

**Shek Lei St. John's Catholic Primary School**  
**2023-2024**  
**English Annual Report**

**Major Concern (1): Cultivate students' growth thinking to enhance students' resilience, and let students have a healthy body, mind, and soul.**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Suggestions</b>
Cultivate students' growth thinking to enhance students' resilience, and let students have a healthy body, mind, and soul.	<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 'Try my Best', learning English song that promotes growth mindset.</li> <li>● Implement 'Giving encouraging feedback' in exercise marking 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>➢ 80% or more students agree that they develop positive values in their daily life during English lessons and cross-curricular activities.</li> <li>➢ 80% 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>➢ 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>● Promotion could be conducted in morning assembly to increase students' participation in the storytelling sessions.</li> <li>● Students could be encouraged to sing the songs in occasions other than English Weeks as a form of activity.</li> <li>● The book checking form could be modified to explicitly include rubrics/aspects of giving encouraging feedback.</li> </ul>

**Major Concern (2): Make good use of learning and teaching strategies to promote self-directed learning.**

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>	Teach self-directed learning skills and tools (e.g. reading skills, spelling skills, mind-map) in English lessons.	Teaching of self-directed learning skills and tools (e.g. reading skills, spelling skills, mind-map) can be seen in lesson observation.	<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>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> <li>➤ 90% of English teachers agree that the revamped materials could promote students' learning.</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 GE can cater for learners' diversity and impart grammatical knowledge in a comprehensive manner.</li> </ul>
	Set 'Teaching of reading skills' as one of the focuses of lesson observation to enable professional exchange in good ways of teaching reading skills			
	Revamp GE to cater for learners' diversity and promote self-directed learning	<ul style="list-style-type: none"> <li>According to the school-based questionnaire study:               <ul style="list-style-type: none"> <li>➤ 80% or more teachers agree that the revamped materials can promote students' learning efficiency.</li> </ul> </li> </ul>		

Targets	Strategies	Success Criteria	Evaluation	Suggestions
	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>➤ 80% or more (P.1-P.3) English teachers agree that the programmes that they joined in the year level strengthen teachers' skills in promoting inquiry 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% of students agree that they enjoy English activities.</li> <li>➤ 90% of English teachers agree that the activities held in English Weeks provide students authentic English learning experience.</li> <li>➤ 90% of English teachers agree that English activities enrich students' 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. Findings and good experience from the Language Learning Support Section can be spilled over to other levels.</li> </ul>
	Further develop school-based programme 'Reading and Beyond' in P.4 to enhance students' language skills.	<ul style="list-style-type: none"> <li>➤ 80% or more P.4 English teachers agree that students' language skills are enhanced under the school-based programme 'Reading and Beyond'.</li> </ul>		
	Provide different learning activities to students to enrich students' learning experience. For example, English Week activities, outings, puppetry training, English activities offered by different organization, hold interviews and auditions to recruit English ambassadors and puppet team members.	<ul style="list-style-type: none"> <li>● According to the school-based questionnaire study:               <ul style="list-style-type: none"> <li>➤ 80% or more English teachers agree that the activities held in English Weeks provide students authentic English learning experience.</li> </ul> </li> </ul>		

Targets	Strategies	Success Criteria	Evaluation	Suggestions
		<ul style="list-style-type: none"> <li>➤ 80% or more English teachers agree that English activities enrich students' learning experience.</li> <li>➤ 80% or more students agree that the activities held in English Weeks are meaningful learning experience.</li> <li>➤ 80% or more students agree that they enjoy English activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 90% 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, 2024)****(a) EOEBG**

<b>Items</b>	<b>Budget</b>	<b>Expense</b>	<b>Balance</b>
1. Other Minor Items	\$2,300.00	\$1,730.00	\$570.00
2. Reference Books	\$300.00	\$300.00	\$0.00
3. Non-durable Items	\$1,900.00	\$1,383.40	\$516.60
4. Prizes	\$4,100.00	\$4,100.00	\$0.00
5. Printing & Stationery	\$2,200.00	\$2,200.00	\$0.00
6. Teaching Resources	\$2,600.00	\$2,600.00	\$0.00
7. Transportation Fee	\$0.00	\$1,086.60	(\$1,086.60)
<b>Total:</b>	\$13,400.00	\$13,400.00	\$0.00

**Teaching Team****Subject Leader:** Hui Tsz Chung

Yung On Ting

Kwok Nan Fan

**Members:** Wu Wing Man

Ngan Wing San

Chung Lai Mei

Lai Wai Yan

Lau Ying Yee

Tam Ka Hei

Cheung Ka Yun

Wong Wai Lun

Tai Tsz Hin

Daniel Ferguson Peter

Adam O'Domhanill