

Report on the Use of the Promotion of Reading Grant

2023-2024 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: Promote reading interest among students in learning and leisure reading

The objective was mostly achieved as all planned activities were implemented and the results were very positive. For example, the responses on Subjected-Based Reading Scheme showed promising outcomes. More than 90% of the students completed the reading scheme. More than 80% of the teachers agreed that the scheme aroused students' interest in learning about specific topics and helped build their reading habit to facilitate their long-term learning.

Students' participation and performance in reading activities marked a significant improvement. For instance, the participation of students in Rosen Light Sail reading platform was very encouraging. Most students successfully attained the minimum requirement of 240 minutes reading time and agreed that the platform effectively nurtured their reading habits and cultivated their reading skills. Furthermore, feedback from reading workshops in post-exam activities was also very positive with 96% of the students agreeing that the workshops were effective in arousing their interests. Moreover, they were encouraged to participate in various reading activities and competitions. Sixteen students took part in Media 21 Audio Book competition and 48 students completed a challenge on World Book Day by writing a book review and sharing it with other schoolmates. The Inter-house Reading Competition and Inter-house Cosplay Competition allowed students to apply what they had learnt in morning reading sessions and demonstrate their understanding of literary texts through a play.

In conclusion, the strategies were implemented smoothly and proved to be successful, as evidenced by improved figures and students' increased motivation and exposure to reading.

2. Evaluation of strategies:

Close collaboration with groups and departments was essential, as students required ongoing support and guidance. To promote reading at school, making participation compulsory could effectively help students develop their reading habits. Additionally, leveraging peer influence or creating more opportunities for sharing could further motivate them, which range from written tasks to simulation. A Teachers could also offer reading lists related to specific learning themes or tasks, providing clearer direction for students to follow and explore.

Part 2: Financial Report

Allocation: \$65,198.00 (\$38,032+\$27,166)

Surplus: \$20,449.00 Total: \$85,647.00

	Items*	Actual Expenses (\$)
1.	Purchase of reading resources	\$0.00
	Printed books	
	e-book	
2.	Reading Scheme	\$26,700.00
	e-Read Scheme: “Reading Challenge” organized by HKEdCity	
	<input checked="" type="checkbox"/> Other Schemes: Subject-based Reading Scheme 23-24, Online Reading Platform 校園雲閱讀 and <i>Lightsail</i>	
3.	Reading Activities	\$0.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to the promotion of reading (e.g. book fairs, author’s book talks, workshops)	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidizing students of their participation in and application for reading related activities or course	
4.	Others:	\$39,000.00
	a. Inter-house Reading Competition	
	b. Reading Workshop (Chinese / English)	
	c. Visit to Book Stores	
	d. Inter-house Cosplay Competition	
Total:		\$65,700.00
Unspent balance:		\$19,947.00

*Please tick the appropriate boxes or provides details.