td> <td>stories, recipe</td> <td>skimming, scanning, referencing, prediction skills</td> </tr> <tr> <td>P.5</td> <td>invention</td> <td>electricity</td> <td>myths, scripts, instructions, rules</td> <td>skimming, scanning, referencing, prediction skills, inferring meaning of</td> </tr> </tbody> </table>		Theme		Text type	Reading skills	GE	GS	P.4	healthy eating	nutrition	stories, recipe	skimming, scanning, referencing, prediction skills	P.5	invention	electricity	myths, scripts, instructions, rules	skimming, scanning, referencing, prediction skills, inferring meaning of			<p>70% of P.4-P6 students will finish the worksheets and complete a multi-modal project related to the reading materials.</p> <p>Assessment results on reading comprehension of over 60% of students in P.4 -P.6 will be improved by 5% in 2 years' time.</p> <p>80% of the existing English teachers will acquire knowledge of enhancing students' reading through RaC per year.</p> <p>70% of the existing English</p>	<p>learning activities will be further adapted and utilized in our classrooms after completion of the project.</p> <p>Lessons will be video-taped and shared in our regular collaborative meetings.</p> <p>After completion of the project, the school will arrange at least one core teacher at each level as a seed teacher for sustaining the momentum and further development of the project.</p> <p>The core teachers will adapt and</p>	<p>planning.</p>
		Theme				Text type	Reading skills															
	GE	GS																				
P.4	healthy eating	nutrition	stories, recipe	skimming, scanning, referencing, prediction skills																		
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				unfamiliar words, understanding writers' feelings conveyed in a text			teachers will apply RaC teaching strategies at P.4-P.6.	modify teaching and learning contents and materials.	
P.6	transport	solar energy	plays, reports, posters	skimming, scanning, prediction skills, inferring meaning of unfamiliar words, understanding writers' intention attitudes and feelings conveyed in a text					
<p>➤ Post-reading tasks After the reading workshops, students will complete follow-up tasks for consolidation. For example, oral or written book reports, sharing among peers, reading worksheets, reading journals and reading log will be assigned to students. School-based reading logbook, electronic book reports and related excursions will be designed to facilitate students' learning.</p> <p>➤ Structure of a RaC module For example, a reader "Ginger Bread Man" will be used in P.4. After reading the story, teachers will use some non-fiction supplementary reading materials such as menu, recipe, nutrition labels to further develop students' reading skills. Students are then required to design a healthy recipe in groups using the</p>									

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<p>information they search from the internet. Finally, a visit to a pizza restaurant will be organized to connect students' learning to daily experience.</p> <p><u>Development of the school-based RaC programme</u></p> <p>The core team teachers will develop two modules in P.4-P.6 per level per year and supplement with related reading materials to promote RaC.</p> <ul style="list-style-type: none"> ➤ Co-planning Co-planning meetings will be conducted monthly throughout the year. The team will set the learning objectives, select the readers and relevant reading materials, plan teaching procedures as well as develop meaningful multimodal tasks. They will write the unit plans of the reading programme with reference to the topics suggested by the General Studies teachers. ➤ Try-out and lesson observations The core team members will try out the newly-developed plans at least once a term. Teachers will be arranged to observe their lessons and give feedbacks. Teaching strategies will be adjusted after try-outs and sharing among existing English teachers will be conducted after lesson observations. ➤ Evaluation The try out lessons will be video-taped and shared in the English meeting once a term. Evaluation meetings will be carried out once a fortnight to monitor the progress and evaluate the 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
effectiveness of the initiative. The effective teaching strategies and learning activities will be further adapted and utilized after completion of the project.					
(2) Employ a part-time teacher who is proficient in English to promote reading across the curriculum (RaC) at P.5 to P.6 and conduct English activities for students to enrich the English language environment at P.1 to P.6					
<p><u>Objectives</u> The employment of the part-time teacher who is proficient in English aims to collaborate with teachers to conduct the reading workshops for P.5 to P.6 and conduct English activities for the whole school.</p> <p><u>Qualifications and experiences of the part-time teacher</u> The part-time teacher who is proficient in English is expected to possess a university degree and a TESOL/TEFL certificate. Native-English speaker with teaching experience is preferred. The part-time teacher who is proficient in English will work 3 days for 8 hours each day per week, the total number of working hours per week is 24.</p> <p><u>Duties of the part-time teacher</u></p> <p>➤ RaC lessons for P.5 and P.6</p> <p>-Co-planning The part-time teacher and the LETs will have co-planning meetings once a week. On developing and designing activities, the core team members will design the learning tasks and activities for the lessons according to the suggestions provided by all the level teachers as well as the part-time teacher. The co-planning meetings will focus on lesson planning,</p>	P.1-P.6	<p>RaC: Co-planning and development of materials: October 2018 April 2019 October 2019 April 2020</p> <p>Try-out, peer observation and evaluation: all year round in 2018/19 and 2019/20</p> <p>English activities: October 2018 to June 2019 and</p>	<p>On curriculum: 2 sets of school-based reading across the curriculum materials including lesson plans, learning tasks/activities and PowerPoint slides will be developed for P.5-P.6 per level per year.</p> <p>70% of P.5-P.6 students' confidence and skills in reading aloud enhanced through the inter-class story competition.</p>	<p>The try out lessons will be video-taped and shared in the English meeting once a term.</p> <p>A sharing session will be conducted to transfer the knowledge of conducting English language activities acquired to other English teachers in school for sustainability.</p> <p>Some English language activities will be</p>	<p>Lesson observation will be conducted once a term for P.5-P.6.</p> <p>The data collected will be used for reading workshop lesson planning.</p> <p>A survey to collect feedback from teachers after the sharing session will be conducted.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>designing the learning tasks and evaluating the effectiveness of the learning tasks to promote RaC. Adjustment of the teaching contents and materials will be made after the co-planning meetings after if necessary.</p> <p>-Co-teaching The part-time teacher will co-teach with LETs in the reading lessons for P.5 and P.6 students. The LETs will take up half of the teaching parts. 2 lessons will be co-taught by the two teachers per class (a total of 14 lessons) per week.</p> <p>➤ To conduct language activities for P.1 to P.6 ✧ Recess storytelling sessions for P.4 to P.6 To arouse students' interest in reading, the part-time teacher will read storybooks to fifteen P.4 to P.6 students during the recesses three times a week. Students will be arranged by the LETs to join the storytelling session. For each storytelling session, students will be given a copy of the story book so that they can refer to the books during the sessions. The LETs will assist the less able students by providing language support such as explaining the meanings of difficult words.</p> <p>✧ Reading Buddy Activities for P.1 to P.3 The LETs and part-time teacher will select fifteen P.4 to P.6 students who are good at English to be the English Ambassadors. They will be trained to read story books with P.1-P.3 students during the extra-curricular activities periods in the classrooms. Three sessions will be organized for each class.</p>		<p>September 2019 to June 2020</p>	<p>70% of P.1- P.6 students participate in the organized language activities per year.</p> <p>70% of P.1-P.6 students have more opportunities to speak and listen to the part-time teacher.</p>	<p>video-taped for sharing.</p> <p>All the teaching materials developed will be kept in the teachers' resource bank for future use.</p> <p>All the resources will be updated by the subject teachers and the effectiveness of the school-based reading curriculum will be discussed in the panel meetings.</p>	

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<p>For each session, the part-time teacher and the English teacher of the class will first elicit students' background knowledge and arouse students' interest with a song or a game. Each student will be given a copy of the story book. English Ambassadors will then read the book with the students. One English Ambassador will work with two students. English Ambassadors will ask questions about the story while reading and chat with the students. The part-time teacher and the LETs will maintain the classroom discipline as well as provide feedback to the English Ambassadors afterwards.</p> <p>The little buddies will benefit from listening to stories and having conversation with the English Ambassadors about different topics. At the same time, the English Ambassadors will be provided with opportunities to use English during the sessions.</p> <p>✧ Coaching school drama team The part-time teacher will coach and prepare the drama team for the Hong Kong Drama Festival with the LETs once a week. About twenty P.4 to P.6 students with good spoken English will be selected to join the school drama team. He/She will offer support to students on pronunciation and intonation. The LETs will be responsible for script writing, casting as well as equipping students with the acting skills and rehearsals.</p> <p>✧ Organizing annual inter-school story-telling competition</p>					

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<p>for P.5-P.6</p> <p>To arouse students’ interest in story-telling and develop students’ English presentation skills, an annual inter-school story-telling competition will be co-organized by the part-time teacher and the LETs.</p> <p><u>Collaboration among the part-time teacher and LETs</u></p> <p>Co-planning meetings will be conducted once a week. Both the part-time teacher and the LETs will develop the resources for the activities accordingly after the co-planning meetings. They will co-conduct the activities. The LETs will provide feedback on students’ performance while the part-time teacher will offer suggestions on the rundown of the activities.</p>					
(3) Procure service to conduct an English camp to provide opportunities for students to use English in authentic contexts at P.1					
<p>Many new P.1 students are from mainland China with limited English. This lead to a great challenge in English learning. To alleviate the problem, a 5-day bridging programme “<i>English Camp</i>” will be organized for the new P.1 students to provide a smooth transition to English language learning in KS1.</p> <p><u>Expected qualifications and experience of the consultant</u></p> <p>The instructors are preferably bachelor’s degree holders with relevant teaching experience.</p> <p><u>Details of the programme</u></p>	P.1	<p>P.1 Reading Camp: August 2019 and August 2020</p> <p>Co-planning: May to June 2019 and May to June 2020</p>	<p>Assessment results on reading comprehension of over 60% of students at P.1 will be improved by 5% in two years’ time.</p> <p>English Camp will be conducted for</p>	<p>Learning and teaching resources developed will be stored.</p> <p>Teachers will adapt and modify teaching contents and materials.</p> <p>A sharing session will be</p>	<p>Observation of activities and evaluation meetings will be conducted. The records of meetings will be kept for future reference.</p> <p>The core teachers will observe the lessons conducted by the instructors every day to ensure the</p>

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<p>The English Camp will be held in the last week of August. Students will be divided into small groups to encourage more interaction among the students and the instructors. Each group will be taught by 1 instructor. There will be five 1.5-hour sessions in total.</p> <p>Tentative activities of the English Camp are set below.</p> <table border="1" data-bbox="129 563 999 943"> <thead> <tr> <th>Focus</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>✓ phonics teaching - alphabetical order - letter sounds</td> <td>- singing songs and chants - reading nursery rhymes</td> </tr> <tr> <td>✓ basic reading skills</td> <td>- storytelling - listening to stories</td> </tr> <tr> <td>✓ classroom language -formulaic expressions</td> <td>- role-play games</td> </tr> <tr> <td>✓ thematic vocabulary -classroom objects</td> <td>- vocabulary games</td> </tr> </tbody> </table> <p><u>Collaboration of the LETs and instructors</u></p> <p><u>Co-planning</u> The instructors and the LETs will have co-planning meetings to select appropriate materials, discuss the effectiveness of the lessons and the performance of the students on reading abilities, pronunciation and intonation.</p> <p><u>Co-teaching</u> The existing English teachers and the instructors will teach collaboratively during the English Camp. They will take up at least half of the teaching part during co-teaching.</p>	Focus	Activities	✓ phonics teaching - alphabetical order - letter sounds	- singing songs and chants - reading nursery rhymes	✓ basic reading skills	- storytelling - listening to stories	✓ classroom language -formulaic expressions	- role-play games	✓ thematic vocabulary -classroom objects	- vocabulary games		<p>Development of materials: June 2019 and June 2020</p> <p>Co-teaching: August 2019 and August 2020</p> <p>Evaluation: September 2019 and September 2020</p>	<p>P.1 students once a year.</p> <p>5 English activities infused into English teaching at P.1.</p> <p>5 sets of resource materials on English activities for P.1 will be co-developed by the instructors and the existing English teachers.</p> <p>60% of P.1 students will improve their confidence and skills in reading and speaking per year.</p> <p>60% of P.1 students use English in daily communication per year.</p>	<p>conducted to transfer the knowledge of conducting English language activities acquired to the other English teachers in school for sustainability.</p> <p>Some English language activities conducted throughout the project will be video-taped for sharing.</p> <p>The school will reserve the rights to use the materials after the contract period.</p>	<p>quality of the service hired and the progress of implementation.</p> <p>Lesson observation of reading camps will be carried out daily.</p> <p>Analysis of students' assessment results on reading comprehension.</p> <p>The data collected will be used for reading workshop lesson planning.</p> <p>Individual learning progress record will be tracked and subject teachers will keep them for reference when they plan for the lessons.</p> <p>A survey to collect feedback from teachers after the sharing session and the information collected will be used for future</p>
Focus	Activities														
✓ phonics teaching - alphabetical order - letter sounds	- singing songs and chants - reading nursery rhymes														
✓ basic reading skills	- storytelling - listening to stories														
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<p>Existing English teachers will also help maintain good discipline during the course. They will also give feedbacks to the instructors to improve the teaching quality. The instructors are responsible for co-conducting group activities and co-developing teaching materials for the English Camp with existing English teachers.</p> <p><u>Lesson observation and evaluation</u></p> <p>Other English teachers will have lesson observations to monitor the progress and to gain insights for conducting similar activities.</p> <p>Students' individual learning record will be kept and shown to subject teachers for follow-up actions. The effectiveness of the programme will be discussed in the subject panel meetings. All the resources will be updated by the subject teachers.</p> <p>The school will reserve the rights to use the materials after the contract period.</p>			<p>70% of the participating English teachers will acquire knowledge/ pedagogy of conducting English activities for P.1.</p> <p>60% of the participating English teachers will apply English activities to English teaching at P.1 per year.</p>		<p>planning.</p>

(F) Budget and cash flow (Please provide a breakdown of the costs for each expenditure item per school year) - more rows can be added if needed:

Proposed usages of grant	Estimated cost				
	If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2018/19 school year		2019/20 school year		Sub-total (Funded by PEEGS)
Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)		
(1) Employ a supply teacher - 2018/2019 (October 2018 and April 2019) \$27,485 per month x 2 months = \$54,970 - 2019/2020 (October 2019 and April 2020) \$27,485 per month x 2 months = \$54,970	\$54,970	-	\$54,970	-	\$109,940
(2) Employ a part-time teacher who is proficient in English - 2018/2019 (October 2018 to May 2019) \$18,000 per month x 8 months = \$144,000 - 2019/2020 (October 2019 to May 2020) \$18,000 per month x 8 months = \$144,000 (The part-time teacher will be recruited through an agency and MPF is included. The school has conducted a market research on the salary of a part-time teacher who is proficient in English. The proposed salary of \$18,000 is competitive enough and there are agencies willing to refer a part-time teacher who is proficient in English.)	\$94,000	\$50,000	\$94,000	\$50,000	\$188,000
(3) Hire professional service - Co-planning will be free of charge. - Co-teaching for 1 school year: (5 sessions x 8 groups) x \$650.75 per session per group = \$26,030	\$26,030	-	\$26,030	-	\$52,060
Total:	\$175,000	\$50,000	\$175,000	\$50,000	\$350,000

Remarks: Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.