

Report on the Use of the Promotion of Reading Grant 2019-20 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

The disbursement of the Promotion of Reading Grant allowed the School to initiate a more diversified range of reading activities and reward schemes and accord greater importance to reading in the school development plan. This year, the objectives of creating a reading culture and enhancing students' reading interest and motivation were satisfactorily attained. The loan record of books shows that there has been an increase (37%) in the number of books circulated per day in the school library (*Appendix 1*). The questionnaire on the effectiveness of activities to promote reading culture (*Appendix 2*) reflects that the reading promotion activities were well perceived by the schoolmates (with about 65% strongly agreeing or agreeing).

In light of Covid-19 pandemic, a number of scheduled reading activities were suspended or called off in the second term, which was a great hindrance when it came to reading promotion. In addition, after the school resumption, there were prompt dismissal of students after school and a ban on borrowing items from the School Library to avoid shared use of materials on campus. Hence, the number of students who frequented the library declined, and it was a challenge for us to sustain their reading interest. For the next academic year, we will strive to adopt more purposeful and diverse school-based strategies to promote a reading atmosphere and enlist the support of teachers in promoting reading across the curriculum.

2. Evaluation of strategies

a. S1 Pleasure Reading Passports

The questionnaire results were gratifying, with 70% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports (*Appendix 2*). 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*). In recognition of students' efforts in accomplishing the reading tasks, their praiseworthy works were displayed on the bulletin boards of the classrooms and library, which was conducive to fostering a reading atmosphere.

b. S1 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 in

February, hoping to involve students in the selection of library books. However, owing to the outbreak of coronavirus pandemic and suspension of the School, the event was cancelled.

c. *STEM Books Corner*

STEM education is emphasized in our curriculum so as to enhance students' scientific and mathematical literacy and echo the pedagogical changes. Hence, a STEM Books Corner was set up in the Library, with a total of 133 titles procured to date. The collection of books was based on the theme-based booklist prepared by the Education Bureau. The loan record of STEM books indicates a 39% increase (*Appendix 4*) compared with the record of last year.

d. *Various Reading Schemes Held to Promote Reading*

The Reading Quiz co-organized with the Careers Team was suspended in the second term. The Librarian Reading Report Competition, which served as a platform for librarians to share their reading experiences with others, came to a halt, too. 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.

e. *Reading Talk-cum-Book Display*

A retired teacher, Ms Fan Kien Miu was invited to be our guest speaker of the Reading Talk held during the school assembly in February 2020. To reinforce the efficacy of reading promotion, a book display would be arranged to showcase the titles recommended by the speaker. Owing to suspension of the School, the event was cancelled.

f. *Introduction of E-books (HyRead)*

In view of the preference for e-reading among young people, subscription to web-based reading materials was made this year to provide a larger number of appropriate e-books for students in various disciplines. To make the most of digital resources and mobile devices to conduct e-reading, it was hoped that students' drive to read could be motivated. In general, the responses were moderate (57% agree or strongly agree) (*Appendix 2*). Some students opined that they preferred reading books to e-books as it is quite exhausting to stay focused on the electronic screen for a long period of time.

Since e-reading is still at the initial stage of launching, 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. The usage statistics (*appendix 5*) reveal that e-books were more popular during the school suspension period as students could reap the benefits of reading at any time without a physical visit to the library.

g. Promotion of Reading across the Curriculum

To encourage students to read texts to extend knowledge and broaden perspectives, a theme-based display of Philosophy books was initiated in collaboration with Liberal Studies Department. Another book display entitled Refugees was held in the light of guiding students to connect reading texts to their curriculum so that they could apply, reflect on, consolidate and internalize what they had learnt. The response was engaging, with 67% of respondents strongly agreeing or agreeing to its effectiveness. To align with the Environmental Protection Week, we planned to collaborate with different Key Learning Areas to select reading materials and organize a book display to strengthen students' understanding of the theme. The activity was suspended in the second term and it will be scheduled in the next academic year.

h. Library Cabinet & Classroom Bulletin Board Decoration

Different themes were chosen for library cabinet & classroom bulletin board decoration:

- ✧ Japanese translated works (日出而作)
- ✧ S4 SBA booklists
- ✧ Exemplary works from Chinese book reports (愛·月讀計劃)
- ✧ New teachers' book recommendations
- ✧ Ms Fan's book recommendations for Reading Talk
- ✧ In memory of Quenby (懷念君比)

Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively.

i. Recruitment of Reading KOLs and Reading Ambassadors

Senior students were recruited to be Reading KOLs and Ambassadors to share with junior students their experiences in reading and the fun derived from it. Various social media means like Facebook, Instagram were utilized. Reading KOLs and Ambassadors could develop their sense of responsibility and confidence while the lower formers' motivation to read could be triggered by means of sharing and reading interflow.

j. 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 (*Appendix 2*), which was conducive to cultivating a reading culture.

Effective promotion of reading does not solely hinge upon a single factor or two. Only through synergy and coordinated efforts can the effectiveness be maximized. We will capitalize on the synergy among stakeholders to create a reading atmosphere and foster a reading culture. First, a diversified range of purposeful reading activities, such as thematic reading and book displays, reading talks, bookshop visits, an S1 Reading Workshop, etc. will be held next year to help students appreciate the value of reading. We will also invite the Principal, teachers and Reading Ambassadors to make book recommendations and sharing on Campus TV, which will be a wide appeal to the students. In addition, efforts will be made to adopt a whole-school approach and enlist the support of all teachers in promoting reading during the Form-teacher periods. Furthermore, we will bring in external resources available in the community like e-books and e-database provided by Hong Kong Public Libraries and eRead Scheme introduced by Hong Kong Education City, making the most of technology for reading promotion.

Part 2: Financial Report

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	8000	11932.66
2.	Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 100 Stage 2: \$50 x 60 Stage 3: \$100 x 45 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$4 x 180) ✧ Stationery & colour paper (for board decoration & printing reading tasks)	12520 2500 3000 5800 720 500	11975.9 2156.6 2910 5626 720 563.3
3.	Bookshop Visits ✧ S1 Purchase of books (\$90 x 160) Transportation (\$700 x 3)	16500 14400 2100	0 0 0
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 23) ✧ Reading quiz (\$50 x 40) ✧ Reading report competition	10450 2000 1500 3450 2000 1500	10041.5 1940 1360 3346.5 1940 1455
5.	Reading Talk ✧ Hiring an external speaker to conduct the talk ✧ Purchase of books for book display	5000 2000 3000	4074.2 300 3774.2
6.	Web-based Reading Scheme ✧ E-books (HyRead)	21800	21800
TOTAL		74270	59824.26

Appendix 1

Loan Record of School Library (2019-20)

	2019-2020 (1 st Term)	2018-2019	2017-2018	2016-2017	2015-2016
Chinese titles	6633	9119	7683	6544	6587
English titles	4503	7646	7365	6646	6213
Total (whole school)	11136	16765	15048	13190	12800

Chinese titles	6609	9074	7635	6455	6415
English titles	4493	7617	7347	6552	6151
Total (students)	11102	16691	14982	13007	12566

Chinese titles	24	45	48	89	172
English titles	10	29	18	94	62
Total (teachers)	34	74	66	183	234

No. of school days	56 days	116 days	123 days	119 days	120 days
Average No. of Chinese titles circulated / day	119	79	62	55	55
Average No. of English titles circulated / day	80	66	60	55.8	52
Total	199 (+37%)	145	122	110.8	107

Appendix 2

Cheung Chuk Shan College											
Questionnaire on the Effectiveness of Activities to Promote Reading Culture 2019-20											
						No. of responses	Percentages				
							Strongly Disagree	Disagree	Agree	Strongly Agree	
						1	2	3	4		
The following arrangements have aroused students' interest in reading and helped promote a reading culture/atmosphere:											
<i>(For S1-3)</i>											
a.	reading lessons for extensive reading and / or reading-related activities (e.g. book sharing)										
					Overall	412	7.52%	22.33%	50.00%	20.15%	
					S1	148	5.41%	16.89%	56.08%	21.62%	
					S2	125	4.00%	21.60%	52.80%	21.60%	
					S3	139	12.95%	28.78%	41.01%	17.27%	
b.	display of reading materials/posters on classroom bulletin boards										
					Overall	647	10.36%	29.37%	49.15%	11.13%	
					S1	147	4.08%	23.13%	55.10%	17.69%	
					S2	125	2.40%	31.20%	56.00%	10.40%	
					S3	135	14.07%	30.37%	46.67%	8.89%	
					S4	113	12.39%	31.86%	46.90%	8.85%	
					S5	127	19.69%	31.50%	40.16%	8.66%	
c.	introducing web-based e-book reading, i.e. HyRead										
					Overall	653	13.48%	29.71%	44.10%	12.71%	
					S1	149	6.04%	28.86%	51.01%	14.09%	
					S2	124	6.45%	25.81%	50.81%	16.94%	
					S3	138	18.12%	34.06%	35.51%	12.32%	
					S4	115	17.39%	33.91%	40.87%	7.83%	
					S5	127	20.47%	25.98%	41.73%	11.81%	
<i>(For S1 only)</i>											
d.	introducing Pleasure Reading Passports					149	6.04%	24.16%	46.31%	23.49%	
<i>(For S1-5)</i>											
e.	Others: book recommendations by new teachers, CCSC Reading KOLs Instagram posts, theme-based book display (e.g. philosophy, refugees) and book fairs										
					Overall	648	9.57%	22.84%	50.62%	16.98%	
					S1	145	2.76%	15.86%	55.17%	26.21%	
					S2	123	3.25%	22.76%	60.16%	13.82%	
					S3	135	12.59%	26.67%	46.67%	14.07%	
					S4	113	13.27%	28.32%	46.90%	11.50%	
					S5	132	16.67%	21.97%	43.94%	17.42%	

Appendix 3

S1 Pleasure Reading Passports

	2019-20 (1 st Term)		2018-19	
	No. of Students Passing	Percentage	No. of Students Passing	Percentage
Stage 1	72/155	46.5%	79/127	62.2%
Stage 2	39/155	25.2%	47/127	37%
Stage 3	28/155	18.1%	35/127	27.6%

Loan Record of Forms

	2019-20 (1 st Term)		2018-19	
	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage
S1	4498	40.39%	5718	34.11%
S2	2131	19.14%	3408	20.33%
S3	2191	19.67%	3452	20.59%
S4	833	7.48%	1168	6.97%
S5	897	8.05%	1634	9.75%
S6	552	4.96%	1311	7.82%
Staff	34	0.31%	74	0.44%
Total	11136	100%	16765	100%

Appendix 4

Loan Record of STEM Books

	No. of STEM Books Circulated	
	2019-20 (1 st Term)	2019-18
S1	266	169
S2	30	41
S3	13	13
S4	5	6
S5	5	1
S6	0	0
Total	319	230

Appendix 5

HyRead Usage Statistics

Year-Month	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
2020-06	1543	8	8255	24	289	1
2020-05	1155	0	4579	0	169	0
2020-04	2728	24	8700	71	344	3
2020-03	551	0	1410	0	60	0
2020-02	147	2	658	21	21	1
2020-01	51	2	608	0	8	0
2019-12	269	24	1456	146	48	6
2019-11	529	19	4116	233	97	9
2019-10	3012	122	21620	1182	590	47
2019-09	2843	185	16705	2446	484	92
Total	12828	386	68107	4123	2110	159