

Report on the Use of Promotion of Reading Grant

HKFYG Lee Shau Kee College (2018-2019)

The major objectives for Promotion of Reading: To foster a reading atmosphere through refining reading to learn curriculum and library activities

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objectives:

A general reading atmosphere has been created. 89.3% students surveyed agreed or strongly agreed that they like reading. 72.5% agreed or strongly agreed that they are regular readers. 95% agreed or strongly agreed that they are confident in reading. In another survey to teachers regarding the reading atmosphere of the school, 77.8% teachers surveyed agreed or strongly agreed that students like reading. 74.1% of teachers surveyed agreed or strongly agreed that the students are confident in reading.

2. Evaluation of the strategies:

A wider array of activities has been organized: Two book display activities, namely Global Week book display and STEM book display were organized; a writer's talk was organized in December; the Library collaborated with Houses and Academic Events Working Group to provide resources of General Knowledge Quiz Competition; new collaboration initiatives by History Department and THS Department have been carried out to promote reads on Hong Kong culture and travelling respectively. 92.7% students agreed or strongly and 100% teachers agreed that these activities promoted reading.

During school-based Reading to Learn periods, apart from reading, students have been introduced to different graphic organizers (e.g. Venn diagram, fishbone diagram, timeline) to build reading skills. Information literacy has also been added as part of the programme. Students were also introduced to different kinds of books covering a wider variety of disciplines including STEM, personal development, travelling and cultures, expository texts on social issues etc. 92.6% of S.1-S.2 students surveyed agreed or strongly agreed that Reading to Learn lessons are useful. 96.3% teachers surveyed agreed or strongly agreed that Reading to Learn lessons cater for wider needs.

To cater for learners' diversity and the needs of FTs who are from different subjects, more approaches on conducting reading sharing can be suggested to FTs. Classroom boards shall also be utilized to promote reading.

Part 2: Financial Report

	Item	Expenses (\$)
1.	Purchase of reading materials	53686.39
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> Magazines	
	<input checked="" type="checkbox"/> Newspapers	
2.	Launch of school-based Reading to Learn Curriculum	588.6
3.	Reading Activities	3318.5
	<input checked="" type="checkbox"/> Reading scheme	
	<input checked="" type="checkbox"/> Hiring writers to conduct talks	
	<input checked="" type="checkbox"/> Reading promotion programmes/ activities	
4.	Subject-based Reading to Learn Programmes	13402.49