

Report on the Use of the Promotion of Reading Grant 2021-22 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

After an upsetting ride with the Covid-19 outbreak, the School seemed to be recovering well in the first term. With the resumption of on-site schooling and reading lessons in the normal timetable, the total number of books circulated was on the rebound from the depressed figure of last academic year. The loan record of books shows that there has been a marked increase in the total number of books circulated in the school library this year, a record high of 18438 books, and the average number of the books circulated per day ascended from 117 to 177 (*Appendix 1*). The questionnaire on the effectiveness of activities to promote reading culture (*Appendix 2*) also reflects that encouraging responses were obtained from the schoolmates towards various reading promotion activities (with most figures surpassing 75% strongly agreeing or agreeing). It was a salient fact that the adoption of purposeful and diverse strategies to promote reading and enlistment of teachers in promoting reading across the curriculum actualized such recovery.

Nevertheless, school life was seriously disrupted as Covid-19 cases soared under a resurgent fifth wave of infections in the second term. A number of scheduled reading activities were suspended or called off during the school suspension period and special vacation. After the school resumption in May, it followed that the number of students who frequented the library declined. There was no escaping the fact that they were burdened with many quizzes and assignments, resulting in a formidable task for us to sustain their reading motivation. To hope for the best on the pandemic front, the School would gradually return to normal life next school year, thus allowing us to adopt diverse school-based strategies to promote a reading atmosphere.

2. Evaluation of strategies

a. S1 Pleasure Reading Passports

The questionnaire result is pleasing, with 80.95% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports (*Appendix 2*). The number of students passing various stages increased compared with that of the last two years. 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*). Motivated to read a wide range of books and engaged in various reading tasks to share their reading experience with others, the newcomers could cultivate their reading

interest with a sense of accomplishment. It was hoped that their reading motivation could be bolstered in their future studies.

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 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 called off eventually.

c. S1 & S2 Reading Workshops

An English reading workshop was held for S1 students on 21st January 2022 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 question that the Harry Potter series was an appeal to our students, thus receiving engaging responses to its usefulness and practicality (with about 90% strongly agreeing or agreeing) (*Appendix 4*).

For S2 students, a Chinese one was organized on 5th November 2021 during the Form-teacher period (FTP) and Whole Person Development period (WPDP) for acquiring skills to read Chinese famous works <三國演義>. Admittedly, the response was lukewarm (with about 55% agreeing or strongly agreeing to its effectiveness) as the instructors attempted to finish all the tasks hastily, leaving little room for such interactive activities as drama performance which was more intriguing to students. Hence, when planning ahead a similar workshop in the future, we had better incorporate more interactive and stimulating learning activities into the lesson design.

d. Capsule Hunt & Treasure Hunt Activities

Several capsule hunt activities were launched on special occasions like Back to School Capsule Hunt, Halloween and before Christmas holidays. 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 85.91% agreeing or strongly agreeing) (*Appendix 2*). Besides that, a Treasure Hunt activity was launched in the second term, the purpose of which was to attract the students to pay a visit to the library so as to find the treasure cards hidden inside the books. This new initiative successfully acted as a magnet for lower formers seeking fun.

e. *STEM Books Corner*

A total of 261 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 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 Careers Team in November 2021, with 139 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 (李衍蓆), a forensic anthropologist, was invited to be our guest speaker of the Reading Talk targeted at S4 students. The talk, the theme of which was forensic anthropology, was scheduled to be held during the WPDP on 11th March 2022. To reinforce the efficacy of reading promotion, a book display was planned ahead to showcase the titles written by the speaker. Nonetheless, the reading talk-cum-book display had to be re-scheduled for next school year due to the worsening pandemic at that time.

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 satisfactory (69.83% agreeing or strongly agreeing) (*Appendix 2*). Even though 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, e-reading is still such a convenience for its portability and accessibility.

The usage statistics (*Appendix 6*) reveal that e-books were more popular during the school suspension period for students could not physically pay a visit to the school library. As regards the multiple features of e-books, 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 the students had to vote for their favourite titles during the sharing session. 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. But for S3, 5 & 6 classes, only one FTP was allocated to carry out the activity because of the limited time slots available. The engagement during the broadcast proved the effectiveness of the video (with 75.34% 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 Rural & Urban Life in China and Smart City 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 78.07% students agreeing or strongly agreeing to the enrichment of their subject knowledge (*Appendix 2*). It was suggested that more focused topics and genres be selected for betterment.

- ii. S3 Cross-curricular Reading-based Knowledge Quiz & City Hunt (Whole Year)
- A cross-curricular reading programme themed Smart City had been launched with the joint effort of Life & Society and Geography departments. Audio-visual materials related to the theme were emailed and provided on Google classroom for self-learning, and a knowledge quiz was arranged to achieve the aim of guiding students to connect reading materials to their curriculum so that they could apply, reflect on and consolidate what they had learnt. However, the city hunt was cancelled owing to the pandemic.

The response was moderate, with 63.16% of respondents strongly agreeing or agreeing to its effectiveness (*Appendix 2*). Students' response might be swayed by the lack of enthusiasm for solely joining the Google Form quiz without other engagements as well as the pandemic and special holiday. A face-to-face knowledge quiz would be organized in the coming year for more active involvement of the participants.

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:

- Display of graphic books and comics
- New teachers' book recommendations
- Campus TV Reading Promotion

Second Term:

- Display of books related to food culture (生而為食)
- Reading KOL Eslite Bookstore Visit and book recommendations
- Display of books related to forensic anthropology (*postponed*)
- Reading Talk: Miss Winsome Lee's book recommendations (*postponed*)

Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively, with 70.18% of respondents strongly agreeing or agreeing to its effectiveness (*Appendix 2*).

L *Recruitment of Reading KOLs*

Twelve 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 May and share their recommended books on Instagram with the fellow schoolmates. Their initiative, dynamism and enthusiasm for reading promotion met with applause from both teachers and fellow schoolmates.

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 78.14% agreeing or strongly agreeing) (*Appendix 2*), which was conducive to cultivating a reading culture.

n. Website of School Library

A school library website was newly 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.

In the hope of weathering the disruptions to school life and reading promotion triggered by the Covid-19 outbreak in the last two years, an engaging mix of reading activities, like thematic reading and book displays, Reading Talk, Reading Workshops, Campus TV reading promotion, capsule hunt and treasure hunt activities for reading promotion, etc., were brought forward. Moreover, the Cross Curriculum Learning Committee was set up this year to enhance collaboration among KLAs and roll out the directions for cross curriculum reading activities, forging a consensus on the goals, modes of cross curriculum collaboration (e.g. project learning, quizzes, writing reflections, book reports or reviews), and expected learning outcomes. It is no easy feat to achieve the end that students can apply reading skills and strategies to effectively process a variety of texts, and connect their learning experience across KLAs without the collaborative efforts of the Principal, Vice-principals, panel heads, teachers and Reading Ambassadors.

Part 2: Financial Report

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7000	14108.86
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 50 Stage 2: \$50 x 50 Stage 3: \$100 x 30 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$3 x 150) ✧ Stationery & colour paper (for board decoration & printing reading tasks)	8800 1250 2500 4300 450 300	8611.8 1302.6 2425 4171 450 263.2
3.	S1 Bookshop Visit ✧ Purchase of books (\$95 x 160) ✧ Transportation (\$700 x 3)	17300 15200 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 23) ✧ Reading quiz (\$50 x 30)	8450 2000 1500 3450 1500	7998.5 1940 1257 3346.5 1455
5.	S1 & S2 Reading Workshops	18000	18000
6.	Reading Talk ✧ Hiring fee for an external speaker	1100	0
7.	Web-based Reading Scheme ✧ E-books (HyRead)	24800	24800
TOTAL		85450	73519.16

Appendix 1

Loan Record of School Library (2021-22)

	2021-22	2020-21	2019-2020 (1 st Term)	2018-2019	2017-2018	2016-2017	2015-2016
Chinese titles	11825	6443	6633	9119	7683	6544	6587
English titles	6613	5333	4503	7646	7365	6646	6213
Total (whole school)	18438	11776	11136	16765	15048	13190	12800

Chinese titles	11727	6377	6609	9074	7635	6455	6415
English titles	6583	5305	4493	7617	7347	6552	6151
Total (students)	18310	11682	11102	16691	14982	13007	12566

Chinese titles	98	66	24	45	48	89	172
English titles	30	28	10	29	18	94	62
Total (teachers)	128	94	34	74	66	183	234

No. of school days	104 days	101 days	56 days	116 days	123 days	119 days	120 days
Average No. of Chinese titles circulated / day	114	64	119	79	62	55	55
Average No. of English titles circulated / day	63	53	80	66	60	55.8	52
Total	177	117	199	145	122	110.8	107

Appendix 2

Cheung Chuk Shan College							
Questionnaire on the Effectiveness of Activities and Arrangements to Promote Reading Culture (2021 - 22)							
	No. of responses	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 reading						
	Overall	402	8.22%	12.59%	50.31%	28.88%	79.20%
	S1	149	5.37%	7.38%	52.35%	34.90%	87.25%
	S2	104	9.65%	14.04%	47.37%	28.95%	76.32%
	S3	149	10.07%	16.78%	50.34%	22.82%	73.15%
b.	Display of reading materials/posters on classroom bulletin boards has helped to introduce different genres of books and promote reading						
	Overall	671	10.14%	19.68%	51.88%	18.30%	70.18%
	S1	150	2.67%	10.67%	55.33%	31.33%	86.67%
	S2	104	9.65%	19.30%	49.12%	21.93%	71.05%
	S3	152	8.55%	19.74%	57.24%	14.47%	71.71%
	S4	119	12.61%	25.21%	53.78%	8.40%	62.18%
	S5	146	17.81%	24.66%	43.15%	14.38%	57.53%
c.	The introduction of web-based e-book platform (HyRead) allows me to conduct e-reading more conveniently.						
	Overall	671	10.04%	20.13%	49.50%	20.32%	69.83%
	S1	150	2.67%	12.00%	51.33%	34.00%	85.33%
	S2	104	6.14%	19.30%	48.25%	26.32%	74.56%
	S3	152	12.50%	19.74%	53.29%	14.47%	67.76%
	S4	119	16.81%	22.69%	49.58%	10.92%	60.50%
	S5	146	12.33%	27.40%	44.52%	15.75%	60.27%
d.	The promotion of reading via Campus TV (e.g. teachers' and students' sharing during FTP) is a more appealing means to me.						
	Overall	671	8.42%	16.24%	55.08%	20.27%	75.34%
	S1	150	4.00%	9.33%	58.00%	28.67%	86.67%
	S2	104	5.26%	20.18%	54.39%	20.18%	74.56%
	S3	152	3.95%	11.84%	60.53%	23.68%	84.21%
	S4	119	16.81%	18.49%	50.42%	14.29%	64.71%
	S5	146	13.01%	23.29%	50.68%	13.01%	63.70%
e.	(for S1 only) The introduction of Pleasure Reading Passports has increased my motivation to read books for pleasure.						
	S1	149	6.12%	12.93%	51.70%	29.25%	80.95%
f.	(for S1 only) The capsule hunt and treasure hunt activities have attracted me to visit the library more.						
	S1	147	2.68%	11.41%	41.61%	44.30%	85.91%
g.	(S2 only) The Chinese Language Book Report has enhanced my understanding about the rural and urban life in China.						
	S2	103	8.77%	12.28%	57.02%	21.05%	78.07%
h.	(S3 only) The Cross-Curriculum (Geography and L&S) Reading e-Booklet and Online Quiz have increased my motivation to read for						
	S3	150	11.84%	23.68%	48.03%	15.13%	63.16%
i.	Other programmes like book recommendations by new teachers, CCSC Reading KOLs Instagram posts, theme-based book displays (e.g.						
	Overall	671	8.28%	13.58%	54.02%	24.12%	78.14%
	S1	150	2.67%	9.33%	54.67%	33.33%	88.00%
	S2	104	4.39%	8.77%	55.26%	31.58%	86.84%
	S3	152	6.58%	7.24%	59.21%	26.97%	86.18%
	S4	119	14.29%	21.01%	54.62%	10.08%	64.71%
	S5	146	13.70%	21.92%	46.58%	17.81%	64.38%

Appendix 3

S1 Pleasure Reading Passports

	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
Stage 1	82/149	55.0%	38/124	30.6%	72/155	46.5%	79/127	62.2%
Stage 2	55/149	36.9%	24/124	19.4%	39/155	25.2%	47/127	37%
Stage 3	38/149	25.5%	13/124	10.5%	28/155	18.1%	35/127	27.6%

Loan Record of Forms

	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
S1	6312	34.23%	3713	31.53%	4498	40.39%	5718	34.11%
S2	4114	22.31%	3537	30.04%	2131	19.14%	3408	20.33%
S3	5399	29.28%	2416	20.52%	2191	19.67%	3452	20.59%
S4	1336	7.25%	1078	9.15%	833	7.48%	1168	6.97%
S5	834	4.54%	485	4.12%	897	8.05%	1634	9.75%
S6	316	1.71%	453	3.85%	552	4.96%	1311	7.82%
Staff	128	0.69%	94	0.798%	34	0.31%	74	0.44%
Total	18439	100%	11776	100%	11136	100%	16765	100%

S1 Reading Workshop

CHEUNG CHUK SHAN COLLEGE

21-22 Authors Express Training Program- Evaluation Report

- **Program:** Authors Express Training Program
- **Target:** All S1 Students
- **Date:** 2022.1.21

Aggregated Evaluation Report

School	CHEUNG CHUK SHAN COLLEGE
Class	All S1
Program	Authors Express
Date	2022.1.21

Feedback Rating:
Most Agree – 5
Most Disagree – 1

Evaluation		Opinion		
Category	Questions	1 or 2	3	4 or 5
Overall Comments	1. The program is useful and I am satisfied with it	1%	10%	90%
	2. The program is meaningful and inspirational	1%	11%	88%
	3. The skills are practical	1%	14%	85%
	4. I am happy that I have taken the program	1%	10%	90%
Trainer	1. I am satisfied with the overall performance	0%	6%	94%
	2. Knowledgable	1%	7%	92%
	3. Clear and attractive presentation	0%	9%	91%
	4. Entertaining and friendly	0%	4%	96%

The large majority (90%) 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.

S2 Reading Workshop

CHEUNG CHUK SHAN COLLEGE 21-22 Authors Express Training Program- Evaluation Report

- **Program:** Authors Express Training Program
- **Target:** All S2 Students
- **Date:** 2021.11.05

Aggregated Evaluation Report

學校名稱	CHEUNG CHUK SHAN COLLEGE
班別	All S2
課程名稱	Authors Express
日期	2021.11.05

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	17%	27%	56%
	2. 本課程能啟發我的思考	19%	29%	52%
	3. 本課程所教的技巧實用	15%	23%	62%
	4. 我很高興能參與這個課程	19%	26%	55%
1. 課程導師	1. 我很滿意導師的整體表現	5%	23%	72%
	2. 專業及有質素	6%	23%	71%
	3. 講解清晰明白	6%	26%	68%
	4. 態度親切	5%	21%	74%

The large majority (56%) of students found that the program was useful and satisfied with it.

The large majority (72%) 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			
	2021-22	2020-21	2019-20 (1 st Term)	2019-18
S1	1157	554	266	169
S2	148	233	30	41
S3	237	109	13	13
S4	10	22	5	6
S5	7	24	5	1
S6	2	2	0	0
Total	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
9/2021 – 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