<center>Jordan Valley St. Joseph's Catholic Primary School
2023-2024 Evaluation of English Panel Programme Plan</center>

1. Purpose

1.1 To inculcate in pupils the meaning of English learning, the learning of a second language that can be applied in their daily life in addition to their mother tongue.

1.2 To consolidate pupils' interest and confidence in using English in their learning activities, and in communication with other people.

1.3 To cope with the modern trend in the education policies, particularly in the field of English learning.

2. Objectives

2.1 To empower students to practice virtuous behavior, achieve their goals, strive for excellence, and cultivate a strong sense of achievement.

2.2 To foster the ongoing development of blended learning by maximizing the utilization of e-resources and encouraging students to showcase their self-directed learning achievements.

2.3 To enhance the English school-based curriculum and pupils' confidence in learning English.

3. <u>Implementation Plan</u>

3.1 Respond to Major Concern 1: To empower students to practice virtuous behaviour, achieve their goals, strive for excellence, and cultivate a strong sense of achievement. (Humanity, Justice and Transcendence)

Objectives	Strategies	Performance Indicators	Forms of Assessment	Time	Achievement and Evaluation
3.1.1 Respond to Major Concern 1: To empower students to practice virtuous behaviour, achieve their goals, strive for excellence, and cultivate a strong sense of achievement. (Humanity, Justice and Transcendence)	3.1.1.1 Teacher shows more recognition of student's work by allowing more sharing in class, peer appreciation on applications and displays of student's work.	• 90% of the students have shared their work through 2 of the various ways mentioned (display board, application platform e.g. Flip and Padlet) and group sharing. Teachers can nurture positive emotions in pupils: ●According to Stakeholder survey, 70% of the stake holders(pupils) agree that 'the school actively cultivate their moral values'. ●80% of the stake holders(teachers) agree that 'the school actively develop the moral values in pupils'. Pupils have opportunities to showcase their learning outcomes: ●According to the data regarding 'opportunity' under 'Attitude towards School' in APASO, the average score of our pupils in the item 'the school has given ample opportunities to learn' is higher than that of Hong Kong Schools data.	● Pp survey ● Photos of the displays ● Stake holder survey/ APASO	Whole year	This year, in order to empower students to practice virtuous behavior, achieve their goals, strive for excellence, and cultivate a strong sense of achievement, several strategies were employed. One of them was that teacher showed more recognition of student's work by allowing more sharing in class, peer appreciation on applications and displays of student's work. Teacher also introduced group facilitative language to allow equal opportunity among the group members to share their achievements or their ideas during the discussion. The language of appreciation was introduced to students so that they could give positive reinforcement to support group members. According to the student's survey, 87% (13classes 80% +10 class 95% +1 class 50%) of the students agreed that they have shared their work through 2 of the various ways mentioned (display board, application platform e.g. Flip and Padlet) and group sharing. According to the teacher's survey, all the teachers have used this strategy to show more recognition of student's work.

	3.1.1.2 Teacher designs group tasks to allow pupils to share their ideas or achievements in groups. Group language for pupils are designed for the following purpose: a) Turn-taking to allow each group member the opportunity to contribute and avoid domination b) Positive reinforcement: Using words of encouragement, praise, and appreciation to motivate and support group members.	Group language# is posted and used in the classroom	• Teacher posted the group language for pp's reference in the classroom • Videos of using group language/ • Photos of group work Observation	Sep-Jun	According to the Stakeholder survey, 84.3% of the stakeholders (pupils) agree that 'the school actively cultivate their moral values'. 100% of the stakeholders (teachers) agree that 'the school actively develop the moral values in pupils'. According to the teacher's survey, all the teachers have used this strategy to instill the team spirit in students and allow pupils to share their ideas or achievements in groups. There were not enough number of photos or videos of group work and using the facilitative language provided. (refer to the level minutes attachments) According to APASO III data, the Q value of students in the item 'sense of satisfaction towards school is Q112; Atmosphere at school is Q116 on 'no negative feeling' and Q114 on 'cooperation'.
	3.1.2 Enhance the talent stamps scheme to effectively acknowledge and celebrate a wide range of student achievements 3.1.2.1 Enrich the items in the Talent Stamps System by adding CEO 2.0 online reading into the award scheme.	70% of the students agree that they are more motivated to read CEO readers when the award system is in place 70% of the teachers agree that the reading rate is higher than before on the CEO platform	Pp Survey Teacher survey Talent stamps record	Oct-May	According to the student's survey, 74% (5 classes 50%+11 classes 75%+6 classes 85%+ 2 classes 95%) of the students agree that they are more motivated to read CEO readers when the award system is in place. According to the teacher's survey, 86% of the teachers agree that the reading rate is higher than before on the CEO platform.

	3.1.2.2 Enhance the incentive scheme by revising the calculation of the RaC monthly books reading under RazKids platform: award 1 stamp to each pp who has read; 3 stamps to top 5 pps in the class	70% of the teachers agree that the enhancement of the scheme is effective in motivating students to read RaC monthly books	RaC monthly book record	Oct - May	

Reflection and suggestions:

Respond to Major Concern 1: To empower students to practice virtuous behaviour, achieve their goals, strive for excellence, and cultivate a strong sense of achievement. (Humanity, Justice and Transcendence)

Teachers show more recognition of student's work by allowing more sharing in class, peer appreciation on applications and displays of student's work. Both teachers(100%) and students(87%) agreed that they have shared their work through 2 of the various ways mentioned (display board, application platform e.g. Flip and Padlet) and group sharing. Most of their works are displayed on e-platform which is effective and easy to refer to. Yet, the target set in the plan is 90%, which means we can sustain the practice and meanwhile, to look for more chances to show appreciation of pupil's work. Teachers may leave very simple words of encouragement for the students on a e-platform (existing examples of e-platforms are Flip, Padlet and Classkick) to show recognition publicly.

Teachers design group tasks to allow pupils to share their ideas or achievements in groups. Group facilitative language for pupils are designed to allow each group member to have equal opportunities to contribute and avoid domination. Also, language of positive reinforcement to show encouragement, praise, and appreciation to motivate and support group members. Although there is not much direct evidence (videos and photos) collected in the lesson, according to the APASO III data, the Q value of students under the item 'sense of satisfaction towards school is Q112; and that under the item of the atmosphere at school is Q116 on 'no negative feeling' and Q114 on 'cooperation'. This indicates that the group language would be useful whenever group work/pair work takes place in the lesson. This practice should be kept and strengthened.

The talent stamps scheme is enhanced for the acknowledgement of student achievements. CEO 2.0 platform was also added to the scheme. 74% of the students agree that they were more motivated to read CEO readers when the award system is in place; 86% of the teachers agree that the reading rate is higher than before on the CEO platform. The percentage shows that the school should continue to encourage pupils by using the Talent Stamps Scheme to encourage pupils to achieve their goals and strive for excellence.

3.2 Respond to Major Concern 2: To foster the ongoing development of blended learning by maximizing the utilization of e-resources and encouraging students to showcase their self-directed learning achievements.

Objectives	Strategies	Performance Indicators	Forms of Assessment	Time	Achievement and Evaluation
3.2.1. **To foster the ongoing development of blended learning by maximizing the utilization of e-resources and encouraging students to showcase their self-directed learning**	3.2.1.1 **Pupils further utilize e-resources to promote SDL learning such as pre/ while and post lesson learning** a) Join Jockey Club "Blended Learning Project" P.4 subject teachers optimize blended learning designs after having the co-plannings with the advisors of the project and attending the PD	• In 'academic inquiry' under 'Independent learning ability' in the subscale of APASO, the average score of our school(pupils) on the item 'Pupils can learn actively' is higher than the Hong Kong Schools score. • The data in the Stake holder survey shows that 75% of the pupils and teachers agree with the two points under the 'teacher perception', including:	• GC record of blended learning (Lesson Plans) /project advisor's observation APASO	Oct-May	To foster the ongoing development of blended learning by maximizing the utilization of e-resources and encouraging students to showcase their self-directed learning achievements, there were several strategies employed. The P.4 teachers joined the

achievements.	courses offered by CUHK and HKBU.	Learning methods, such as Pre-Lesson tasks, concept maps, tool books and online resources/ Arrange group discussion and oral presentation as learning activities in class. • The data in the Stake holder survey shows that pupils agree that, compared with last year, 'learning perception' is higher, which includes 'to use learning methods such as Pre-Lesson tasks, concept maps, tool books and online resources / arrange learning activities such as group discussion and oral presentation in class • With reference of the previous years' designs, 4 blended learning designs in each level are enhanced.			'Blended Learning Project organized by Jockey Club that optimized blended learning designs by incorporating SDL in it. With the topic 'Story Writing', pupils set goal and decided their own aspect of personal growth for their character(s) in the story. They collected data and prepared lesson with graphic organizers. They used the writing checklist to evaluate their writing and do editing accordingly. Pupils demonstrated their SDL by checking their own learning with this design.
	3.2.1.2 **To enhance the SDL learning resources and raise the SDL abilities in pupils** a) join the project **'HKU QEF – IDEALs'** --- P.4 subject teachers attend their PD in HKU and join the co-plannings with the project team to design the learning materials for enhancing students' self-directed learning abilities b) Familiarize pupil's skills with different eLearning platforms and tools, to enhance self-directed learning (Pre/While/Extended Lesson activities) c) Subject teachers of Chi/Eng/Maths design learning tasks to allow pupils	• HKU IDEALs survey/ product outcome Share the results of the APASO and Stakeholder survey in 3.2.1.1	● HKU Survey ● Stakeholder survey • APASO	Through out the year	P.4 also joined the project **'HKU QEF – IDEALs'** --- P.4 subject teachers attended their PD in HKU and joined the co-plannings with the project team to design the learning materials for enhancing students' self-directed learning abilities. Teachers made use of the SDL extended reading activities with the topic, Smart Foodie (Text-type: Food label + Poster). They used 'Learning Design Triangle' (1.Intended learning outcome;2.Authentic Practice(=context); 3. Pedagogical approach) to design the tasks. Pupils' reading skills were enhanced and they

	to demonstrate the 5 components of SDL, which include 'Goal Setting', 'Self-planning', 'Self-monitoring', 'Self-evaluation' and 'Revision' d) KS2 note-taking P.5-6 Reading Workshop: story grammar, online dictionary, Word bank, note taking				designed their poster with presentation. Other pupils gave feedback. This year, 4 blended learning designs for each level were refined for P.1-5 and 2 designs were refined for P.6 in the English subject. All the designs were integrated with interactive learning applications in all or parts of the Pre/While/Post Lessons learning tasks. In our subject, all writing tasks were processed writing where a rubric was set for each individual writing. Ss could plan and monitor their own task with reference to the rubrics. They then wrote a refined version with the feedback from the teachers. An additional writing topic on Picture Story was added with the similar strategy to allow pupils to demonstrate the 5 components of SDL. For P.5 and P.6, various tasks were designed to incorporate the SDL skills including dictionary skills, note taking skills and peer appreciation and feedback giving skills. (Refer to the Classic Reader booklet)

					According to the Stakeholder survey, 60.3% of the students agree that they set their learning goal for themselves. 63.8% of the students agree that they learn actively. -The data in the Stake holder survey shows that 80.1% of the pupils and 95.75% of the teachers agree with the two points under the 'teacher perception', including: Learning methods, such as Pre-Lesson tasks, … as learning activities in class. -63.6% of the pupils agree that they know how 'to use learning methods such as Pre-Lesson tasks, concept maps, tool books and online resources. According to APASO III data, the Q value of students in the item 'Learning (Self-initiated) is Q103 which reflects that students' performance in this aspect is satisfactory.
3.2.2 **To enhance pupil's inquiry**	3.2.2.1 **To align with the school-based STEAM development by designing subject-based STEAM curriculum or collaborate with other subjects :**	- The average score of our school in the APASO in the item 'Experience' under 'Students' attitudes to School is higher than			This year, the STEAM topic on 'Space' was introduced to P.1. Based on the work of the P1 pupils. All of them could label the

and SDL abilities by continuing to develop STEAM curriculum	a. P.1 collaborate with GS STEAM topic –. The spaceship. This year, P.1 teachers will introduce vocabulary related to the topic about space and planets (P.1 STEAM –The Space).	that of Hong Kong Schools'; - The average score of our school in the APASO in the item 'Curiosity' under 'Independent Learning Capacity' is higher than that of Hong Kong Schools';			planets (and space-related items) in English, enriched by the knowledge of the achievements of our country, China.
3.2.3 **To inculcate pupils to be the master of SDL, continue to create a reading atmosphere in school**	3.2.3.1 **To further refine the incentive scheme to promote reading atmosphere and reinforce good learning behaviour.** Subject teachers should use eTalent stamps to encourage pupils to learn in and outside the class. eTalent stamps will be awarded to pupils for achieving the following criteria: i) RaC readers on Reading A-Z are mapped with the modules in the GS curriculum. The readers are assigned to students as monthly books via Reading A-Z platform ii) Complete the reading tasks on Raz-Kids Reading Platform regularly (a. Monthly Book reading; b. Extensive home reading; c. Level up). This year, all those who have made an effort in reading the monthly books will be awarded iii)An extra item, CEO online reading,	-In terms of reading, 65% of the pupils feel encouraged with the Talent stamps given by the English teachers.	-Record on eClass Talent Stamp Award Scheme -Survey -Observation Reading record	Late Sep-May	79.8% (3 classes 50% +9 classes 75% +5 classes 85%+ 7 classes 95%) of the pupils feel encouraged with the Talent stamps given by the English teachers. To further refine the incentive scheme to promote reading atmosphere and reinforce good learning behaviour, this year, teachers promoted RaC reading every month by assigning readers of the modules learnt in GS on the online Reading platform Raz-Kids. The individual class report shows that the effectiveness of the strategies 'ii a' and 'ii c' under 'Complete the reading tasks on Raz-Kids' are mild (less than 50% of the pupils could finish all 8 RaC books and most

	is added to the scheme to further promote reading moral passages				classes, except P.1, less than 50% of the pupils can complete all the books of their reading level) while the effectiveness on strategy 'ii b' is higher (In average, each pupil read 33.2 books).

According to the student's survey, 74% (2 classes 95% + 6 classes 85% +11 classes 75% +5 classes 50 %) of the students are more motivated to read CEO readers when the award system is in place.

According to the KPM17, Value Q under the item Leisure Reading is 99, which means pupils spent less leisure time on reading than other schools

According to the RazKids report, our pupils have finished 21,752 books on the platform this year, i.e. 33.2 books per pupil.(refer to the minutes appendix)

Based on the library record, 5,570 English physical books were loaned, and 718 books were renewed. (See appendix for the |

				library loan record) 3 promotion videos were made by the ELTAs for this purpose and 2 were shared during Monday reading lesson According to the Stakeholder Survey, the mean score of pupils is 3.7 only which is lower than that of last year (4.0) under the item 'I always read books and magazines in my free time'. This indicates that more strategies should be employed to enhance their reading interests in their leisure time.

3.2.1 To utilize the SDL @ Blended learning to enhance the effectiveness of teaching and learning(refine)

Pupils further utilize e-resources to promote SDL learning such as pre/ while and post lesson learning

The "Blended Learning Project" organised by Jockey Club was successful to attain the objective stated above. The strategy could be sustained next year.

To enhance the SDL learning resources and raise the SDL abilities in pupils through the project 'HKU QEF – IDEALs', most pupils now know how to use learning methods such as pre-lesson tasks, concept maps, tool books, and online resources. However, 63.6% of the pupils agree that they know how 'to use learning methods such as Pre-Lesson tasks, concept maps, tool books and online resources. This indicates that more explicit teaching of the learning methods should be consolidated. Teachers may design tasks that require pupils to plan for their own 'pre-lesson' tasks and help pupils to have the ownership of their work.

Regarding the design of learning tasks to allow pupils to demonstrate the 5 components of SDL, which include 'Goal Setting', 'Self-planning', 'Self-monitoring', 'Self-evaluation' and 'Revision', teachers had a PD workshop on using eLearning tool with the SDL mode during the 1st term. Most subject teachers could design tasks that consolidate pupils' SDL skills. According to the Stakeholder survey, 60.3% of the students agree that they set their learning goal for themselves. 63.8% of the students agree that they learn actively. Hence, the skills of the application of which tools and when in the lesson should be further enhanced in terms of helping pupils to set goal and to encourage pupils to learn actively.

Furthermore, 63.6% of the pupils agree that they know how 'to use learning methods such as Pre-Lesson tasks, concept maps, tool books and online resources. Although all the blended learning designs were integrated with interactive learning applications in all or parts of the Pre/While/Post Lessons learning tasks, pupils may need to apply the methods more frequently.

In our subject, all writing tasks are designed with a rubric for each individual writing assignment. Students plan and monitor their own work with reference to the rubrics. They then

write a refined version incorporating the feedback from the teachers. Next year, P.1, P.3, and P.5 will adopt a completely new textbook. The new writing tasks should be designed with a similar approach, providing students with clear rubrics to plan, monitor, and refine their writing.

For P.4, subject teachers optimized blended learning designs by incorporating SDL in it. With the topic 'Story Writing', pupils set goal and decided their own aspect of personal growth for their character(s). This project idea is effective and can be extended to other levels when appropriate.

For P.5 and P.6, various tasks were designed to incorporate the SDL skills including dictionary skills, note taking skills and peer appreciation and feedback giving skills. These tasks should be set in the new Reader Booklets when the new readers are employed next year.

3.2.2 To align with the school-based STEAM development by designing subject-based STEAM curriculum or collaborate with other subjects:
This year, P.1 English subject collaborated with GS STEAM topic –The spaceship. This kind of cooperation can be sustained.

3.2.3 To further refine the incentive scheme to promote reading atmosphere and reinforce good learning behaviour.
79.8% (3 classes 50% + 9 classes 75% + 5 classes 85%+ 7 classes 95%) of the pupils feel encouraged with the Talent stamps given by the English teachers. However, the RaC (Reading across curriculum) record on the Raz-kids shows that the number of assigned books were not all read. According to the Stakeholder Survey, the mean score of pupils under the item 'I always read books and magazines in my free time' is 3.7 only, which is lower than that of last year (4.0). This indicates that more strategies should be employed to enhance pupils' reading interests in their leisure time.

Pupils should be encouraged to raise questions (to make guesses, to seek clarification, and to go off on a tangent) during the learning process. This sets a self-driven reading based on the topics they want to learn and inquire about.

3.3 Subject-based Plan (1): To enhance the English school-based curriculum and pupils' confidence in learning English.

Objectives	Strategies	Performance Indicators	Forms of Assessment	Time	Achievement and Evaluation
3.3.1 Enhance the school-based English Enhancement Programme and Curriculum	3.3.1.1 Besides using the Musical to enhance the English language ability of 4AB-5AB students, more variety of activities will be introduced to the Enhancement Programme (Multi-intelligent ECA groups) to cater for different learning styles (Musical, Radio drama, STEAM groups and Storytelling groups)	- 80% of the 4AB-5AB students agree that their English skills can be further enhanced through one of the interest groups (Musical, Radio drama, STEM groups and Reading Beyond Storytelling groups) - 90% of the students showcase their learning outcomes in the form of performances or presentations	Survey	Sep-Jun	To enhance the school-based English Enhancement Programme and Curriculum, several strategies were employed. - This year, "English STEAM" and "Radio Drama" were added to the Multiple Intelligence Groups, increasing the choices to 4. Students had more exposure to English through the instructions and presentations in English during the enjoyment of these captivating

					activities.
					- 82.5% of the 4AB-5AB students agree that their English skills can be further enhanced through one of the interest groups (Musical, Radio drama, STEM groups and Reading Beyond Storytelling groups) - 90% of the students showcased their learning outcomes in the form of performances or presentations (Musical performed on Graduation and Closing ceremonies; Radio Drama recorded both the video and audio presentations to be put on the school website; Some English STEAM representatives presented their work on Open Day; Students presented their story in almost every lesson)
	3.3.1.2 Stakeholders will be informed of the students speaking performance by introducing regular speaking reports after the Chit Chat training with ELTAs	- Speaking reports are sent to parents to provide updates on their child's performance regularly.	3 times of reports should be sent to parents throughout the year	Whole year	Three times a year, speaking reports were sent to parents to provide regular updates on their child's performance. However, students in P4A and 4B had reports sent to parents only two times due to the changing of ELTA in the middle of the course.
	3.3.1.3 Level the Life-wide learning experience of P.4-6 students (e.g. English Camps) Activities for each level of KS2 Class A-B will be tailor-made	-80% of the 4AB-6AB students agree that they can apply their English skills in the Life-wide learning experience	survey	2nd term	This year, P.4, P.5 and P.6 went on an English Camp with different themes. The themes were Team Building, Words of Wisdom and Festivals around the World respectively. The activities provided by the company for P.4 and P.6 were

				successful while the one of P.5's lack the organization skills. 64% (2 classes 85% + 2 classes 75% +1 class50% + 1 class 15%) of the 4AB-6AB students agree that they can apply their English skills in the Life-wide learning experience. The two P.5 classes with lower percentage show that they could not apply their English skills on that day.
3.3.1.4 To enrich the school-based curriculum by carefully curating a selection of textbooks and classic readers sourced from various publishers	- a curriculum committee is set up for this purpose - a diverse range of textbooks and readers is sourced from multiple publishers to provide teachers with ample choices and options - each panel member has expressed their opinion by using a form containing the selection criteria suggested by EDB (Curriculum Guide 6.2)		1st term	This year, 5 sets of new textbooks from 3 different publishers were reviewed by the panel members by using a form containing the selection criteria suggested by EDB (Curriculum Guide 6.2). Living Oxford from the publisher, Oxford University Press was chosen. Readers for P.2-6 were reviewed and new readers were chosen for P.2, P4-6 for 2024-2025.

3.3.1.1 This year, "English STEAM" and "Radio Drama" were added to the Multiple Intelligence Groups, increasing the choices to 4. Students had more exposure to English through the instructions and presentations in English during the enjoyment of these captivating activities. However, some parents and students expressed their disappointment of not being able to enter their favourite group due to the cap of student number in each group. We may try using the rotation method next year so that all the students could try all four activities. Yet, the drawback would be no year-long training can be given with this setting to allow a showcase of performances at the end of the year.

3.3.1.2 Parents of 4A4B-6A6B classes were informed regularly with their child's speaking performance by receiving speaking reports three times a year.

3.3.1.3 The Life-wide learning topics of P.4-6 students (e.g. English Camps) were of different themes. The themes were Team Building, Words of Wisdom and Festivals Around the World respectively. Students could enjoy more variety of activities. Yet, the content of the P.5 topic (Words of Wisdom) should be revised. For instance, students were invited to create a new ending for the famous classic story 'The tortoise and the hare'. While creativity is the focus of the activity, yet, the level of the story can be picked more carefully to match with the level of the students.

3.3.1.4 This year, 5 sets of new textbooks from 3 different publishers were reviewed by the panel members by using a form containing the
selection criteria suggested by EDB (Curriculum Guide 6.2). Living Oxford from the publisher, Oxford University Press was chosen. Readers for P.2-6 were reviewed and new readers were chosen for P.2, P4-6 for 2024-2025. To ensure a smooth transition, the change will take place in two phases: P.1,3 and 5 will adopt the new textbook in 2024-2025 while the other 3 levels will remain using the existing textbooks. For the new readers, P.4-6 will adopt the new readers while P.2 and 3 will use the same reader which have been in use last years with P.3. We suggest refinement should be made according to different levels and the core message in this story 'Filial Piety' and 'Sacrificial Love'. Although a year-end activity is held every year to highlight the messages, they should be taught explicitly during the course.

4. Regular activities：

Items	2023				2024						
	9	10	11	12	1	2	3	4	5	6	7
1. Cambridge courses and exams	✓	✓	✓	✓	✓	✓	✓	✓			
2. Solo Verse Speaking	✓	✓	✓	✓							
2. Drama (HKSMSA—dramatic scene)	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4. NET's Performance Team		✓	✓	✓	✓	✓	✓	✓	✓		
5. Saturday Reading Beyond		✓	✓	✓	✓	✓	✓	✓	✓		
6. Thursday Enhancement Activities (STEAM, Musical, Radio Drama)		✓	✓	✓	✓	✓	✓	✓	✓	✓	
7. English Wednesdays		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Life-wide Learning Educational Activities						✓13/ ✓15/ ✓18 March					
9. Christmas decorations and show			✓	✓							
10. Printing of OELL	✓										
11. Printing of Subject Guidelines and Program Plan	✓										
12. Core Value Education Activity (Build a Giving Tree)										P3✓	
13. Printing of English newsletter										✓	

5.Expenditure:
a) Pps' own expense
    ELTA 5A   230,000.00 (P.4AB-6AB share) (as of Jun 216,582)
    Online Reading Platform   21,408. (P.1-6 share) @$33

b) as of 10th Jul, 2024 (TBC):

	Items	23/24 Budget	Expenditure As of 10/7
1.	Five Core Value Education activities	1200	598.87
2.	NET's activities	8000	6109.4
3.	Teaching Resources	2304	2145.07
4.	P4AB/P5AB Musicals	77500	77,500
5.	Performance on Stage 英文拔尖小隊	3500	1682.72
6.	P4AB/P5AB Radio Drama	62500	62,500
7.	P4AB/P5AB STEAM Activities	100000	117417.5
8.	P4AB/P5AB STEAM Activities	80000	75950
9.	English Newsletter	2,800	2220
10.	Print Rich Environment Posters	2000	1800
11.	English Enhancement Scheme (ELTA) 4A (9 月至 6 月)	230,000	
12.	English Enhancement Scheme (ELTA) 6A (9 月至 3 月)	460,000 161,000	451,739.79
13.	English Enhancement Scheme (ELTA) 6A (4 月至 6 月)	69,000	
14.	Language Room Renovation	40,000	2750
15.	Language Room Stationery	4,500	3240.3
	Total:	**844,304**	**805,653.65**

6. Advisory Committee

Panel Chairs   : Man Ka Man Grace/ Leung Kwok Kwan and Cheng Wai Yan;
Curriculum Team members: Lam Tsz Yan and Lau Yee Man
Members   : All English subject teachers