

ANNUAL REPORT 2018-2019

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“It is not true that ‘we have only one life to live’; if we can read, we can live as many more lives and as many kinds of lives as we wish.”

— S.I. Hayakawa

INTRODUCTION

MESSAGE FROM OUR FOUNDER

In 1996 when I was a wide-eyed junior at Berkeley High School, I joined a summer volunteering programme at the Oakland Kaiser Children's Hospital working under a team of pediatricians on a preventive care initiative. The program was privately funded by the team, but it had nothing to do with medicine. It was all about reading.

“Just read to every child who walks through the hospital doors”—that was the one piece of instruction I was given by my supervisor. So, I devoted the summer of '96 in the hospital's waiting room, reading aloud to children of all ages.

Twenty-four years later, I am still doing that, merely in a different setting. There's just something about reading, isn't there? Reading is undeniably crucial in a child's development and lifelong success, but in my twenty years of teaching experience, one thing is most certain: reading does not happen for many children, even in Hong Kong.

It's heart-breaking to read international studies ranking Hong Kong students alarmingly low in reading motivation, interest and confidence, as well as family literacy (Source: Progress in International Reading Literacy Study (PIRLS) 2016). Reading is not intuitive. It takes a tremendous amount of hard work, strategies, and resources.

To that end, we founded REACH in 2012 so to bring reading programmes to local, government-aided primary schools—those most stand to benefit. We believe that through school partnerships, REACH is best able to push reading initiatives that are most sustainable and effective. As well, by collaborating with teachers, our potential impact becomes exponential for the generations to come.

We hope you can join us on this race for education accessibilities for every child.



INTRODUCTION

ABOUT US

Race for Education Accessibilities for Every Child (REACH) was incorporated on 9 February 2012. It is of our belief that the ability to read and the cultivation of a reading habit are essential to children's academic and overall life-long development.

Unfortunately, many children from low socioeconomic status families lack exposure to proper reading and education resources in Hong Kong. Therefore it is our goal to create a reading movement in local primary schools that affect these children and help cultivate their skills and motivation to read regardless of their background so they may be enabled for future success.

WHO DO WE TARGET?

Our targets are:

- ◆ Families receiving social benefits
- ◆ New Immigrant families
- ◆ Students receiving government education subsidies
- ◆ Ethnic-minority families



We partner with Hong Kong primary schools with concentration of this demographic in order to effectively create change.

We identify these potential partnerships through research, referrals and our expertise.



MISSION STATEMENT

"To nurture independent learners through developing English reading culture in local primary schools where students have the skills and motivation to read regardless of their background."

OUR MEMBERS



Vivian Chung



Quincy Tse



Dawna Kwan



Sally Ng



Joe Cheung

OUR PROJECTS

OVERVIEW

In 2018-2019 academic year, REACH partnered with 2 primary schools; Yaumati Catholic Primary School (Hoi Wang Road) (YCPS (HWR)) and Tai Kok Tsui Catholic primary school (TKCPS).

YCPS (HWR) PROGRAMME

YCPS (HWR) is a government aided Hong Kong co-ed primary school under the sponsoring body of Catholic Diocese of Hong Kong. It was founded in 1968 and is located in Yau Ma Tei, Hoi Wang Road.



The school's medium of instruction is Chinese and houses a total of 30 classes spanning from P.1-P.6 (under the approval of the EDB).

Its key development tasks are to:

1. Cultivate students' reading ability.
2. Develop students' information technology skills.
3. Project Work.
4. To cultivate students' proper moral values through activities like short speech in assemblies, drama and flag raising, and civic education.

We share similar directions as both the school and REACH aim to cultivate student's reading. As we share these values, we are able to complement each other's initiatives and facilitate strong cooperation. We have partnered with YCPS (HWR) in the past and are currently in our 3rd year partnership. In previous years, we hosted primarily event-based programmes such as grade-wide storytelling sessions, inter-class book battle competitions and peer-to-peer reading programmes.

Fast-forwarding to 2018-2019, we have furthered our partnership in this academic year as we held our first pilot programme with YCPS (HWR) for their P.1-P.3 cohort, providing readers, curriculum and expertise to teachers and students.

YCPS (HWR) PROGRAMME

A student is eagerly answering questions during our grade-wide storytelling programme.



Students are enticed by the interesting story during our grade-wide storytelling programme.

Students are preparing their piece during our book battle competition.



YCPS (HWR) PROGRAMME 2018–2019 ACADEMIC YEAR

2018-2019 ACADEMIC YEAR

To satisfy the needs of our target group in a **sustainable and reproducible** manner, we adopted a **two-pronged approach** by working with the school (in extension the teachers) and with its students.



We worked directly with the school to:

- ◆ Formulate their book lists
- ◆ Prepare curriculum and lesson associated materials
- ◆ Train teacher through workshops

Concurrently running is our student programme where we held:

- ◆ Weekly grade-wide interactive storytelling sessions based on lesson readers
- ◆ Reading ambassador programme training proficient students to co-read with peers



To assess our impact on the target group, we administered both quantitative and qualitative measures to gauge pre-programme and post-programme results.

Quantitative (two paper tests)

1. Skill component (REACH designed)
 - ◆ Offline/Online tests targeting grade specific reading skills. Scores taken for statistical analysis.
2. Motivation component (Garfield Reading Attitude Survey)
 - ◆ Offline/Online survey examining reading motivation across different scenarios.



Qualitative

- ◆ Regular feedback sessions with English panel and teachers
- ◆ Classroom observations and site visits
- ◆ Questionnaires and open discussions with principal and associated teachers/teams

YCPS (HWR) PROGRAMME

Teacher's programme

We provided resources and training to YCPS (HWR) teachers spanning from workshops for sharing our expertise to teaching material for our readers. The items were able to help teachers better teach and facilitate a stronger English reading environment for their students.



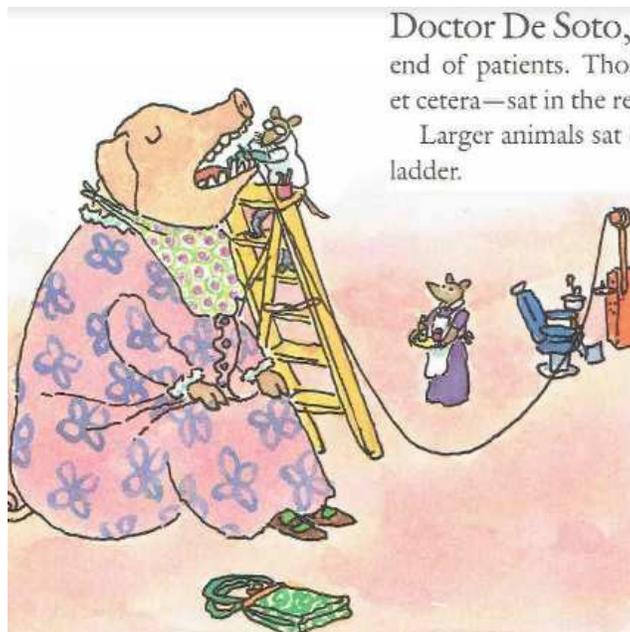
Priming and Schemas are two key components humans learn

1. Schemas: A memory theory on how we think (*Piaget, 2*)
 - a. A mental framework that helps us organise and interpret information
 - b. Similar to a mindmap but in our heads
 - c. Humans either incorporate new information into existing (assimilation) or make space for new ideas (accomodatic
1. Priming: A technique in psychology
 - b. Introduces a stimulus that influences how you respond to subsequent stimulus
 1. Works by activating our schema network to cause us to th relevant to the primed stimulus

For example: "What are your thoughts on reading?"

- Your answers are drawn from your schemas about reading
- Your answers are influenced by the words we primed like "in

Extracted from our semester I teacher training and briefing



Doctor De Soto, the dentist, did very good w end of patients. Those close to his own size—m et cetera—sat in the regular dentist's chair.

Larger animals sat on the floor, while Doctor D ladder.

Extracted from our reader material - Doctor DeSoto



YCPS (HWR) PROGRAMME

Student's programme

Our partnership with YCPS (HWR) allowed us to implement the Reading Ambassador, Peer-to-peer reading and in-class materials. These items were hosted throughout P.1 - P.3 students. They were able to arouse interest and meticulously improve their English skills.



Senior students are reading to their P.1 peers during our semester 2 peer-to-peer reading programme.

Ms Vivian Chung is teaching students speaking skills during our Reading Ambassador programme.



Our students enjoying in-class activities from our curriculum.

YCPS (HWR) PROGRAMME

PROGRAMME RESULTS

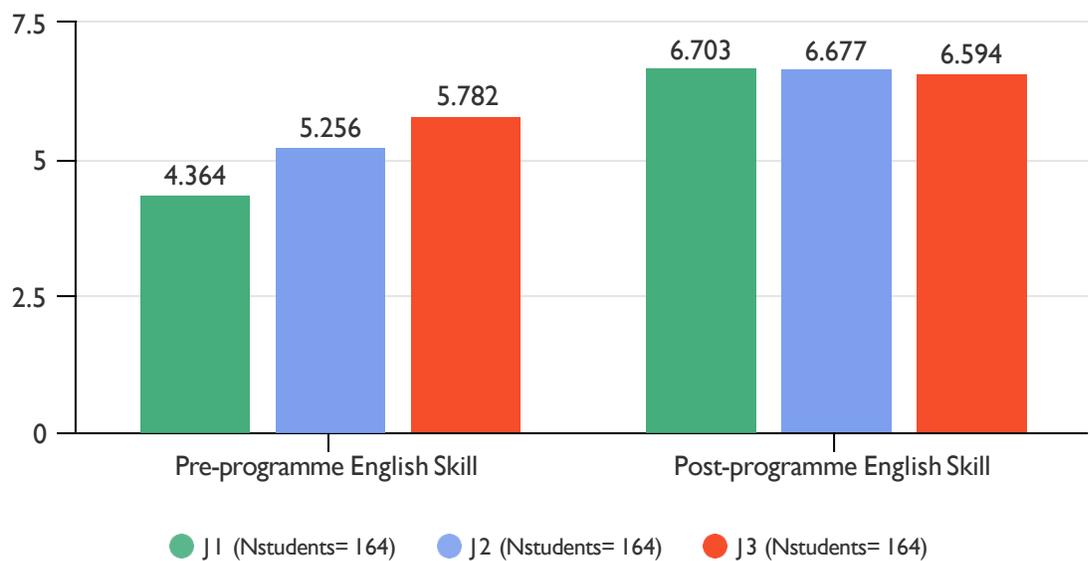
As aforementioned, we employed both quantitative and qualitative measures to assess our impact. Our initial quantitative results indicated a notable improvement in student skills. We saw

31.56% (AVG)

INCREASE IN SKILLS TEST SCORE

Overall the pilot programme was effective. We administered our programme and tests to grade J.1-J.3, and sampled a total of 492 students. We saw an improvement in English skills across all sampled grades (J.1-J.3). All grades saw an improvement in average scores post-programme reflecting our programme is effective (See Graph I).

Graph I. YCPS (HWR) Pilot programme Skills Test



Note that this is the mean score of each grade.

YCPS (HWR) PROGRAMME

P.I had the **most significant growth** with

53.6%

improvement in mean test score, demonstrating the effectiveness of the REACH curriculum.

Feedback from teachers and students were generally positive. Most notably both indicated that REACH curriculum was innovative and effective in learning English.



“The English team agrees that REACH provides very practical (reading) strategies and useful materials and offer interactive activities, new topics that are different from (traditional) textbooks.”

YCPS(HWR)English Team



Principal Chan (left), our students and our teachers - Ms Vivian Chung (right) and Ms Sally Ng (far right).

TKCPS PROGRAMME

TKCPS is a government aided Hong Kong co-ed primary school under the sponsoring body of Catholic Diocese of Hong Kong. It was founded in 1972 and is located in Tai Kok Tsui, Tai Kok Tsui Road.



The school's medium of instruction is Chinese and houses a total of 30 classes spanning from P.1 - P.6 (under the approval of the EDB).

The school's key development tasks are to:

1. Fine tune the self-learning elements during lessons, so as to improve students' learning.
2. Customize students' learning with the assessment data.
3. Motivate students' interest in reading and rise the book borrowing figures in the library (especially the major subjects).
4. Be excited about learning with the use of e-learning material.

This aligns with our mission to nurture independent learners through motivated reading which allows us to cooperate with efficacy.

We have previously partnered with TKCPS for a number of events and projects and are in our 3rd year of partnership. In our previous years, we have had regular and event-based programmes. Notable regular programmes like Reading Ambassadors, grade-wide storytelling were prominent in creating change in reading interest. We have also held event-based programmes like inter-class and inter-school book battles and peer-to-peer reading that were equally effective in improving reading overall.

TKCPS PROGRAMME



Students are waiting for their turn to join upstage during our regular grade-wide storytelling session.

Students are performing their piece on stage during our book battle competition.



Ms Sally Ng is with her students at the completion of the Reading Ambassador programme.

TKCPS PROGRAMME



Ms Vivian Chung is with her Reading Ambassador students preparing for a reading sharing.

The students are practicing earnestly their piece for the book battle competition.



A class of students is enjoying the story and eagerly answering questions during our storytelling session.

TKCPS PROGRAMME 2018–2019

ACADEMIC YEAR

The 3rd year of our TKCPS programme was successfully held from 5th October, 2018 to 14th June, 2019. A total of 12 sessions were held in TKCPS.



We partnered with the school to (on regular basis):

- ◆ conduct Reading Ambassador programme
- ◆ host Book Battle competition
- ◆ coach Peer-to-Peer reading sessions

Storytelling sessions

The school dedicated 1 lesson per month to review the books and materials, enabling students to evaluate what they have learnt.

Resources and readers were provided to the school following each session to encourage students and teachers to continuously make use of them.



To assess our impact on the target group, we administered both quantitative and qualitative measures to gauge pre-programme and post-programme results.

Quantitative (two paper tests)

1. Skill component (REACH designed)
 - ◆ Offline/Online tests targeting grade specific reading skills
2. Motivation component (Garfield Reading Attitude Survey)
 - ◆ Offline/Online survey examining reading motivation across different scenarios



Qualitative

- ◆ Feedback sessions with English Team and regular discussions
- ◆ Surveys and forms to gather teaching experience and user reviews
- ◆ Open discussions with principal and associated teachers

TKCPS PROGRAMME

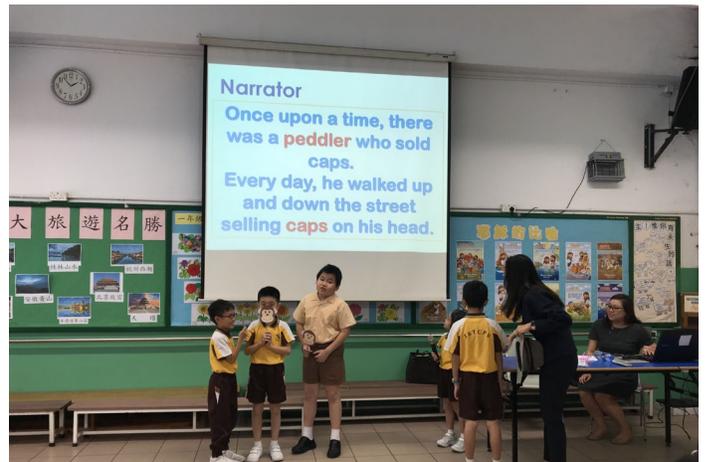
2018-2019 ACADEMIC YEAR

We provided regular and event-based programmes to nurture a strong reading ability and motivation. These programmes addressed the English level of the cohort in question and attempted to make the experience as interactive and stimulating as possible through games, audience interaction and flipped classroom.



One of our Reading Ambassador grade-wide sessions was hosted in format of a gameshow to engage students

Students are reading and performing using self-made flashcards and prop during our peer-to-peer reading.



Students are showcasing their book during our inter-class bookbattle.

TKCPS PROGRAMME



Our grade-wide storytelling session led by Ms Vivian Chung



The winning group of Reading Ambassador event



Our proud Reading Ambassadors who have completed the course

TKCPS PROGRAMME

PROGRAMME RESULTS

Our results indicated a notable improvement in student skills and a minor improvement in student reading motivation.

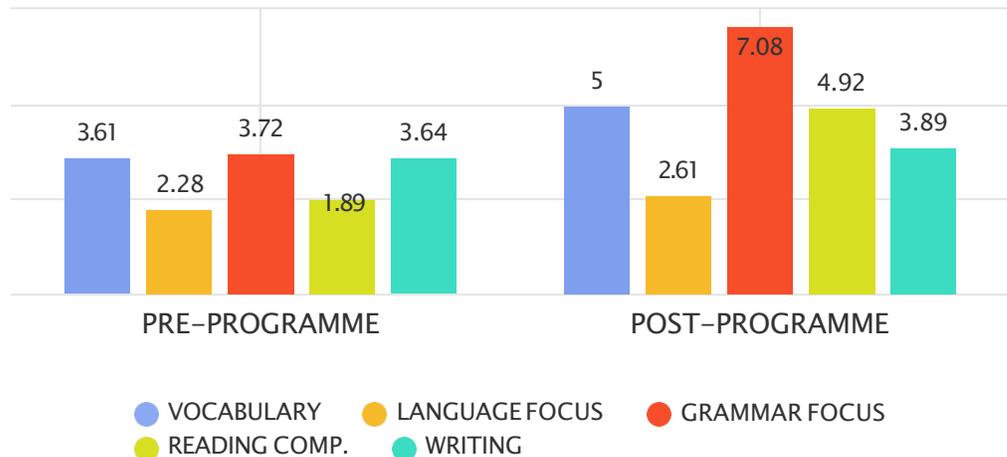
Average test scores increased by

39.46%

Prior to the programme, average test score was **15.18** (out of 25). After the programme, there was an evident increase, with average test score now at **21.17** (out of 25).

This is corroborated with each component in the test (Vocabulary, Reading Comprehension, Language, Grammar and Writing) where we saw notable improvements (See Graph 2).

Graph 2. TKCPS REACH Skill Test Breakdown

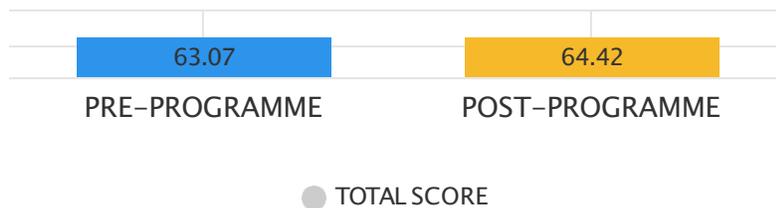


TKCPS PROGRAMME

Garfield Reading Motivation test indicated that students displayed a minor improvement in reading motivation post-programme by 1.35, from 63.07 to 64.42 (See Graph 3.).

This suggests that our programme was successful in maintaining the motivation levels established in our previous years.

Graph 3. TKCPS REACH Garfield Reading Motivation



Feedback towards the programme was also positive.



“There has been a significant improvement in my P1-4 students’ reading interests since the launch of the REACH’s Reading Club Programmes. Through interactive activities and games, the lively storytelling sessions have successfully aroused the students’ interests in reading English books. They also give the students an excellent opportunity to use English to answer questions confidently in front of a large audience....”

Ms Chow, English Panel, Tai Kok T sui Catholic Primary School

“Students enjoyed the story-telling sessions a lot, P.1 and 2 were so eager to answer the questions or come out to role-play, even P.4 students found the stories inspiring. ‘Book Battle’ was an exciting game which all the students were engaged. I am glad to see how much the Reading Ambassadors have grown and they could read so well with the younger kids.”

Principal Chan, Tai Kok T sui Catholic Primary School

HELPING REACH

HOW TO CONTRIBUTE TO OUR MISSION

Donations

The most direct and effective means of contribution is through donations. As our programmes aim to enable students who are less fortunate, we are in need of sufficient funds to help support their reading endeavours.

Donations will cover expenses for:

- ◆ Quality English readers
- ◆ Production of curriculum and associated materials
- ◆ Recruitment of and training for experienced volunteers
- ◆ Teacher training and events

Volunteering

An alternative means of contributing is through volunteering. We hope to recruit volunteers who are eager to help and have a background in education. We offer training and workshops to arm those who volunteer. Additionally, volunteers may also contribute in our production, logistics and even in our teaching team.

School referrals

Lastly, individuals hoping to refer schools or communities that meet our target demographic can also contribute by referring us to these groups in need.

