S.K.H Chu Oi Primary School (Lei Muk Shue)
One-off Grant for Promotion of Self-directed Language Learning (English Language)
2026-2027 Proposal

Budget for 2026-2027: $113,318

1. Details

The EDB has offered a one-off grant, namely the "One-off Grant for Promotion of Self-directed Language Learning (English Language)", with an amount of $200,000. Schools can flexibly deploy the two grants until the end of the 2026/27 school year to promote self-directed English learning, develop school-based resources, and enrich the language learning environment:

i. procuring and/or subscribing to resources for promoting self-directed language learning and/or enriching the language learning environment, thereby enhancing students' English learning experiences;
ii. hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promote self-directed language learning
iii. purchasing services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment.

2. Declaration:

We understand clearly the principles on the use of the One-off Grant for Promotion of Self-directed Language Learning (English Language) and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

3. Plan:

Area	Item and Objective	Target Participants	Success Criteria	Evaluation Method	Budget
i. To purchase resources	- Online reading platform subscription subsidies ✧ Objective: To enhance students' English reading habits and foster self-directed learning by providing equitable access to a high-interest online reading platform.	All P1-P6 students	● At least 70% of students engage with the platform weekly (reports on the platform). ● Students show improvement in reading motivation and confidence (questionnaire). ● Teachers observe increased autonomy in book selection and reading habits. ● Students complete personal reading goals and maintain reading logs consistently (Fun Reading Record).	● Reading Record ● Questionnaire ● Teacher Observation	$9, 300
	- Supplies/equipment for organising English activities to enhance an English-rich environment ✧ Objective: To cultivate an engaging and visually stimulating English-rich environment that promotes language exposure, curiosity, and daily interaction with English across the school campus.	All P1-P6 students	● Students participate in related activities such as vocabulary hunts or themed quizzes inspired by the decorations (activity records). ● At least 70% of students demonstrate increased engagement with English through interaction with displayed materials (student questionnaire). ● Teachers observe heightened interest in English vocabulary and expressions prompted by the environment (teacher observation).	● Activity Record ● Questionnaire ● Teacher Observation	$10,000

Area	Item and Objective	Target Participants	Success Criteria	Evaluation Method	Budget
ii. To purchase services related to learning and teaching	- Immersive Learning Tour subsidies ✧ Objective: To enhance students' English language proficiency and self-directed learning skills through authentic, immersive experiences in a real-world English-speaking environment.	P4 students	● At least 70% of students report improved confidence in post-tour surveys and reflections. ● Students complete English Passport goals and reflect on SDL growth in journals. ● Active participation in school exchanges, challenges, and cultural documentation tasks. ● Completion of post-tour presentations and SDL Showcase.	● Pre- and Post-Tour Surveys ● SDL English Passport (with journal and reflections) ● Teacher Observation ● SDL Showcase / Presentations	$70,000
	- Cambridge Assessment Class ✧ Objective: To stretch high-achieving students by providing rigorous English language training and internationally benchmarked assessments, fostering academic excellence and global competitiveness.	P4-P6 students	● At least 70% of students achieved CEFR level A2 or above.	● Cambridge Examination Result	$23,800

4. Budget Plan Overview for 2026/27:

	Item	Amount
1.	Online reading platform subscription subsidies	$9,300
2.	Supplies/equipment for organising English activities to enhance an English-rich environment	$10,000
3.	Immersive Learning Tour subsidies	$70,000
4.	Cambridge Assessment Class	$23,800
	Total:	$113,100
	Budget for 2026-2027: $113,318 **Estimated surplus:**	$218

Member: Miss Wong Ching Yin

A. Online Reading Platform vs SDL

1. Problems of the existing online reading platform (cheaper among all platforms):

- lower number of books available comparing to the existing platforms
- some books and videos are quite outdated
- teachers could not assign books to students
- without a levelling system to
- without a monitor system to let teachers understand students' reading habits
- without an in-built award system to motivate students to read

2. SDL Elements and Online Reading Platform Integration

SDL Element	How the Online Reading Platform Supports It
Personalized Goals	Students set reading goals and track progress through built-in analytics and dashboards
Choice	Thousands of books across genres, levels, and interests allow students to choose freely
Reflection	Reading logs and progress tracking encourage self-assessment and metacognition
Peer Recommendations	Students can share book reviews and see what others are reading
Gamified Engagement	Badges, points, and reading streaks motivate consistent reading habits

3. Plan

- **Build a Reading Culture First**

  Before diving into the reading platform, create an environment where reading feels joyful and meaningful.

  - Launch a "Reading is Epic!" Kickoff Week
    - Host read-aloud sessions with fun, expressive storytelling
    - Invite upper grade students/ CNETs to read to younger ones
    - Introduce the online reading platform with a treasure hunt: students explore the platform to "find" books with animals, superheroes, or mysteries
  - Create a Cozy Reading Space
    - Display printed covers of popular books on the platform to spark curiosity

- **Scaffold Self-Directed Learning (SDL)**

  Help students take ownership of their reading journey.

  - Set Personal Reading Goals
  - Introduce the new "Fun Reading Record"
    - Students jot down what they read, what they liked, and new words they learned
    - Include drawing sections for younger students to sketch scenes or characters
  - Teach "How to Choose a Book"

- Use mini-lessons to help students pick books that match their interests and level
- Encourage exploration: “It’s okay to stop reading a book if it doesn’t feel right—find one that does!”

- **Motivate Through Recognition & Choice**

  Make reading feel rewarding and empowering.

  ◆ **Reading Badges**
  - Create custom badges for milestones: “First Chapter Book,” “Animal Expert,” “Mystery Solver”
  - Celebrate achievements in morning assemblies or class shout-outs

  ◆ **Book Talks & Peer Recommendations**
  - Let students present short “book talks” to share what they loved
  - Create a “Student Picks” shelf on with peer-recommended titles

  ◆ **Reading Challenges**
  - Monthly themes: “Adventure April,” “Fantasy February”
  - Class-wide goals: “Can we read 100 books together this month?”

- **Involve Families & Community**

  Even if resources are limited, connection matters.

  ◆ **Send Home Reading Tips**

  ◆ **Host a “Family Reading Night”**

B. Immersive Learning Tour vs SDL

"Empowering Self-Directed Learners: English Study Tour to Singapore"

1. Objectives

- Cultivate SDL habits such as goal-setting, reflection, and independent inquiry
- Enhance English proficiency through authentic, real-world communication
- Foster cultural awareness and global citizenship
- Empower students to become SDL ambassadors upon return

2. **Tour Plan**

Item	Description
Destination	Singapore
Duration	4–5 days
Participants	20–25 P4 students + 2-3 accompanying teachers
Funding Source	SDL Grant (~$3500) + Parental Contribution (~$6500)

3. How It Promotes Self-Directed Learning (SDL)

i. Pre-Tour Preparation: Building Ownership

- **Student Goal-Setting Workshops:** Students set personal English learning goals (e.g., improving speaking confidence, vocabulary expansion).
- **Research Tasks:** Students explore Singapore's culture, education system, and English usage in daily life.
- **Learning Contracts:** Each student signs a contract outlining what they aim to learn and how they'll track progress.

4. During the Tour: Authentic SDL Experiences

- **School Exchange Visits:** Students interact with Singaporean peers in English, observe lessons, and participate in collaborative tasks.
- **English Challenges:** Daily missions (e.g., interview a local, order food in English, document a cultural experience). **BE the EXPERT!** Students will share their findings to the whole school later on.
- **Reflection Journals:** Students write daily entries in English, reflecting on what they learned and how they adapted.

5. Post-Tour Impact: Extending SDL to the Whole School

- **Student-Led Sharing Sessions:** Tour participants present their experiences to peers through videos, posters, and storytelling. A cultural exchange fun activity will be held by the students. Students act as experts to promote respecting cultural differences in the activity.

6. SDL Elements & Study Tour Alignment

SDL Element	Tour Component	Description
Goal Setting	Pre-tour “English Passport” workshop	Students define personal English goals and strategies before departure
Planning & Time Management	Daily itinerary with student-led tasks	Students manage their own time during challenges and reflection activities
Active Learning	School exchange visits & cultural excursions	Students engage in real-world English use through peer interaction and exploration
Choice & Autonomy	English Explorer Challenge	Students choose tasks (e.g., interviews, scavenger hunts) and decide how to complete them
Reflection & Self-Assessment	Daily journaling and reflection circles	Students reflect on progress, challenges, and learning outcomes in English
Peer Collaboration	Buddy system with Singaporean students	Students work in pairs or small groups to complete tasks and share perspectives
Resourcefulness	Cultural documentation tasks (e.g., photo essays, interviews)	Students gather and present information using various tools and formats
Transfer of Learning	Post-tour SDL Showcase	Students apply and share their learning with peers back at school
Intrinsic Motivation	Authentic English environment & gamified challenges	Real-world relevance and fun tasks boost engagement and ownership
Metacognition	Post-tour self-assessment and goal review	Students evaluate their own growth and set new learning directions