

Report on the Use of the Promotion of Reading Grant 2022-23 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

With the resumption of on-site whole-day schooling in the first term, the School was on the road to recovery to normal school life. Hence, the Library had stepped up its efforts to adopt diverse school-based strategies to promote reading. New initiatives like Top Picks Election, Lunchtime Teacher Book Sharing and Reading KOL Eslite Bookstore Visit were launched while some scheduled activities like Reading Talk, S1 Eslite Bookstore Visit, Inter-house Knowledge Quiz could be actualized.

It was pleasing to note that the total number of books circulated was on the rebound from the figure of last academic year. The loan record of books shows that the total number of books circulated in the school library has upped by 14.7% this year, reaching a record high of 21143 books. However, the average number of the books circulated per day had a drop from 177 to 168 (*Appendix 1*) due to more opening days of the School Library. Although the questionnaire on the effectiveness of activities to promote reading culture (*Appendix 2*) reflects that encouraging responses were obtained from the schoolmates towards various reading promotion activities (with most figures surpassing 73% strongly agreeing or agreeing), it occurred to us that the S1 newcomers demonstrated a lukewarm interest in reading. Besides that, it was a formidable task for us to sustain the reading motivation of the higher formers for leaving out the reading lessons in their curriculum.

2. Evaluation of strategies

a. S1 Pleasure Reading Passports

The questionnaire result is satisfactory but not very encouraging, with 75.23% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports (*Appendix 2*). The number of students passing Stage 1 increased compared with that of last year; nonetheless, there was a decline in the numbers passing Stage 2 & Stage 3. Criticized for being talkative and restless, the S1 students this year needed more motivation and guidance to read a wide range of books and engage in various reading activities. As a rule of thumb, the loan record of books of students reflects that the S1 students paid a visit to the library more often than other formers (*Appendix 3*).

b. S1 Eslite Bookstore Visit

In a bid to enhance students' reading interests and motivation, the library arranged a visit to Eslite Bookstore in Causeway Bay during the post-examination period on 3rd February 2023, hoping to involve students in the selection of library books. The bookstore visit was proven to be an opportune event to build a reading atmosphere, allowing students to derive pleasure and enjoyment from reading their own choices of books. They were motivated by feeling in control, and had intent to read genuinely. It was suggested that students be instructed to write a Chinese book report on the books chosen so as to share their reviews with others and make book recommendations for their fellows. Collaboration with the Chinese Panel would be made to achieve this aim.

c. *S1 & S2 Reading Workshops*

An English reading workshop was held for S1 students on 3rd February during the post-examination period. During the 1-hour workshop, the instructors taught the S1 classes some skills and strategies for learning to read and reading to learn English novels. It was beyond dispute that the Harry Potter series was an appeal to our students, thus receiving engaging responses to its usefulness and practicality (with about 86% strongly agreeing or agreeing) (*Appendix 4*). With reference to the questionnaire conducted, more interactive and stimulating learning activities could be incorporated into the lesson design for betterment.

For S2 students, a Chinese one was organized on 2nd February during the post-examination period for acquiring skills to read Chinese famous works <三國演義>. The response was more encouraging (with about 95% agreeing or strongly agreeing to its effectiveness) as the drama performance was more intriguing to our students. Hence, when planning ahead a similar workshop in the future, we could take heed of the introduction of drama element in the lesson design.

d. *Capsule Hunt & Treasure Hunt Activities*

Several capsule hunt activities were launched on special occasions like Back to School Capsule Hunt, at Halloween, before Christmas and Easter holidays and on Valentine's Day. Treats were presented to junior formers who borrowed books from the library. Given such gimmick as a booster, the lower formers frequented the library more to explore the joy of reading. The questionnaire result reveals that this gadget was a favourable means to attract students to visit the library (with 83.49% agreeing or strongly agreeing) (*Appendix 2*).

e. *STEM Books Corner*

A total of 319 titles procured to date in our STEM books corner, and the collection of books was based on the theme-based booklist prepared by the Education Bureau. The loan record indicates an increasing number of STEM books circulated (a total of 1634 books) since its establishment (*Appendix 5*). Nonetheless, they were more popular with lower formers while the utilization of those books among the higher formers was still low. Better coordination with the KLAs and subject departments could be taken into consideration when we plan purposeful tasks for promoting reading across the curriculum.

f. Various Reading Schemes Held to Promote Reading

Such awards as Top Reading Classes, Top 10 Readers of the School and Top Three Readers for each class were presented at the end of academic year, backing the students to read a wide range of materials with different themes and text types to broaden their knowledge base and enhance their reading skills. A Reading Quiz was co-organized with the Chinese Department to echo the theme of the Chinese Culture Week (走進宋朝) in March 2023, with 150 students participating in it. The response was engaging, and thus 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 disciplines.

g. Reading Talk-cum-Book Display

In view of fostering a reading culture and broadening students' reading perspectives, Miss Winsome Lee (李衍蓀), a forensic anthropologist, was invited to be our guest speaker of the Reading Talk targeted at the whole school. The talk, the theme of which was forensic anthropology, was held during the school assembly on 2nd December 2022. To reinforce the efficacy of reading promotion, a book display was planned ahead to showcase the titles written by the speaker. Lively, engrossing and interactive, the talk received positive comments on its effectiveness, prompting students to explore knowledge of various disciplines. However, there was little wonder that the students watching live broadcast in the classrooms displayed less engagement and stimulation due to the poor reception and sound effect.

h. Introduction of E-books (HyRead)

Subscription to web-based reading materials continued this year to provide a larger number of appropriate e-books for students in various disciplines. In general, the response was mediocre (61.12% agreeing or strongly agreeing) (*Appendix 2*). Some students opined that they preferred reading print books to e-books as it is quite exhausting to stay focused on the electronic screen for a long period of time. Besides

that, the usage statistics (*Appendix 6*) reveal that e-books were less popular for students could pay a visit to the school library physically with the resumption of normal school days. As regards the multiple features of e-books and their accessibility, we will further encourage students to participate in diverse reading activities via the electronic platform, like the use of e-books for doing book reports and oral book presentation, and promoting reading across the curriculum.

i. Campus TV Reading Promotion

In collaboration with Campus TV, a video was produced and broadcasted in cycle 9 or 10 in the first term to promote reading. Apart from the broadcast of the video, Form-teachers / teachers were invited to share their reading experiences during the FTP / WPDP. So stimulating were some reading activities arranged by the teachers that enthusiastic responses were received during the book sharing session after the broadcast. Knowledgeable and versatile, teachers are always in an advantageous position to encourage students to read extensively and recommend relevant and interesting quality reading materials. The duration of the activity for S1, 2 & 4 classes was extended to two lessons so as to allow more interactions between teachers and students. The engagement during the broadcast proved the effectiveness of the video (with 74.78% agreeing or strongly agreeing) (*Appendix 2*).

j. Cross-curricular Reading Activities

i. S2 Cross-curricular Reading Scheme (Second Term)

Life & Society and Chinese Departments worked collaboratively, and a common theme titled Chinese festivals and customs had been set. Diversified reading materials were selected and compiled by Life & Society Department while such a purposeful task as writing a book report was designed to strengthen students' understanding of the theme. The emphasis of Chinese Language was on providing language support to students in writing their book reports whereas that of Life & Society was on enriching, applying and integrating students' subject knowledge.

As reflected by the questionnaire, the response was engaging, with 72.36% students agreeing or strongly agreeing to the enrichment of their subject knowledge and understanding about traditional Chinese customs and festivals (*Appendix 2*).

ii. S5 Citizenship & Social Development and English (Second Term)

Collaboration was made between Citizenship & Social Development & English Departments, and students were asked to accomplish a writing task on a social

issue, ChatGPT (in form of a letter to the editor) based on relevant reading materials selected from iNKY, a weekly English reading material tailor-made for secondary students, and other supplements. By integrating language learning and academic content, students' language proficiency and understanding of social issues were enhanced. It would be more effective if more concept words could be utilized and argument construction could be enhanced in student works.

k. *Library Cabinet & Classroom Bulletin Board Decoration*

Different themes were chosen for library cabinet & classroom bulletin board decoration. Besides that, posters and book extracts were designed and posted on the classroom bulletin board for promotion.

First Term:

- New teachers' book recommendations
- Campus TV Reading Promotion
- Reading Talk: Ms Winsome Lee's book recommendations
- Display of books related to forensic anthropology and archaeology
- Reading KOLs book recommendations (Top Pick Election)

Second Term:

- S1 Eslite booklist and recommendations
- Lunchtime Teacher Book Sharing & display of books related to Japan (日本全接觸)
- Chinese Culture Week: Book display & Reading Quiz

Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively, with 69% of respondents strongly agreeing or agreeing to its effectiveness (*Appendix 2*).

L *Recruitment of Reading KOLs & Top Pick Election*

A total of 22 students were recruited to be Reading KOLs to share with junior students their experiences in reading and the fun derived from it. Social media means like Instagram was utilized for promotion. With the aim of fostering a reading culture, they were invited to join a visit to Eslite Bookstore in Causeway Bay in September 2022 and share their recommended books on Instagram with the fellow schoolmates. Subsequent to their book recommendations, a Top Pick Election was held in October and November 2022 for fellow schoolmates to vote for their favourites. With a total of 347 votes cast for the Election, it was in all likelihood that the Election had garnered support from the fellow schoolmates, and the dynamism and enthusiasm of our Reading KOLs served as a booster to motivate our students to read more extensively.

m. Teachers' Book Recommendations

That being the role models for learners, new teachers were invited to recommend books to the fellow schoolmates so as to guide them to read a more diversified range of reading materials. Their recommended titles were on display in the library accessible to students. It was apparent that the teachers were an inspiring example, motivating and guiding our students. Good responses were obtained (with 74.43% agreeing or strongly agreeing) (*Appendix 2*), which was conducive to cultivating a reading culture.

n. Book Fairs

The annual book fair was from 6th to 7th December 2022. The event provided a feast of books which students could browse and select on their own. The presence of a wide array of books helped students create a fascination with books and an interest in reading, instilling an insatiable appetite for reading more. Another book fair was held on Parents' Day, 27th February 2023 in the second term.

o. Lunchtime Teacher's Book Sharing

Mr. TY Chan was invited to be the speaker of this new initiative, delivering a book sharing session entitled 日本全接觸 during lunchtime on 4th April 2023. Inspiring and alluring, the sharing was definitely an edge on gaining insights into Japanese culture, history, geography, language, etc. To tie in with the theme, a book display was organized in the school library. Engaging responses were perceived during the book sharing, with about 30 students taking part in it.

p. Website of School Library

A school library website was launched at Google Sites, and a link to it was provided on the School's official website. Engrossing and current information related to the school library was updated on a regular basis, thereby serving as a tool to improve communication and engage students.

With the advent of modern technology leading to an increase in reliance on screens with digital entertainment, it is an inescapable fact that reading for leisure has waned significantly. Reading sheds light on our lives by unleashing our creativity, expanding our imagination, and boosting students' vocabulary, writing skills. It is beyond question that the School will strive to adopt various purposeful and diverse strategies to promote reading and collaborate with the KLAs to roll out the directions for cross curriculum reading activities, forging a consensus on the goals and modes of cross curriculum collaboration.

Part 2: Financial Report (2022-23)

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7000	7375.8
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 70 Stage 2: \$50 x 50 Stage 3: \$100 x 35 ✧ Printing passports (\$3 x 120) ✧ Stationery & colour paper (for board decoration & printing reading tasks)	8610 1750 2500 3500 360 500	8275.6 1659 2425 3395 360 436.6
3.	S1 Bookshop Visit ✧ Purchase of books (\$100 x 125) ✧ Transportation (\$750 x 3)	14750 12500 2250	14481.2 11901.2 2580
4.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$300 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 22) ✧ Reading quiz (\$50 x 40) ✧ Election of Top Picks (\$30 x 40)	10000 2000 1500 3300 2000 1200	9793 1940 1548 3201 1940 1164
5.	S1 Reading Workshop	8000	8000
6.	Reading Talk ✧ Hiring fee for an external speaker	2000	1500
7.	Web-based Reading Scheme ✧ E-books (HyRead)	24800	24800
TOTAL		75160	74225.6

Appendix 1

Loan Record of School Library (2022-23)

	2022-23	2021-22	2020-21	2019-2020 (1 st Term)	2018-2019	2017-2018	2016-2017
Chinese titles	13063	11825	6443	6633	9119	7683	6544
English titles	8080	6613	5333	4503	7646	7365	6646
Total (whole school)	21143	18438	11776	11136	16765	15048	13190

Chinese titles	12979	11727	6377	6609	9074	7635	6455
English titles	8029	6583	5305	4493	7617	7347	6552
Total (students)	21008	18310	11682	11102	16691	14982	13007

Chinese titles	84	98	66	24	45	48	89
English titles	51	30	28	10	29	18	94
Total (teachers)	135	128	94	34	74	66	183

No. of school days	126 days	104 days	101 days	56 days	116 days	123 days	119 days
Average No. of Chinese titles circulated / day	104	114	64	119	79	62	55
Average No. of English titles circulated / day	64	63	53	80	66	60	55.8
Total	168	177	117	199	145	122	110.8

Appendix 2

Cheung Chuk Shan College

Questionnaire on the Effectiveness of Activities in Form-teacher Periods and Arrangements to Promote Reading Culture (2022 - 23)

		No. of response s	Percentages				Agree + Strongly Agree 3+4	
			Strongly Disagree	Disagree	Agree	Strongly Agree		
			1	2	3	4		
Please give your opinion on the following reading programmes:								
a. (S1 to S3 only) Reading lessons for extensive reading and/or reading-related activities (e.g. book sharing) have helped to cultivate my								
		Overall	337	10.98%	11.87%	48.37%	28.78%	77.15%
		S1	109	6.42%	10.09%	48.62%	34.86%	83.49%
		S2	123	13.82%	10.57%	47.97%	27.64%	75.61%
		S3	105	12.38%	15.24%	48.57%	23.81%	72.38%
b. Display of reading materials/posters on classroom bulletin boards has helped to introduce different genres of books and promote reading								
		Overall	571	10.86%	20.14%	47.99%	21.02%	69.00%
		S1	109	3.67%	11.01%	61.47%	23.85%	85.32%
		S2	123	8.94%	14.63%	52.03%	24.39%	76.42%
		S3	105	13.33%	14.29%	48.57%	23.81%	72.38%
		S4	134	10.45%	28.36%	38.06%	23.13%	61.19%
		S5	100	19.00%	32.00%	41.00%	8.00%	49.00%
c. The introduction of web-based e-book platform (HyRead) allows me to conduct e-reading more conveniently.								
		Overall	571	17.51%	21.37%	40.28%	20.84%	61.12%
		S1	109	11.01%	21.10%	42.20%	25.69%	67.89%
		S2	123	12.20%	12.20%	48.78%	26.83%	75.61%
		S3	105	15.24%	18.10%	43.81%	22.86%	66.67%
		S4	134	23.13%	25.37%	34.33%	17.16%	51.49%
		S5	100	26.00%	31.00%	32.00%	11.00%	43.00%
d. The promotion of reading via Campus TV (e.g. teachers' and students' sharing during FTP/WPDP) is a more appealing means to me.								
		Overall	571	8.23%	16.99%	49.74%	25.04%	74.78%
		S1	109	3.67%	12.84%	50.46%	33.03%	83.49%
		S2	123	7.32%	9.76%	58.54%	24.39%	82.93%
		S3	105	9.52%	16.19%	50.48%	23.81%	74.29%
		S4	134	5.22%	17.91%	46.27%	30.60%	76.87%
		S5	100	17.00%	30.00%	42.00%	11.00%	53.00%
e. (S1 only) The introduction of Pleasure Reading Passports has increased my motivation to read books for pleasure.								
		Overall	109	3.67%	16.51%	42.20%	33.03%	75.23%
		S1	109	8.26%	16.51%	42.20%	33.03%	75.23%
f. (S1 only) The capsule hunt activities have attracted me to visit the library more.								
		Overall	109	3.67%	12.84%	43.12%	40.37%	83.49%
		S1	109	3.67%	12.84%	43.12%	40.37%	83.49%
g. (S2 only) The Chinese Language and L&S Book Report has enhanced my understanding about traditional Chinese customs and festivals.								
		Overall	123	11.38%	16.26%	47.97%	24.39%	72.36%
		S2	123	11.38%	16.26%	47.97%	24.39%	72.36%
h. Other programmes like book recommendations by new teachers, CCSC Reading KOLs Instagram posts, themebased book displays,								
		Overall	571	8.76%	16.81%	49.56%	24.87%	74.43%
		S1	109	5.50%	11.01%	50.46%	33.03%	83.49%
		S2	123	6.50%	11.38%	58.54%	23.58%	82.11%
		S3	105	9.52%	19.05%	47.62%	23.81%	71.43%
		S4	134	5.97%	14.18%	47.76%	32.09%	79.85%
		S5	100	18.00%	31.00%	42.00%	9.00%	51.00%

Appendix 3

S1 Pleasure Reading Passports

	2022-23		2021-22		2020-21		2019-20 (1 st Term)		2018-19	
	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage
Stage 1	82/123	66.7%	82/149	55.0%	38/124	30.6%	72/155	46.5%	79/127	62.2%
Stage 2	36/123	29.3%	55/149	36.9%	24/124	19.4%	39/155	25.2%	47/127	37%
Stage 3	29/123	23.6%	38/149	25.5%	13/124	10.5%	28/155	18.1%	35/127	27.6%

Loan Record of Forms

	2022-23		2021-22		2020-21		2019-20 (1 st Term)		2018-19	
	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage
S1	7115	33.65%	6312	34.23%	3713	31.53%	4498	40.39%	5718	34.11%
S2	5687	26.90%	4114	22.31%	3537	30.04%	2131	19.14%	3408	20.33%
S3	5431	25.69%	5399	29.28%	2416	20.52%	2191	19.67%	3452	20.59%
S4	1388	6.56%	1336	7.25%	1078	9.15%	833	7.48%	1168	6.97%
S5	873	4.13%	834	4.54%	485	4.12%	897	8.05%	1634	9.75%
S6	514	2.43%	316	1.71%	453	3.85%	552	4.96%	1311	7.82%
Staff	135	0.64%	128	0.69%	94	0.798%	34	0.31%	74	0.44%
Total	21143	100%	18439	100%	11776	100%	11136	100%	16765	100%

Appendix 4

S1 Reading Workshop

CHEUNG CHUK SHAN COLLEGE

22-23 Author Express Training Program- Evaluation Report

• **Program:** Author Express Training Program

• **Target:** All S1 Students

• **Date:** 2023.02.03

Aggregated Evaluation Report

School	CHEUNG CHUK SHAN COLLEGE	Feedback Rating: Most Agree – 5 Most Disagree – 1
Class	All S1	
Program	Author Express	
Date	2023.02.03	

Evaluation		Opinion		
Category	Questions	1 or 2	3	4 or 5
Overall Comments	1. The program is useful and I am satisfied with it	5%	9%	86%
	2. The program is meaningful and inspirational	4%	12%	84%
	3. The skills are practical	5%	16%	79%
	4. I am happy that I have taken the program	6%	11%	83%
Trainer	1. I am satisfied with the overall performance	2%	10%	88%
	2. Knowledgeable	2%	13%	85%
	3. Clear and attractive presentation	1%	12%	87%
	4. Entertaining and friendly	0%	8%	92%

➤ The large majority (86%) of students found that the program was useful and satisfied with it.

➤ The large majority (88%) of students found that the trainer was professional, friendly and satisfied with his teaching.

S2 Reading Workshop

CHEUNG CHUK SHAN COLLEGE

22-23 Author Express Training Program- Evaluation Report

- **Program:** Author Express Training Program
- **Target:** All S2 Students
- **Date:** 2023.02.02

Aggregated Evaluation Report

學校名稱	CHEUNG CHUK SHAN COLLEGE	Feedback Rating: Most Agree – 5 Most Disagree – 1
班別	All S2	
課程名稱	Author Express	
日期	2023.02.02	

回應表		意見	
類別	問題	1 or 2	3 4 or 5
0. 整體意見	1. 我認為課程對我有用	0%	95%
	2. 本課程能啟發我的思考	0%	95%
	3. 本課程所教的技巧實用	0%	96%
	4. 我很高興能參與這個課程	1%	94%
1. 課程導師	1. 我很滿意導師的整體表現	0%	96%
	2. 專業及有質素	0%	97%
	3. 講解清晰明白	0%	97%
	4. 態度親切	0%	97%

- The large majority (95%) of students found that the program was useful and satisfied with it.
- The large majority (96%) of students found that the trainer was professional, friendly and satisfied with his teaching.

Appendix 5

Loan Record of STEM Books

	No. of STEM Books Circulated				
	2022-23	2021-22	2020-21	2019-20 (1 st Term)	2019-18
S1	879	1157	554	266	169
S2	493	148	233	30	41
S3	202	237	109	13	13
S4	34	10	22	5	6
S5	19	7	24	5	1
S6	7	2	2	0	0
Total	1634	1561	944	319	230

Appendix 6

HyRead Usage Statistics

Month/ Year	No. of Views of E-books	No. of Views of E-magazines	Loan Record of Chapters of E-books	Loan Record of Chapters of E-magazines	Loan Record of E-books	Loan Record of E-magazines
9/2022 – 5/2023	2307	17	32585	73	811	3
9/2021 – 5/2022	7622	62	41624	433	1738	15
9/2020 – 5/2021	3493	50	26422	798	877	37
9/2019 – 5/2020	11285	378	59852	4099	1821	158