



CHRISTIAN ALLIANCE CHENG WING GEE COLLEGE
Report on the Use of the Promotion of Reading Grant
School Year: 2023-24

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives at school level:		
1.1 To encourage students to read more on their own initiative	ALL	<p>The school (English Panel) had subscribed an online reading platform where students were asked to complete the reading exercise every week. Their participation was also counted as daily marks which served a kind of motivation of reading.</p> <p>All junior level students read books in BK lessons at least once, which could promote students to read more subject based contents. Some students borrowed books from library and continued reading on their own initiative. Some also enjoyed reading 中信月刊 which were circulated inside their classrooms. All these could help broaden students' horizons.</p> <p>The Book Crossing Cart and Book Giveaway from the library provided students with easy access to a wide range of books, inspiring them to explore new genres and authors. The Junior Secondary Reading Award Scheme and the Interclass Read-a-thon Competition incentivized students to read regularly and extensively by rewarding their efforts and fostering a sense of achievement. These activities nurtured a habit of self-initiated reading among students, increasing their voluntary engagement with books. However, more targeted programs, such as personalized reading recommendations or mentoring, can better engage reluctant readers.</p>

<p>1.2 To enhance the reading atmosphere in the school</p>	<p>ALL</p>	<p>Students were asked to read the stories related to their drama play for the English Fun Day. Students were eager to read more to understand the characters and any interesting scenes in the stories.</p> <p>The Monthly Subject-Based Book Fair in the Library transformed the school into a vibrant literary hub, creating excitement around reading. Immersive Reading Sessions and Lunchtime Reading provided opportunities for students to enjoy books in a relaxed setting, while Morning Reading Time established a daily routine that emphasized the importance of reading. The Reading Carnival, with its fun and interactive events, energized the school community, making reading a central part of school life and fostering a dynamic reading culture. However, there remains a need for more inclusive activities, such as themed reading clubs or multilingual reading sessions, to cater to diverse student interests.</p>
<p>1.3 To broaden students' knowledge base</p>	<p>ALL</p>	<p>Newspaper articles from Inky and Quest were introduced to junior forms students so as to widen their horizons in different topics</p> <p>More English books were recommended for the senior level students for the HKDSE SBA. They were also guided to read and understand the story.</p> <p>The World Book and Copyright Day Series and the Online Database eWorkshop provided students with valuable resources and knowledge about intellectual property and research skills. The Class Reader Scheme exposed students to classic literature, enriching their understanding of cultural and historical contexts. Participation in Monthly Subject-Based Book Fairs allowed students to deepen their knowledge in specific areas. These varied activities collectively expanded students' horizons, equipping them with a broader and more diverse knowledge base.</p>

2. Evaluation of the effectiveness of the following strategies in achieving the objectives (1.1-1.3):		
2.1 Purchasing Reading Materials		
2.1.1 Reading Books for English Lessons and Activities [S.1-3]	English Language Panel	Teaching of readers was integrated in S1 and S2 English curriculum. Students were guided to read the book, one for each term, followed by in-class activities and little quizzes. Students did enjoy reading books and were well equipped with skills needed in reading.
2.1.2 Online Reading Platform	English Language Panel	Students were exposed to different latest issues on this platform. They were also given not only reading exercises but also listening or vocabulary building exercises. It is encouraging to see that students tried new vocabulary in their writing and speaking.
2.1.3 明報語文同樂（印刷版） （附明報港聞國際電子版）[中一及中二級]	Chinese Language Panel	學生能使用有關報章養成讀報及閱讀篇章的習慣。老師在課堂上亦會就有關內容進行跟進，幫助學生聯繫閱讀與生活。
2.1.4 有關倫理和宗教科書籍[中四級]	Ethics and Religious Studies Panel	6 books related to Ethics and Christianity were purchased, which enriched much their reading work during the lessons.
2.1.5 Reading Books for Reading Across the Curriculum [S1-3]	English Across Curriculum Committee	A total of 58 books were purchased covering subjects like Math, Science, Music and Visual Arts. They would then be placed in the library for students to borrow. The books were purchased in the second term, making it a bit late to showcase them in the library during our theme-based book fairs.
2.1.6 On-line Database/eBooks	Library	The library enhanced its digital resources by subscribing the Chinese eBook platform "Hyread" and the English database "Gale," accessible both on campus and off campus for all students. An online database eWorkshop was conducted to support junior form students in effectively utilizing these platforms for information gathering and learning.

2.1.7 Printed Books/Magazines in Library	Library	The purchase of printed books and magazines for the library had significantly supported various reading initiatives. Activities like the Monthly Subject-Based Book Fair benefited from the expanded collection, offering students a diverse range of reading materials and providing regular access to new books, fostering a consistent reading habit. This year, the library strategically focused on purchasing printed books related to Chinese culture, aligning with the promotion of national security education.
2.2 Implementing diversified and motivating activities to promote reading		
2.2.1 Reading Week	Library/ Chinese Language Panel	<p>The reading carnival created a vibrant and engaging atmosphere, promoting both a love for reading and cultural appreciation. The immersive reading sessions captivated students, drawing them into new stories and ideas. The book fair provided access to a wide range of new materials, encouraging exploration and excitement about books. Book sharing fostered meaningful interactions and a sense of community around reading.</p> <p>Students also learned about Chinese culture through the lectures, which were in line with the theme of the Reading Week. After the lecture, students read passages related to Chinese culture to understand culture and build up reading habits.</p>
2.2.2 Subsidies for Students' Participation in and Applications for Reading Related Activities	Various Subjects/ Departments/ Committees	<p>In the first term, each level had one RAC materials designed and done during reading time and each level made use of at least one reading time session to finish RAC materials designed by other KLAs. For each reading practice, the class with the best performance was given a certificate as recognition. This was a good practice for students to read about materials from other disciplines and broaden their horizons.</p> <p>In Ethics and Religious Studies reading scheme, S.4 students who took this subject must borrow two books related to Ethics or Christianity during the Chinese New Year and summer holiday and hand in the book reports.</p>

Part 2: Financial Report

ITEM	IN-CHARGE	ACTUAL EXPENSES (HK\$)
Purchase of Reading Resources		
1	明報語文同樂（印刷版） （附明報港聞國際電子版）[中一及中二級]	Chinese Language Panel
2	有關倫理和宗教科書籍[中四級]	Ethics and Religious Studies Panel
3	Reading Books for Reading Across the Curriculum [S1-3]	English Across Curriculum Committee
4	On-line Database/eBooks	Library
5	Printed Books/Magazines in Library	Library
		Total
		Unspent Balance