

Report on the Use of the Promotion of Reading Grant 2018-19 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

The objectives of creating a reading culture and enhancing students' reading interest and motivation were achieved. The loan record of books shows that there has been an increase (12%) in the number of books circulated in the school library (*Appendix 1*). Besides that, the responses of the students to various reading programmes launched were pleasing and enthusiastic as indicated by the questionnaire on the effectiveness of activities to promote reading culture (*Appendix 2*). Hence, through stimulating and diverse reading activities, we have helped students nurture their reading interest and develop a reading habit from their lower forms of schooling.

By virtue of the rapid development of information technology and continuous extension of the frontiers of knowledge, using information technology to foster interactive learning is a growing trend. Hence, we will introduce VR and AR books to promote STEM education and web-based reading resources like e-books to meet the new challenge of digital media.

2. Evaluation of strategies

a. *S1 Pleasure Reading Passports*

The questionnaire results were gratifying, with 86.8% S1 students agreeing or strongly agreeing to the introduction of the Reading Passports (*Appendix 2*). The loan record of books of students has reflected that the S1 students frequented the library more than other formers (*Appendix 3*). Students were motivated to read a wide range of books to cultivate their reading interest and engage in various reading tasks to share their reading experience with others. It is hoped that their reading interest could be sustained in the years ahead.

b. *S1 & S4 Bookshop Visits*

Students visited the Eslite Bookshop in Causeway Bay and chose a book to be added to the Library collection. The books are for leisure reading for S1 students while those chosen by S4 students are for their English Language SBA. Responses to such visits were encouraging and supportive (89% agree or strongly agree) (*Appendix 2*), and those visits seemed to be an opportune event to build a reading atmosphere, so that students could derive pleasure and enjoyment from reading while meeting the curriculum needs at the senior level.

c. *STEM Books Corner*

A total of 68 titles were procured using the Grant, and a STEM Books Corner was set up in the Library. The loan record of STEM books indicates that they were more popular with lower formers while the utilization of those books among the higher formers was still low (*Appendix 4*). 70.2% of respondents agreed or strongly agreed to its effectiveness of reading promotion (*Appendix 2*), and the data indicated that there is still room for improvement in students' motivation and engagement in reading STEM books. Better coordination with the KLAs and subject departments could be taken into consideration when we select diversified reading materials and plan purposeful tasks for promoting reading across the curriculum.

d. *Various Reading Schemes Held to Promote Reading*

A Reading Quiz was co-organized with the Careers Team, with 109 students participating in it. The response was engaging, and hence we would collaborate with other functional committees or subject departments next year so as to allow students to acquire, construct and apply knowledge in different areas.

As for the Reading Report Competition, 43 entries were received. The winning pieces were displayed in the cabinet outside the School Library as exemplars of students' good efforts. Such awards as Top Reading Class, Top 10 Readers of the School and Top Three Readers for each class supported the School to promote reading effectively and further motivate students to read a wide range of materials with different themes and text types to broaden their knowledge base and enhance their reading skills.

e. *Teachers' Book Recommendations*

Teachers are role models for learners and their recommendations guide them to read a more diversified range of reading materials. Inspiring responses were obtained (79.7% agree or strongly agree) (*Appendix 2*), which was conducive to cultivating a reading culture and helping students appreciate the value of reading.

In light of the disbursement of the Promotion of Reading Grant, a more diversified range of reading activities and reward schemes were introduced this year. There has been improvement in students' reading performance, which is evident in the above report. Nevertheless, there is still much to be desired for triggering their intrinsic motivation to read and reinforcing their reading interest. We will continue to promote reading in the school at large so as to empower students to build knowledge and broaden perspectives, laying a firm foundation for self-directed learning.

Part 2: Financial Report

	Item	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	8000	11253.1
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$20 x 120 Stage 2: \$100 x 60 Stage 3: \$100 x 30 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$6 x 160) ✧ Filing cabinets ✧ Stationery & certificates ✧ Stamps	14960 2400 6000 4300 960 400 500 400	13240.7 2425.4 4104.7 4571 960 283.9 515.7 380
3.	Bookshop Visits ✧ S1 Purchase of books (\$100 x 130) Transportation (\$1000 x 3) ✧ S4 Purchase of books (\$100 x 150) Transportation (\$1000 x 3)	34000 13000 3000 15000 3000	27572 11284 2100 12088 2100
4.	STEM Books Corner ✧ Purchase of books	4000	3989.94
5.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$200 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 22) ✧ Reading quiz (\$50 x 30) ✧ Reading report competition	8700 2000 1000 3300 1500 900	8716 1940 1247 3201 1455 873
TOTAL		69660	64771.74

Appendix 1

Loan Record of School Library (2018-19)

	2018-2019	2017-2018	2016-2017	2015-2016
Chinese titles	9119	7683	6544	6587
English titles	7646	7365	6646	6213
Total (whole school)	16765 (+12%)	15048	13190	12800

Chinese titles	9074	7635	6455	6415
English titles	7617	7347	6552	6151
Total (students)	16691	14982	13007	12566

Chinese titles	45	48	89	172
English titles	29	18	94	62
Total (teachers)	74	66	183	234

No. of school days	116 days	123 days	119 days	120 days
Average No. of Chinese titles circulated / day	79	62	55	55
Average No. of English titles circulated / day	66	60	55.8	52
Total	145	122	110.8	107

Appendix 2

Cheung Chuk Shan College
Questionnaire on the Effectiveness of Activities to Promote Reading Culture (2018-19)

	No. of Responses	Percentage				
		Strongly Disagree	Disagree	Agree	Strongly Agree	
		1	2	3	4	
Reading Culture						
<i>(For S1-5)</i>						
1	Setting up of a STEM Corner in the School Library					
	<i>Overall</i>	650	7.7%	22.2%	50.0%	20.2%
	<i>S1</i>	128	2.3%	14.1%	57.0%	26.6%
	<i>S2</i>	145	7.6%	20.7%	54.5%	17.2%
	<i>S3</i>	122	9.8%	19.7%	52.5%	18.0%
	<i>S4</i>	147	6.8%	23.1%	45.6%	24.5%
	<i>S5</i>	108	13.0%	35.2%	38.9%	13.0%
2	Others (e.g. book recommendations by teachers, CCSC reading KOL Instagram account, selected quotes at the School entrance, book crossing on Parents' Day, etc.)					
	<i>Overall</i>	651	5.1%	15.2%	57.0%	22.7%
	<i>S1</i>	126	2.4%	10.3%	54.8%	32.5%
	<i>S2</i>	147	4.8%	14.3%	60.5%	20.4%
	<i>S3</i>	122	8.2%	13.1%	60.7%	18.0%
	<i>S4</i>	147	4.8%	16.3%	51.0%	27.9%
	<i>S5</i>	109	5.5%	22.9%	58.7%	12.8%
<i>(For S1 only)</i>						
3	Introducing Pleasure Reading Passports	128	0.8%	12.5%	55.5%	31.3%
<i>(For S1-3 only)</i>						
4	Reading lessons for extensive reading and / or reading-related activities					
	<i>Overall</i>	398	5.0%	10.6%	55.8%	28.7%
	<i>S1</i>	128	0.8%	6.3%	58.6%	34.4%
	<i>S2</i>	145	6.2%	16.6%	50.3%	26.9%
	<i>S3</i>	125	8.0%	8.0%	59.2%	24.8%
<i>(For S1 & S4 only)</i>						
5	Eslite Bookshop Visit					
	<i>Overall</i>	274	2.9%	8.0%	41.2%	47.8%
	<i>S1</i>	127	2.4%	7.1%	45.7%	44.9%
	<i>S4</i>	147	3.4%	8.8%	37.4%	50.3%

Appendix 3

S1 Pleasure Reading Passports

	No. of Students Passing	Percentage
Stage 1	79/127	62.2%
Stage 2	47/127	37%
Stage 3	35/127	27.6%

Loan Record of Forms

	No. of Books Circulated	Percentage
S1	5718	34.11%
S2	3408	20.33%
S3	3452	20.59%
S4	1168	6.97%
S5	1634	9.75%
S6	1311	7.82%
Staff	74	0.44%
Total	16765	100%

Appendix 4

Loan Record of STEM Books

	No. of STEM Books Circulated
S1	169
S2	41
S3	13
S4	6
S5	1
S6	0
	230