Report on the Use of the Promotion of Reading Grant 2020-21 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

To further motivate students to read a wide range of materials, help students appreciate the value of reading, and make reading a lifelong habit, a variety of interesting and stimulating reading activities were designed this year. However, the objectives of creating a reading culture and enhancing students' reading interest and motivation were partially attained. Though the loan record of books shows that there has been a slight increase of 640 books for the total number of books circulated in the school library this year, the average number of the books circulated per day declined from 199 to 117 *(Appendix 1)*. The questionnaire on the effectiveness of activities to promote reading culture *(Appendix 2)* reflects that lukewarm responses were obtained from the schoolmates towards various reading promotion activities (with about 55% strongly agreeing or agreeing).

The ravages of the Covid-19 pandemic posed a stumbling block to reading promotion. A number of scheduled reading activities were suspended or called off during the school suspension period. After the school resumption in the second term, there were cancellation of all reading lessons, and prompt dismissal of students after school without the lunch break. Hence, the number of students who frequented the library declined, and it was a formidable task for us to sustain their reading motivation. The questionnaire results reflect that most students (about 64%) concurred with the effectiveness of reading lessons in cultivating their reading habit *(Appendix 2).* Besides that, the marked contrast in the number of books circulated between the first term and second term hinted at the significance of reading lessons in reading promotion *(Appendix 1)*. The community is hopefully on the road of recovery from the disruption caused by the pandemic. It is hoped that reading lessons will be resumed in the next academic year so that we can adopt various purposeful and diverse school-based strategies to promote a reading atmosphere.

2. Evaluation of strategies

a. S1 Pleasure Reading Passports

The questionnaire result is satisfactory, with 62% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports *(Appendix 2)*. Owing to the cancellation of reading lessons starting from December 2020, the scheme came to a halt in the second term. It is a predictable result that the number of students

passing various stages dropped compared with that of the last two years. Even so, it is gratifying that the S1 students paid a visit to the library more often than other formers as reflected by the loan record of books of students *(Appendix 3)*.

b. *S1 Bookstore Visit & Reading Workshop*
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 January, 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 postponed. We re-scheduled the event in March; however, the visit was called off eventually because of the soaring number of infected cases in society.

A reading workshop, which was a new initiative, was organized for S1 students on 26th March 2021. During the 1-hour workshop, the instructors taught the S1 classes some skills and strategies for learning to read and reading to learn. The purposes of nurturing the love of reading and learning about different genres and works in an interactive way were well achieved. The questionnaire results are pleasing, with about 80% of respondents agreeing to the effectiveness of the workshop *(Appendix 4)*.

c. *Capsule Hunt Activities*
A Gashapon machine (扭蛋機) came to the school library this year to give treats to junior formers who borrowed books on special occasions, like Halloween, World Book Day, before Christmas, Lunar New Year and Easter vacations. This eye-catching novelty served as a gimmick to attract students' attention and increase appeal, hoping that they would frequent the library more to explore the joy of reading. The questionnaire results reveal that this gadget was a favourable means to attract students to visit the library (with 62% agreeing or strongly agreeing) *(Appendix 2)*. The number of books circulated on World Book Day was 261, which was much higher than the average number of books circulated on normal school days in the second term (76 books).

d. *STEM Books Corner*
A STEM Books Corner was set up in the Library to enhance students' scientific and mathematical literacy and echo the pedagogical changes. A total of 226 titles procured to date, and the collection of books was based on the theme-based booklist prepared by the Education Bureau. The loan record indicates a triple increase in the number of STEM books circulated *(Appendix 5)* compared with the record of last year. The

capsule hunt activity was definitely a boost to encourage students to borrow more STEM books at the beginning of the school year.

e. *Various Reading Schemes Held to Promote Reading*

The Librarian Reading Report Competition was organized in March 2021, with a total of 51 entries. The competition served as a platform for student librarians to actively engage in reading and share their reading experiences with others. Winning entries were posted on the classroom bulletin boards for display, which helped to cultivate a reading atmosphere. 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. However, the Reading Quiz co-organized with the Careers Team was suspended in the second term due to the cancellation of reading lessons.

f. *Reading Talk-cum-Book Display*

In view of fostering a reading culture and broadening students' reading perspectives, Miss Leung Lee Chi (梁莉姿) was invited to be our guest speaker of the Chinese Reading Talk targeted at S4 students. The theme of the talk was travel literature (文學行旅), which encompasses travel memoirs and first-hand accounts of observations made in writing while voyaging. To reinforce the efficacy of reading promotion, a book display was arranged to showcase the titles written by the speaker. The response of the talk was not very enthusiastic (with 51% agreeing or strongly agreeing). Teachers commented that our students are not so keen on Chinese literature and writing, which accounted for the lukewarm response.

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

*S*ubscription to web-based reading materials continued 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 response was moderate (52% agreeing or strongly agreeing) *(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.

The usage statistics *(Appendix 6)* reveal that e-books were more popular last year during the school suspension period for students could not physically pay a visit to the school library. Since the school library was open throughout this school year,

which was more convenient for students to borrow books, the usage statistics of e-books were rather disheartening. As regards e-reading being 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.

h. *Campus TV Reading Promotion*

In collaboration with Campus TV, a video was produced this year to promote reading. It is believed that audio-visual materials are more appealing to students and they are the best tool for the dissemination of information and knowledge these days. The engagement during the broadcast proved the effectiveness of the video (with 57% agreeing or strongly agreeing) *(Appendix 2)*. There is still much to be desired in terms of the quality of the video. Hence, the committee members of Campus TV would be provided with training on video production next school year to better equip them with the skills and techniques required.

Apart from the broadcast of the video, Form-teachers were invited to share their reading experiences during the Form-teacher period. Being the role models, teachers are always in an advantageous position to encourage students to read extensively and recommend relevant and interesting quality reading materials. It was reflected that the duration of the sharing session could be extended to one whole lesson so as to allow more interactions between teachers and students.

i. *Promotion of Reading across the Curriculum*

This year, a cross-curriculum reading programme entitled Community was launched by the Humanities Department 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 have learnt. Activities like a book display, Reading Quiz and City Hunt were held to achieve this aim. The response was mediocre, with 53% of respondents strongly agreeing or agreeing to its effectiveness *(Appendix 2)*. Most participants agreed that the City Hunt was an engaging and rewarding experience to them. However, due to the restriction on the number of participants, it was not a whole class activity at all. On account of this, students' response to the programme might be swayed by the lack of participation and enthusiasm.

j. *Library Cabinet & Classroom Bulletin Board Decoration*

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

- ✧ Animal book recommendations (與牠結緣)
- ✧ STEM books
- ✧ Herpetology books
- ✧ Mr. Fraser's book recommendations
- ✧ New teachers' recommendations
- ✧ Recommended books for reading across curriculum (Theme: Community)
- ✧ Reading Talk: Ms Leung Lee Chi's book recommendations
- ✧ Campus TV reading promotion

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

k   Recruitment of Reading KOLs

Senior 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. Reading KOLs 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.

l.   Teachers' Book Recommendations

Teachers are role models for learners and their recommendations guide them to read a more diversified range of reading materials. Good responses were obtained (with 60% agreeing or strongly agreeing) *(Appendix 2)*, which was conducive to cultivating a reading culture.

Though the school suspension and the cancellation of reading lessons were a crippling blow to reading promotion in the last school year, we did strive to provide a diversified range of purposeful reading activities, such as thematic reading and book displays, a reading talk, an S1 Reading Workshop, Campus TV reading promotion, capsule hunt activities for reading promotion, etc. We will keep capitalizing on the synergy among the Principal, Vice-principals, panel heads, teachers and Reading Ambassadors to create a reading atmosphere and foster a reading culture. Furthermore, better collaboration among Key Learning Areas (KLAs) to plan the directions for promoting reading across curriculum, and forge a consensus on the modes of cross-curricular collaboration (e.g. project learning) will be co-ordinated by the School. It is our ultimate goal that students could gain knowledge across disciplines, and apply reading skills and strategies to effectively process a variety of texts and connect their learning experience across KLAs.

Part 2: Financial Report

	Items	Estimated Expenses ($)	Actual Expenses ($)
1.	Purchase of Books ✧ Printed books	**8000**	**9811.85**
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: $25 x 60 Stage 2: $50 x 50 Stage 3: $100 x 35 + $200 x 5 + $300 x 1 ✧ Printing passports ($5 x 120) ✧ Stamps ✧ Stationery & colour paper (for board decoration & printing reading tasks)	**10200** 1500 2500 4800 600 300 500	**9058.8** 951.6 2425 4656 600 300 126.2
3.	S1 Bookshop Visit ✧ Purchase of books ($90 x 130) ✧ Transportation ($700 x 3)	**13800** 11700 2100	**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 22) ✧ Reading quiz ($30 x 3 x 13) [S1 – S3]	**7970** 2000 1500 3300 1170	**6701** 1940 1560 3201 0
5.	S1 Reading Workshop	**7000**	**7000**
6.	Reading Talk ✧ Purchase of DVD from an external speaker ✧ Purchase of books for book display	**4300** 300 4000	**3863.52** 600 3263.52
7.	Web-based Reading Scheme ✧ E-books (HyRead)	**24800**	**24800**
	TOTAL	**76070**	**61235.17**

Loan Record of School Library (2020-21)

	2020-21	2019-2020 (1st Term)	2018-2019	2017-2018	2016-2017	2015-2016
Chinese titles	6443	6633	9119	7683	6544	6587
English titles	5333	4503	7646	7365	6646	6213
Total (whole school)	11776	11136	16765	15048	13190	12800
Chinese titles	6377	6609	9074	7635	6455	6415
English titles	5305	4493	7617	7347	6552	6151
Total (students)	11682	11102	16691	14982	13007	12566
Chinese titles	66	24	45	48	89	172
English titles	28	10	29	18	94	62
Total (teachers)	94	34	74	66	183	234
No. of school days	101 days	56 days	116 days	123 days	119 days	120 days
Average No. of Chinese titles circulated / day	64	119	79	62	55	55
Average No. of English titles circulated / day	53	80	66	60	55.8	52
Total	117	199	145	122	110.8	107

Comparison of Loan Record of School Library (2020-21)

	1st Term	2nd Term	2020-21 (Total)
Chinese titles	4260	2183	6443
English titles	3131	2202	5333
Total (whole school)	7391	4385	11776
No. of school days	42 days	59 days	101 days
Average No. of Chinese titles circulated / day	101	37	64
Average No. of English titles circulated / day	75	37	53
Total	176	74	117

Appendix 2

Cheung Chuk Shan College
Questionnaire on the Effectiveness of Activities to Promote Reading Culture 2020-21

	No. of responses	Percentages				(3+4)
		Strongly Disagree	Disagree	Agree	Strongly Agree	
		1	2	3	4	
Please give your opinion on the following reading programmes:						
(For S1-5)						
a. Display of reading materials/posters on classroom bulletin boards has helped to introduce different genres of books and promote reading activities						
Overall	633	15.64%	30.17%	40.28%	13.90%	**54.19%**
S1	129	13.18%	27.13%	41.86%	17.83%	**59.69%**
S2	126	9.52%	28.57%	46.83%	15.08%	**61.90%**
S3	120	15.00%	22.50%	47.50%	15.00%	**62.50%**
S4	144	19.44%	29.86%	36.81%	13.89%	**50.69%**
S5	114	21.05%	43.86%	28.07%	7.02%	**35.09%**
b. The introduction of web-based e-book platform (HyRead) allows me to conduct e-reading more conveniently.						
Overall	630	20.72%	27.57%	39.43%	12.76%	**52.19%**
S1	129	18.25%	23.81%	47.62%	12.70%	**60.32%**
S2	125	12.80%	24.00%	48.80%	14.40%	**63.20%**
S3	119	18.49%	28.57%	39.50%	13.45%	**52.94%**
S4	143	25.17%	25.17%	32.87%	16.78%	**49.65%**
S5	114	28.95%	37.72%	28.07%	5.26%	**33.33%**
c. The promotion of reading via Campus TV (e.g. teachers' and students' sharing during FTP) is a more appealing means to me.						
Overall	627	14.13%	28.53%	43.76%	12.81%	**56.57%**
S1	125	7.75%	19.38%	56.59%	13.18%	**69.77%**
S2	124	8.87%	23.39%	52.42%	15.32%	**67.74%**
S3	119	12.50%	32.50%	39.17%	15.00%	**54.17%**
S4	145	18.62%	28.97%	37.93%	14.48%	**52.41%**
S5	114	22.81%	39.47%	32.46%	5.26%	**37.72%**
d. Other programmes like book recommendations by new teachers, CCSC Reading KOLs Instagram posts, theme-based book displays (e.g. animal books, community, STEM books, etc.) and the book fair have helped to promote a reading atmosphere.						
Overall	628	14.45%	24.59%	45.45%	15.04%	**60.49%**
S1	127	6.20%	17.05%	55.04%	20.16%	**75.19%**
S2	125	8.00%	20.80%	52.80%	18.40%	**71.20%**
S3	119	15.00%	25.00%	47.50%	11.67%	**59.17%**
S4	143	20.28%	22.38%	41.26%	16.08%	**57.34%**
S5	114	22.81%	39.47%	29.82%	7.89%	**37.72%**
(For S1)						
e. The introduction of Pleasure Reading Passports has increased my motivation to read books for pleasure.						
S1	128	11.11%	28.57%	47.62%	14.29%	**61.90%**
f. The capsule hunt activities have attracted me to visit the library more.						
S1	125	10.40%	28.00%	41.60%	20.00%	**61.60%**
(For S3)						
g. The Cross-Curriculum Reading Quiz and City Hunt have increased my motivation to read books for pleasure.						
S3	119	15.83%	30.00%	33.33%	20.00%	**53.33%**
(For S4)						
h. The Reading Talk entitled 文學行旅 by Ms Leung Lee Chi (梁莉姿) has broadened my reading perspectives.						
S4	143	23.08%	25.87%	32.87%	18.18%	**51.05%**
(For S1-3)						
i. Reading lessons for extensive reading and/or reading-related activities (e.g. book sharing) have helped to cultivate my reading habit.						
Overall	375	12.53%	23.47%	45.33%	18.67%	**64.00%**
S1	129	8.53%	21.71%	51.16%	18.60%	**69.77%**
S2	126	13.49%	20.63%	46.03%	19.84%	**65.87%**
S3	120	15.83%	28.33%	38.33%	17.50%	**55.83%**

Appendix 3

S1 Pleasure Reading Passports

	2020-21		2019-20 (1st Term)		2018-19	
	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage
Stage 1	38/124	30.6%	72/155	46.5%	79/127	62.2%
Stage 2	24/124	19.4%	39/155	25.2%	47/127	37%
Stage 3	13/124	10.5%	28/155	18.1%	35/127	27.6%

Loan Record of Forms

	2020-21		2019-20 (1st Term)		2018-19	
	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage
S1	**3713**	**31.53%**	**4498**	**40.39%**	**5718**	**34.11%**
S2	3537	30.04%	2131	19.14%	3408	20.33%
S3	2416	20.52%	2191	19.67%	3452	20.59%
S4	1078	9.15%	833	7.48%	1168	6.97%
S5	485	4.12%	897	8.05%	1634	9.75%
S6	453	3.85%	552	4.96%	1311	7.82%
Staff	94	0.798%	34	0.31%	74	0.44%
Total	**11776**	**100%**	**11136**	**100%**	**16765**	**100%**

Appendix 4

S1 Reading Workshop

Aggregated Evaluation Report

學校名稱	CHEUNG CHUK SHAN COLLEGE
班別	All S1
課程名稱	Author Express
日期	3/26/2021

Feedback Rating:
Most Agree – 5
Most Disagree – 1

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	4%	16%	80%
	2. 本課程能啟發我的思考	6%	13%	81%
	3. 本課程所教的技巧實用	3%	15%	82%
	4. 我很高興能參與這個課程	5%	17%	78%
1. 課程導師	1. 我很滿意導師的整體表現	1%	5%	94%
	2. 專業及有質素	1%	7%	92%
	3. 講解清晰明白	1%	6%	93%
	4. 態度親切	0%	7%	93%

The large majority (80%) of students found that the program was useful and satisfied with it.

The large majority (94%) 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		
	2020-21	**2019-20** (1st Term)	**2019-18**
S1	554	266	169
S2	233	30	41
S3	109	13	13
S4	22	5	6
S5	24	5	1
S6	2	0	0
Total	**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
9/2020 – 5/2021	3493	50	26422	798	877	37
9/2019 – 5/2020	11285	378	59852	4099	1821	158