

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:

Given the versatility of the Reading Grant, the School Library was allowed to tailor its reading activities to the unique needs and interests of our students. The multi-pronged approach of enriched library collections, targeted reading programmes, vigorous promotion activities, and cross-curricular coordination had created a culture of literacy that was benefiting learners at various levels.

It was gratifying to note that the loan record of books showed a revival of students' interest in borrowing books from the library. With reference to the data collected, the total number of books circulated in the school library has upped by 7.5% this year, reaching a record high of 22728 books. Moreover, the average number of the books circulated per day has a rise from 168 to 176 (*Appendix 1*). Besides that, the responses of the students to various reading programmes launched were pleasing and enthusiastic as indicated by the questionnaire on the effectiveness of activities to promote reading culture (*Appendix 2*), with most figures surpassing 80% strongly agreeing or agreeing. Hence, through stimulating and diverse reading activities, we had helped students nurture their reading interest and develop a reading habit from their lower forms of schooling. However, it was still a formidable task for us to sustain the reading motivation of the higher formers for leaving out the reading lessons in their curriculum.

2. Evaluation of strategies

a. S1 Pleasure Reading Passports

The questionnaire result is encouraging, with 82.21% S1 students agreeing or strongly agreeing to the introduction of the Pleasure Reading Passports (*Appendix 2*). The number of students passing different stages had a slight increase compared with that of last year; nonetheless, there was a decline in the percentage of the figures due to more classes of new formers this school year. Since S1 learners participated in the programme on a voluntary basis, more positive reinforcements would be adopted to increase its appeal. 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*).

b. S1 Eslite 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 on 22nd January 2024, hoping to involve students in the selection of library books. The bookstore visit was proven to be an opportune event to build a reading atmosphere, allowing students to derive pleasure and enjoyment from reading their own choices of books. They were motivated by feeling in control, and had intent to read genuinely. In collaboration with the Chinese Panel, students were instructed to write a Chinese book report on the books chosen so as to share their reviews with others and make book recommendations for their fellows. With positive comments received from the Chinese teachers on the quality of the written reports, the measure would continue next school year.

c. *S1 & S2 Reading Workshops*

An English reading workshop was held for S1 students on 22nd January 2024 before the Eslite Bookstore visit. 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 dispute that the Harry Potter series was an appeal to our students, thus receiving engaging responses to its usefulness and practicality (with 84% strongly agreeing or agreeing) (*Appendix 4*).

For S2 students, a Chinese one was organized on 19th January 2024 during the post-examination period for acquiring skills to read Chinese famous works <三國演義>. The response was satisfactory (with 75% agreeing or strongly agreeing to its effectiveness) (*Appendix 4*). With reference to the questionnaire conducted, more interactive and stimulating learning and drama activities could be incorporated into the lesson design for betterment.

d. *Capsule Hunt & Treasure Hunt Activities*

Several capsule hunt activities were launched on special occasions like Back to School Capsule Hunt, at Halloween, before Christmas and Easter holidays, and on World Book Day. 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 86.5% agreeing or strongly agreeing) (*Appendix 2*).

e. *STEM Books Corner*

A total of 360 titles were 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, with a total of 1851 books, an increment of 13.28% compared with last year (*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 History Society in March 2024, with 119 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 Yau Yan Ni (游欣妮), a secondary school teacher & librarian, was invited to be our guest speaker of the Reading Talk targeted at S1 & 2 students. The talk was held during the FTP and WPDP on 15th December 2023, and to reinforce the efficacy of reading promotion, a book display was planned ahead to showcase the titles written by the speaker.

The theme of the talk was 讀寫的趣味, and the guest speaker offered practical advice on how to find inspiration from various sources and develop a consistent writing routine. Besides that, she also shared motivational anecdotes and success stories related to reading and writing, and encouraged our students to incorporate reading and writing into their daily lives. Stimulating and inspiring, the talk ended with enthusiastic responses from our students in the question-and-answer session.

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 mediocre (74.8% agreeing or strongly agreeing) (*Appendix 2*). 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. Besides that, the usage statistics (*Appendix 6*) reveal that e-books were less popular for students could pay a visit to the school library physically with the resumption of normal school days. As regards the multiple features of e-books and their accessibility, 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 10 or 11 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. It was pleasing to note that enthusiastic responses were received during the book sharing session after the broadcast. 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 & 6 classes was extended to two lessons so as to allow more interactions between teachers and students. The engagement during the broadcast proved the effectiveness of the video (with 82.02% 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 Chinese festivals and customs 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 77.98% students agreeing or strongly agreeing to the enrichment of their subject knowledge and understanding about traditional Chinese customs and festivals (*Appendix 2*). The theme would be extended to traditional Chinese family, festivals or customs for a broader scope of knowledge acquisition next school year.

ii. S5 Citizenship & Social Development and English (Second Term)

Collaboration was made between Citizenship & Social Development and English Departments, and students were asked to accomplish a writing task on a social issue, AI (in form of a short essay) based on relevant reading materials selected from iNKY, a weekly English reading material tailor-made for secondary students, and other supplements. By integrating language learning and academic content, students' language proficiency and understanding of social issues were enhanced. It would be more effective if more concept words could be utilized and argument construction could be enhanced in student works. Such new collaboration topics as 'culture' would be explored for better curriculum mapping of the two subjects.

iii. S3 Chinese & Careers Team (Second Term)

With the joint effort of Chinese Department and Careers Team, a Chinese book report was assigned to students in the second term in an attempt to integrate students' career aspiration with their Chinese writing and reflections. Stimulating and reflective, the reports were proven to be effective in achieving the aim.

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:

- New teachers' book recommendations
- Campus TV Reading Promotion
- Reading Talk: Ms Yau Yan Ni's book recommendations
- Reading KOLs book recommendations (Top Picks Election)

Second Term:

- S1 Eslite booklist and recommendations
- Lunchtime Teacher Book Sharing & display of books related to Korea (Discover Korea)
- Display of books related to History & Chinese History (Reading Quiz)

Generally speaking, a favourable reading environment and atmosphere was created to encourage students to read extensively, with 80.1% of respondents strongly agreeing or agreeing to its effectiveness (*Appendix 2*).

l. *Recruitment of Reading KOLs & Top Pick Election*

A total of 27 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 September 2023 and share their recommended books on Instagram with the fellow schoolmates. Subsequent to their book recommendations, a Top Pick Election was held in October and November 2023 for fellow schoolmates to vote for their favourites. With a total of 425 votes cast for the Election, it was in all likelihood that the Election had garnered support from the fellow schoolmates, and the dynamism and enthusiasm of our Reading KOLs served as a booster to motivate our students to read more extensively.

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 81.06% agreeing or strongly agreeing) (*Appendix 2*), which was conducive to cultivating a reading culture.

n. Book Fairs

The annual book fair was launched from 6th to 7th December 2023 in the school hall to give students access to a wide selection of books, from relevant new releases to classic award winners. Regarded as an exciting event that engaged readers and promoted literacy, the book fair was a fun opportunity for our students to see, touch and connect with books they wanted to read. Another book fair was held on Parents' Day, 24th February 2024 in the second term. But the response was mediocre for parents were more eager to discuss with the form-teachers their children's learning progress and school life than to purchase reading items. Hence, the proposal of cancelling Parents' Day book fair is put forward for consideration.

o. Lunchtime Teacher's Book Sharing

Miss TY Au was invited to be the speaker of this new initiative, delivering a book sharing session entitled Discover Korea during lunchtime on 23rd April 2024, the World Book Day. Inspiring and alluring, the sharing was definitely an edge on gaining insights into Korean culture, history, geography, language, etc. To tie in with the theme, a book display was organized in the school library. Engaging responses were perceived during the book sharing, with about 30 students taking part in it. It was proposed that the book sharing session be held during the FTP / WPDP for S1 & S2 students next school year so as to reach a larger audience.

p. Website of School Library

A school library website was 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.

By implementing various purposeful and diverse strategies to promote reading and collaborating with the KLAs in mapping out cross-curricular reading activities, hopefully the School could cultivate a love of reading among students, improve their literacy skills, and foster a thriving reading culture within the school community. The key is to create a multifaceted, engaging approach that promotes reading as a fun, rewarding and essential skill for students at all levels.

Part 2: Financial Report (2023-24)

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7000	6921.8
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 80 Stage 2: \$50 x 40 Stage 3: \$100 x 25 ✧ Printing passports (\$3 x 150) ✧ Stationery & colour paper (for board decoration & printing reading tasks) ✧ Stamps	7854 2000 2000 2500 450 500 404	7431.4 1923.6 1940 2425 450 288.8 404
3.	S1 Bookshop Visit ✧ Purchase of books (\$100 x 160) ✧ Transportation (\$860 x 3)	18580 16000 2580	14875.2 12175.2 2700
4.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$350 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 23) ✧ Reading quiz (\$50 x 40) ✧ Election of Top Picks (\$30 x 50)	10700 2000 1750 3450 2000 1500	10714.5 1940 2033 3346.5 1940 1455
5.	S2 Reading Workshop	8000	8000
6.	Web-based Reading Scheme ✧ E-books (HyRead)	24800	24800
TOTAL		76934	72742.9

Appendix 1

Loan Record of School Library (2023-24)

	2023-24	2022-23	2021-22	2020-21	2019-20 (1 st Term)	2018-19	2017-18	2016-17
Chinese titles	15570	13063	11825	6443	6633	9119	7683	6544
English titles	7158	8080	6613	5333	4503	7646	7365	6646
Total (whole school)	22728	21143	18438	11776	11136	16765	15048	13190
Chinese titles	15438	12979	11727	6377	6609	9074	7635	6455
English titles	7129	8029	6583	5305	4493	7617	7347	6552
Total (students)	22567	21008	18310	11682	11102	16691	14982	13007
Chinese titles	132	84	98	66	24	45	48	89
English titles	29	51	30	28	10	29	18	94
Total (teachers)	161	135	128	94	34	74	66	183
No. of school days	129 days	126 days	104 days	101 days	56 days	116 days	123 days	119 days
Average No. of Chinese titles circulated / day	121	104	114	64	119	79	62	55
Average No. of English titles circulated / day	55	64	63	53	80	66	60	55.8
Total	176	168	177	117	199	145	122	110.8

Appendix 2

Cheung Chuk Shan College

Questionnaire on the Effectiveness of Activities in FTP & Arrangements to Promote Reading Culture (2023 - 24)

	No. of responses	Percentages				Agree + Strongly Agree 3+4	
		Strongly Disagree	Disagree	Agree	Strongly Agree		
		1	2	3	4		
Question 6. 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 habit.						
	Overall	394	8.63%	10.66%	50.25%	30.46%	80.71%
	S1	163	6.75%	11.66%	47.24%	34.36%	81.60%
	S2	109	7.34%	7.34%	61.47%	23.85%	85.32%
	S3	122	12.30%	12.30%	44.26%	31.15%	75.41%
b.	Display of reading materials/posters on classroom bulletin boards has helped to introduce different genres of books and promote reading activities.						
	Overall	623	8.35%	11.56%	53.77%	26.32%	80.10%
	S1	163	4.91%	8.59%	55.83%	30.67%	86.50%
	S2	109	2.75%	9.17%	63.30%	24.77%	88.07%
	S3	122	12.30%	11.48%	53.28%	22.95%	76.23%
	S4	101	12.87%	18.81%	55.45%	12.87%	68.32%
	S5	128	10.16%	11.72%	42.19%	35.94%	78.13%
c.	The introduction of web-based e-book platform (HyRead) allows me to conduct e-reading more conveniently.						
	Overall	623	11.24%	13.96%	50.08%	24.72%	74.80%
	S1	163	5.52%	12.27%	56.44%	25.77%	82.21%
	S2	109	7.34%	9.17%	62.39%	21.10%	83.49%
	S3	122	18.03%	13.11%	46.72%	22.13%	68.85%
	S4	101	13.86%	22.77%	43.56%	19.80%	63.37%
	S5	128	13.28%	14.06%	39.84%	32.81%	72.66%
d.	The promotion of reading via Campus TV (e.g. teachers' and students' sharing during FTP/WPDP) is a more appealing means to me.						
	Overall	623	7.87%	10.11%	52.33%	29.70%	82.02%
	S1	163	4.29%	12.27%	52.15%	31.29%	83.44%
	S2	109	4.59%	7.34%	62.39%	25.69%	88.07%
	S3	122	7.38%	6.56%	59.84%	26.23%	86.07%
	S4	101	12.87%	17.82%	45.54%	23.76%	69.31%
	S5	128	11.72%	7.03%	42.19%	39.06%	81.25%
e.	(S1 only) The introduction of Pleasure Reading Passports has increased my motivation to read books for pleasure.						
	Overall	163	4.29%	9.20%	52.76%	29.45%	82.21%
	S1	163	8.59%	9.20%	52.76%	29.45%	82.21%
f.	(S1 only) The capsule hunt activities have attracted me to visit the library more.						
	Overall	163	4.29%	9.20%	52.76%	33.74%	86.50%
	S1	163	4.29%	9.20%	52.76%	33.74%	86.50%
g.	(S2 only) The Chinese Language and L&S Book Report has enhanced my understanding about traditional Chinese customs and festivals.						
	Overall	109	7.34%	14.68%	58.72%	19.27%	77.98%
	S2	109	7.34%	14.68%	58.72%	19.27%	77.98%
h.	Other programmes like book recommendations by new teachers, CCSC Reading KOLs Instagram posts, theme-based book displays, lunchtime teacher book sharing and book fairs have helped to promote a reading atmosphere.						
	Overall	623	6.10%	12.84%	53.29%	27.77%	81.06%
	S1	163	4.91%	7.98%	55.83%	31.29%	87.12%
	S2	109	3.67%	7.34%	68.81%	20.18%	88.99%
	S3	122	4.92%	13.11%	54.10%	27.87%	81.97%
	S4	101	8.91%	22.77%	51.49%	16.83%	68.32%
	S5	128	8.59%	15.63%	37.50%	38.28%	75.78%

Appendix 3

S1 Pleasure Reading Passports

	2023-24		2022-23		2021-22		2020-21		2019-20 (1 st Term)	
	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage	No. of Students Passing	Percentage
Stage 1	104/161	64.6%	82/123	66.7%	82/149	55.0%	38/124	30.6%	72/155	46.5%
Stage 2	43/161	26.7%	36/123	29.3%	55/149	36.9%	24/124	19.4%	39/155	25.2%
Stage 3	30/161	18.6%	29/123	23.6%	38/149	25.5%	13/124	10.5%	28/155	18.1%

Loan Record of Forms

	2023-24		2022-23		2021-22		2020-21		2019-20 (1 st Term)	
	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage	No. of Books Circulated	Percentage
S1	8002	35.2%	7115	33.65%	6312	34.23%	3713	31.53%	4498	40.39%
S2	6572	28.9%	5687	26.90%	4114	22.31%	3537	30.04%	2131	19.14%
S3	4995	22.0%	5431	25.69%	5399	29.28%	2416	20.52%	2191	19.67%
S4	1577	6.94%	1388	6.56%	1336	7.25%	1078	9.15%	833	7.48%
S5	874	3.84%	873	4.13%	834	4.54%	485	4.12%	897	8.05%
S6	547	2.41%	514	2.43%	316	1.71%	453	3.85%	552	4.96%
Staff	161	0.71%	135	0.64%	128	0.69%	94	0.798%	34	0.31%
Total	22728	100%	21143	100%	18439	100%	11776	100%	11136	100%

S1 Reading Workshop

CHEUNG CHUK SHAN COLLEGE

23-24 Author Express Training Program- Evaluation Report

- **Program:** Author Express Training Program
- **Target:** All S1 Students
- **Date:** 2024.01.22

Aggregated Evaluation Report

學校名稱	CHEUNG CHUK SHAN COLLEGE
班別	All S1
課程名稱	Author Express
日期	2024.01.22

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%	12%	84%
	2. 本課程能啟發我的思考	5%	12%	83%
	3. 本課程所教的技巧實用	4%	13%	83%
	4. 我很高興能參與這個課程	4%	13%	83%
1. 課程導師	1. 我很滿意導師的整體表現	1%	8%	91%
	2. 專業及有質素	1%	8%	91%
	3. 講解清晰明白	1%	10%	89%
	4. 態度親切	1%	7%	92%

- The large majority (84%) of students found that the program was useful and satisfied with it.
- The large majority (91%) of students found that the trainer was professional, friendly and satisfied with his teaching.

S2 Reading Workshop

CHEUNG CHUK SHAN COLLEGE 23-24 Author Express Training Program- Evaluation Report

- **Program:** Author Express Training Program
- **Target:** All S2 Students
- **Date:** 2024.01.19

Aggregated Evaluation Report

學校名稱	CHEUNG CHUK SHAN COLLEGE
班別	All S2
課程名稱	Author Express
日期	2024.01.19

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	10%	15%	75%
	2. 本課程能啟發我的思考	8%	16%	76%
	3. 本課程所教的技巧實用	13%	16%	71%
	4. 我很高興能參與這個課程	9%	15%	76%
1. 課程導師	1. 我很滿意導師的整體表現	1%	6%	93%
	2. 專業及有質素	3%	6%	91%
	3. 講解清晰明白	3%	6%	91%
	4. 態度親切	1%	4%	95%

- The large majority (75%) of students found that the program was useful and satisfied with it.
- The large majority (93%) 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					
	2023-24	2022-23	2021-22	2020-21	2019-20 (1 st Term)	2018-19
S1	1240	879	1157	554	266	169
S2	330	493	148	233	30	41
S3	246	202	237	109	13	13
S4	20	34	10	22	5	6
S5	14	19	7	24	5	1
S6	1	7	2	2	0	0
Total	1851	1634	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
9/2023 – 5/2024	1031	9	13648	102	262	0
9/2022 – 5/2023	2307	17	32585	73	811	3
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