

Report on the Use of the Promotion of Reading Grant
2020–2021 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

Upon the enrichment of the library collections as one of the objectives of the last school year, students and other patrons have gained access to a wide range of e-books, e-resources and e-platforms, for instance, HKEdCity Bookshelf, Wisers’ Wisenews, e-newspapers and e-magazines. Information literacy has been the main touch of this school year, in which students have been aware of various sources of information, their validity and different access to information.

The School Library has also made great use of physical space, setting and layouts to create a reading culture and to expose readers to a broad array of good picks, with reading posters recommending books and e-books hung along the corridors, e-information on social media and via email and re-shelving of library items such that there has been a focus for different reader types and purposes of reading. Mass activities, such as film appreciation and author talks, have been gradually resumed under the COVID-19 guidances.

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

A variety of strategies have been employed, and various stakeholders have been involved in the reading promotion work coordinated by the SDRS Committee, for instance, teachers’ book recommendation, and reading strategies, reading activities, such as the book fair, author talks, reading and writing skill workshops, and the book rotation scheme for BOB. The number of books borrowed by students has been satisfactory, and our students can be motivated to borrow and read more English titles. Exploring more advanced reading skills can also be the next school year’s target in reading promotion and library lessons.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$52,734.50
	<input checked="" type="checkbox"/> Printed books	\$31,640.50
	<input checked="" type="checkbox"/> Subscription of magazines and newspapers	\$21,094.00
	Purchase of e-Books	\$13,037.80
	E-Books	\$0
	<input checked="" type="checkbox"/> Subscription of e-magazines and e-newspapers	\$13,037.80
2.	Web-based Reading Schemes	\$0
	e-Read Scheme	\$0
	Other scheme : _____	\$0
3.	Reading Activities	\$9,501.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$3,000.00
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	\$5,750.00
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	\$700.00
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	\$51.00
4.	Other : _____	
	Actual Expenses Total:	\$75,273.30
	Year-To-Day Actual Total:	\$72,816.00
	Actual Deficit Total:	\$2,457.30
	Unspent Balance:	\$0

* Please tick the appropriate boxes or provide details.