

Plan on the Use of the Promotion of Reading Grant

HKFYG Lee Shau Kee College (2024-2025)

The major objectives for Promotion of Reading: Enrich the reading atmosphere and strengthen information literacy skills

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objectives:

The reading atmosphere has been enhanced through Reading Logs and Reading to Learn lessons, with more systematic goal-setting implemented. The school-based reading award scheme (Reading Excellence Award Programme) has also been effective in promoting reading. Student leaders assisted in organizing the Reading Circle, and Library Prefects were asked to help with library acquisitions. This has enhanced both leadership and the reading atmosphere. A survey revealed that 74.5% of students and 100% of teachers agreed that these strategies enhanced the reading atmosphere.

The Working Group collaborated with various Subject Departments, Working Groups, and CCAs to enhance information literacy skills (e.g., MXR class visits, use of graphic organizers in book reports, etc.). Notably, 84.8% of students read information outside textbooks to enhance their learning and gain knowledge.

Inter-class activities (e.g., News Presentation Competition, Making Judgments on Advertisements, Scavenger Hunt in the Library, Battle of Books, Reading Sharing Competitions) have been organized to further develop information literacy skills. These skills are also reinforced through Reading to Learn lessons, which include teaching how to use graphic organizers. Our survey indicated that 89.7% of students found graphic organizers helpful in their learning journey.

In our evaluation, 85.7% of students expressed confidence in their ability to locate information online. We will continue to explore activities that can enhance students' information literacy skills for the AI era.

2. Evaluation of the strategies:

Reading Logs are effective in promoting a regular reading habit. In a survey, 65% of students and 100% of teachers agreed that Reading Logs helped develop this habit. We will consider providing more guidance on Reading Logs, such as a recommended book list.

The total number of activity records for the Reading Excellence Award Programme (REAP) rose from 3,293 in 2023/2024 to 3,598 in 2024/2025. The number of awardees in the Learner category increased from 185 in 2023/2024 to 230 in 2024/2025, while the number of awardees in the Achiever category rose from 12 to 22. Additionally, 73.9% of students and 100% of teachers agreed that REAP encouraged students to read more books.

Various strategies have been implemented to promote reading, including activities, Library Picks, email promotions, Mobile Library, and book fairs. A survey indicated that 74.8% of students and 95.7% of teachers agreed that the activities organized throughout the year promoted reading.

The use of digital library has been promoted through Morning Assembly and Reading to Learn lessons. The total reading hours for the digital library have increased by 77 hours.

Newspaper reading has been seen as a step to strengthen information literacy skills. We have experimented with Newspaper Reading Day. 95.7% of teachers agreed that Newspaper Reading helped promote reading. We believe it would be good practice to extend to S.1. We would also like to provide guidance through Reading Logs to help develop a regular habit of newspaper reading among junior form students.

Part 2: Financial Report

	Item	Expenses (\$)
1.	Purchase of reading materials	49,746.5
	☒ Printed books	
	☒ Magazines	
	☒ Newspapers	
2.	School-based Reading to Learn Curriculum	931.4
3.	Reading Activities	761.3
	☒ Reading scheme	
	☒ Reading promotion programmes/ activities	
4.	Subject-based Reading to Learn Programmes	13,690.5
5.	E-books	12075.3
	Total:	77,205