

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 162/2009

From: Secretary for Education

To: Heads of All Aided, Government &
Direct Subsidy Scheme Primary
Schools (except ESF Schools and
International Schools)

Ref. : EDB(LE)/P&R/MISC/25

Date: 4 November 2009

English Enhancement Grant Scheme for Primary Schools

Summary

The purpose of this circular memorandum is to (a) inform aided and government primary schools as well as those under the Direct Subsidy Scheme about the English Enhancement Grant Scheme (EEGS) for Primary Schools, and (b) to invite these schools to apply for the Grant.

Background

2. As part of the biliterate and trilingual policy, it is always important to enhance the learning and teaching of English in primary schools so as to prepare them for the diversified needs of English learning in secondary schools. In tandem with the announcement to fine-tune the medium of instruction (MOI) arrangements for secondary schools via EDB circular memorandum 6/2009 in June 2009, the Education Bureau (EDB) also announced that it would introduce a number of support measures for primary schools. One of them is to re-deploy resources for a time-limited provision to primary schools for adopting school-based English enhancement measures.

The Scheme

Objective

3. The Grant is to help schools develop their school-based English enhancement measures to strengthen the learning and teaching of English and to achieve sustainable effects after the completion of the Scheme.

Eligibility

4. All aided, government or Direct Subsidy Scheme (DSS) primary schools

(including special schools with primary section) may apply.

Usage of the Grant

5. The Grant should be used to **build up the capacity of schools for raising students' English proficiency** and to **achieve sustainable effects after the completion of the Scheme**. Given the different school contexts, individual schools are expected to formulate plans according to their own needs. Schools should also consolidate existing resources and practices and come up with a holistic and coherent plan to ensure that the extra funding sought will make a sustainable impact on students' English language learning.

6. When formulating the plans, schools should target at specific groups and/or areas of development, for example –

- (a) facilitating the planning, development and implementation of the school-based English Language curriculum, which may include enhancing the smooth transition between different key stages of English learning and catering for learner diversity in English learning;
- (b) addressing schools' concerns in English learning and teaching which may include strengthening the learning and teaching of English for students with special educational needs, newly arrived children and Non-Chinese Students whose mother tongue is not English or students of low socio-economic background;
- (c) enhancing English teachers' professional development; and
- (d) creating a rich English language learning environment.

7. In implementing the plans, schools may use the Grant in various ways, for example –

- (a) Acquiring learning and teaching resources

The learning and teaching resources to be purchased should tie in with a school-based English programme or project and add value to the capacity of the school in enhancing the learning and teaching of English. Schools should set out how the newly acquired resources would benefit the students and achieve sustainability. ***The Grant should not be used merely for adding stock in the library and procuring ready-made English language programmes that do not cater for learner diversity.***

(b) Employing teachers/ teaching assistants

The extra manpower should take personnel off the line for developing the school-based English Language curriculum, teaching resources or participating in relevant courses on English learning and teaching. ***The Grant is not meant for reducing the workload of teachers in general.***

(c) Hiring of services for conducting learning activities

The hiring of professional services for English learning activities (e.g. drama, choral speaking) should aim at developing the knowledge and skills of both teachers and students who could subsequently help to lead and conduct these activities which would benefit student learning. ***The Grant should not be used for hiring services for conducting activities for students without the participation and professional development of teachers.***

(d) Hiring of consultants/ experts for conducting professional development programmes for teachers

The professional development programmes for teachers should be related to a specific school-based English programme or project. They should also aim at strengthening teachers' capability in curriculum development, enhancing the effectiveness of learning and teaching of English, or developing pedagogical practices that would meet the varied needs, interests and abilities of students. Teachers are required to organise in-house sharing sessions, implement action plans and/or conduct English learning activities for students after the training.

8. As schools are encouraged to take a holistic approach in using the additional resources, they may use the Grant for supporting initiative(s) already launched and provide evaluation of the impacts and effectiveness of the existing measures when submitting the application. Schools could also propose measures to fill the existing learning or resource gaps identified. This Grant may be combined with other existing grants (e.g. Capacity Enhancement Grant), provided that the usage remains within the parameters of the Scheme. A separate financial report to account for the expenditure of the Grant and a brief evaluation of the impact of the enhanced measures are required.

9. The Grant should not be used for purchasing hardware (e.g. items such as furniture, audio-visual equipment, computers); granting fringe benefits to staff; carrying out alteration/addition/renovation works and procuring services or materials to drill students in preparation for assessment.

Grant Allocation

10. The amount of grant per school should be no more than \$500,000. The actual amount of grant for each school would depend on individual schools' proposals and implementation strategies. Normally, the earmarked fund will be disbursed annually to schools according to the projected cash flow requirements. Schools have to return the unused fund after completion of their projects. For schools which apply in the first round of application in 2010, funding can be disbursed to them in September 2010 the earliest.

Application

11. The Scheme is open to application from eligible primary schools in 2010, 2011 and 2012. No quota would be set as to the approved number of applications in each round.

<u>Round</u>	<u>Deadline for application</u>	<u>Schedule for implementing the measures</u>
1	15 January 2010	2010/11 – 2011/12
2	mid January 2011	2011/12 – 2012/13
3	mid January 2012	2012/13 – 2013/14

12. Schools applying for the Grant should complete the application form, together with an implementation plan which sets out: (a) present state of play; (b) a holistic school-based plan; (c) proposed measures and implementation details; (d) targets to be attained (preferably measurable); (e) budget and projected cash flow; (f) implementation timetable; (g) method(s) of quality assurance and evaluation. The general notes on drawing up the plan, the template and the application form are at Annex I.

Vetting of Applications

13. A panel comprising language education experts and representatives from the EDB will assess the appropriateness and feasibility of the enhancement measures proposed and recommend revision to the proposal if necessary. Schools will not be asked to present their proposals to the vetting panel. They will be informed of the results by May of the year the latest.

Accountability of Schools

14. Upon approval, each primary school has to enter into a "performance contract" with the Government. The contract sets out the terms and conditions of allocation of the Grant, including the relevant administrative, financial and reporting arrangements.

Besides, schools should comply with the requirements specified in the Codes of Aid, the relevant letters, circulars and guidelines issued by the EDB from time to time. Some important points to note for hiring outside services and staff appointment are at Annex II.

15. Under the spirit of school-based management, schools are required to include the implementation plan in their school development plans, report the progress and evaluation in the annual school reports according to the targets set. Once approved, major changes to the proposal (including the timetable and content) should require prior approval of the EDB.

16. Schools are also required to submit to the EDB a final report, which should include the financial statement and their evaluation of the measures, within three months after completion of the project. If the implementation process takes two years, schools are required to submit a progress report within three months after the first year of implementation. Schools will be advised of the areas to be covered in the final report. Schools may submit their school annual report as their progress or final report if it covers all the areas required.

Tentative Timing of Application

17. Schools may flexibly consider when to apply and implement the enhancement measures within the timeframe. **Schools planning to implement the enhancement measures from September 2010 should submit their application on or before 15 January 2010.** To facilitate work planning by the EDB, schools interested in joining the Scheme are invited to indicate their tentative timing of application in Annex III and return it to *eegs@edb.gov.hk* on or before **30 November 2009**.

Briefing Sessions and Workshops

18. To enhance schools' understanding of the Scheme and the usage of the Grant, four identical briefing sessions will be conducted in November 2009. Schools are invited to nominate a maximum of three representatives to attend any one of the briefing sessions and enroll through the Training Calendar System (TCS). Workshops will be conducted later to facilitate schools in developing a holistic school-based English enhancement programme. Further details about the workshops will be uploaded onto the TCS in due course.

Date	Time	Content	Venue
12 November 2009 (Thursday)	3:15 p.m. – 5:00 p.m.	<ul style="list-style-type: none"> Administrative Arrangements of the Scheme Usage of the Grant – Do's & Don'ts 	Holy Trinity College 3 Wai Chi St, Shek Kip Mei, Kowloon
16 November 2009 (Monday)			SKH Yau Tong Kei Hin Primary School 23 Yau Tong Road, Yau Tong, Kowloon
17 November 2009 (Tuesday)			Holy Family Canossian School (Kowloon Tong) 8 Tim Fuk Road, Kowloon Tong, Kowloon
19 November 2009 (Thursday)			SKH Yau Tong Kei Hin Primary School 23 Yau Tong Road, Yau Tong, Kowloon

Enquiries

19. If you have any enquiry, please contact Ms Evian Tong at 3527 0162 or Ms Jennifer Yeung at 3527 0176. Soft copies of the Annexes can be downloaded at www.language-education.com.

(Mrs Alice CHEUNG)
for Secretary for Education

**English Enhancement Grant Scheme for Primary School
General Notes for Drawing up the Implementation Plan**

A brief outline preferably in not more than 3 pages should suffice. It can be in note form.

(I) Present state of play

Give a brief analysis of your school's present position and needs in respect of enhancing the English proficiency of students.

(II) A holistic school-based plan

(a) The following areas may be covered:

- ♦ Facilitating the planning, development and implementation of the school-based English Language curriculum, with learning, teaching and assessment as an integral part

(Examples may include the implementation of Reading Workshops, the Intervention or Enrichment Programme to cater for learner diversity, programme for enhancing the interface between different key stages, and school-based projects to explore innovative or effective strategies of English learning and teaching or to strengthen assessment for learning through using quality feedback.)

- ♦ Enhancing English teachers' professional development

(Examples may include having English language teachers attending professional development courses on English learning and teaching, and hiring professional services with relevant expertise to plan and conduct, in collaboration with teachers, learning activities for students and workshops for teachers.)

- ♦ Creating a rich English language learning environment

(This may include two dimensions, namely enriching the physical environment and enhancing the opportunities for students to be exposed to and to use English. Measures include putting up signs and posters in English around the school compound and stocking the English rooms and corners with rich, varied and interesting English resources and games to promote the use of English beyond the classroom. The acquisition of such resources should tie in with the

school-based English programme or project.)

- (b) Schools should explain how they would make use of the Grant to implement the above school-based plan.

(III) Targets to be attained

- Targets to be attained should be in terms of input and output parameters.
- Input parameters may include implementation of the plan in Section II above.
- Separate output targets for individual measures are NOT required. Instead, schools should set outcome-based target(s) to be achieved in terms of the overall impact on students' English language learning or their performance/achievements in specific language skills (e.g. writing, speaking).
- Schools should state how the impact of the measures taken can be sustained after the completion of the Scheme.

(IV) A budget

The breakdown on each enhancement measure as well as the estimated total expenditure should be included. In estimating the costs, schools may also draw reference to rates generally used for other projects funded by the Government, such as the Quality Education Fund. The general practices in the procurement of goods and services and appointment of staff as specified in relevant circulars and/or Code of Aid should be followed as far as applicable. (Annex II)

If schools plan to combine the Grant with funding from other sources to support the measures/activities, schools should specify clearly how the fund is allocated between the EEGS and the other grant(s).

(Template)**School-based Plan on the Use of the English Enhancement Grant for Primary Schools**

Name of School : _____

(I) Present state of play**(II) A holistic school-based plan****(III) Implementation details of the proposed measure(s)**

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
(1)				
(2)				

(IV) Targets to be attained**(V) Budget**

Measures / Activities to be funded by the Scheme	Estimated cost
(1)	\$ xxxx
(2)	\$ xxxx

Note: If funding from other sources would be used to support the measures/activities, please specify.

(VI) Cash flow

School year		
Cash requirement	\$	\$

To: Secretary for Education
(Attn: Language Education Section
Education Infrastructure Division
Education Bureau)
[e-mail: eeegs@edb.gov.hk][Please indicate “Application for EECS for
Primary Schools” in subject title of the email.]

**English Enhancement Grant Scheme for Primary Schools
Application Form**

Part A School Information

School Name: _____
School Address: _____
Telephone No.: _____ Fax No.: _____
School Head: _____
Teacher-in-charge: _____ Post: _____
Contact No.: _____ (if different from the above tel. no.)

Part B Teacher Information

1. Total no. of English language teachers: _____
 - No. in regular staff establishment: _____
 - No. outside regular staff establishment (e.g. temporary teachers): _____
 - No. appointed under the Native-Speaking English Teacher Scheme: _____
2. No. of English language teachers in the regular staff establishment possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English: _____
3. No. of English language teachers in the regular staff establishment who also teach other subjects: _____

The implementation plan endorsed by the School Management Committee/
Incorporated Management Committee is attached.

Signature of Supervisor / Principal*:

Name of Supervisor / Principal*:

Date:

**Please delete as appropriate.*

Points to Note for Hiring Outside Services and Staff Appointment

1. Government Schools

(i) Government schools should comply with the relevant rules and regulations relating to hire of services and appointment of non-civil service contract (NCSC) staff. They should in particular follow the procedures set out in EDB Internal Circular No. 4/2007 on NCSC staff appointment so as to ensure that the principles of openness and fairness be upheld when the Grant is deployed for employment of NCSC staff.

(ii) They should also note the statutory duties of the Education Bureau as an employer under the Mandatory Provident Fund Schemes Ordinance (Cap 485), and should follow the Bureau's procedures for enrolment of relevant employees into a Mandatory Provident Fund scheme.

2. Aided & DSS Schools

(i) Aided schools should observe EDB Circular No. 15/2007 dated 14 December 2007 on Tendering and Purchasing Procedures in Aided Schools and Annex IV of EDB Circular No. 5/2005 dated 16 June 2005, which lists points to note in handling appointment matters.

(ii) To avoid conflict of interests relating to the procurement of services and the appointment of staff, schools under the Direct Subsidy Scheme (DSS) should observe, where appropriate, the procedures and the points to note contained in the afore-mentioned circulars.

(iii) Further, schools are also reminded to comply with, where appropriate, relevant statutory requirements such as the Education Ordinance, the Employment Ordinance and the Mandatory Provident Fund Schemes Ordinance.

3. All Schools

(i) Schools are reminded that the participants of the early retirement schemes for aided primary and secondary school teachers are not allowed to take up full-time or part-time teaching employment (including teaching posts created by government funds which are for the purpose of providing additional teachers to schools, but excluding daily rated part-time jobs, the duration of each is not more than 90 days) in their schools.

(ii) Schools should observe the principle of equal opportunities and avoid any form of discrimination in all recruitment and appointment procedures. When employing staff, schools are encouraged to employ people with disabilities if they are found suitable.

To: Education Bureau
 (Attn: Language Education Section,
 Education Infrastructure Division)

[e-mail: eegs@edb.gov.hk] [Please indicate “Tentative timing of Application” in the subject title of the email]

(To be returned on or before 30 November 2009)

**English Enhancement Grant Scheme for Primary Schools
 Tentative Timing of Application**

The tentative timing of application for the above Scheme:

		<u>Deadline for Application</u>	<u>Commencement of Measures</u> (school year)
<input type="checkbox"/>	First round	15 January 2010	2010/11
<input type="checkbox"/>	Second round	mid January 2011	2011/12
<input type="checkbox"/>	Third round	mid January 2012	2012/13

Please put a “√” in the appropriate box.

School Name:

School Address:

Name of School Head:

Signature:

Contact No.:

Date:
