

Po Leung Kuk Tong Nai Kan Junior Secondary College
Report on the Use of the Promotion of Reading Grant
2025-2026 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

To cultivate students' interest in reading, we organize a Monthly Theme Reading Promotion, during which the school library provides a list of books and a series of reading activities centered around specific themes. In the 2025/2026 school year, the themes for each month were as follows:

Year	2025				2026				
Month	September	October	November	December	January	February	March	April	May
Theme	Festivals	National Security	Intangible Cultural Heritage (ICH)	Intangible Cultural Heritage (ICH)	Place of Ancestral Origin	Harry Potter	STEAM	Mythical Stories	Inspirational Books

The Monthly Thematic Reading Promotion was implemented from September 2025 to May 2026, with key details outlined in the table below. To align with each month's theme, a dedicated, eye-catching display corner was set up in the library to showcase thematic books, designed to spark students' interest in reading. Observations showed that this corner became a popular spot: students frequently picked up books from the display and read them in the library during recess and after school. To further encourage engagement, students who borrowed books related to the monthly theme were eligible for awards. In addition, an Inter-Class Bookmark Design Competition was organized to deepen students' connection with the thematic reading content. Looking ahead to the next academic year, plans are in place to introduce a wider range of book themes.

In addition to the above activities, non-language subject teachers were invited to use the library's collections to share "Good Book Recommendations". To provide a platform for students to share books, the Reading Club organized 12 gatherings during lunch recess, with steady attendance and lively discussions. Library teachers also produced "New Book Recommendation" videos, which were broadcast to the whole school during morning assemblies. These combined efforts aimed to foster a vibrant reading atmosphere on campus.

New book promotions were also carried out regularly: 52 titles were launched during the year, 120 titles are ready for launch, and 550 titles are pending processing. Book recommendations were delivered 23 times through regular channels, plus an additional 6 times via the school PA system, effectively reaching the entire school.

To provide a platform for book sharing, the Reading Club met 12 times during lunch recess, attracting consistent attendance and active discussions. A two-day Book Fair was held on 26–27 February 2026, attracting over 100 student visitors and enabling them to discover new authors and genres. Author sharing sessions were organized to deepen students' understanding of reading and writing. On 12 November 2025, author 范建梅 gave a talk on "Promoting Reading" to 18 students. On 27 April 2026, author 梁雅怡 delivered a session on "Reading and Writing Skills". Both talks received very positive feedback, inspiring students to explore new genres and improve their writing techniques.

Reading sessions were held regularly for all classes. Class teachers were reminded not to handle class administrative matters during these sessions, ensuring dedicated reading time. Most classes participated actively; although some classes initially showed weak discipline, routines were gradually established and behaviour improved markedly in the second semester.

To support students with different language backgrounds, a paired reading programme was implemented. In the first and second semesters, library teachers conducted paired reading for NCS (Non-Chinese Speaking) students to enhance their Chinese reading ability and cultural integration. In the third semester, the programme was extended to local students to strengthen their reading motivation and peer interaction. This flexible arrangement maximized the use of library teacher resources and effectively addressed the needs of diverse learners.

Other completed activities included the “Library Tour” to help new students familiarize themselves with library resources, the “Joy of Reading Prize Presentation” to reward students who performed excellently in the Joy of Reading programme, and the “Google Classroom Online Competition”. Overall, the library’s multifaceted approach—combining monthly thematic promotions, new book launches, reading clubs, author talks, structured reading sessions, targeted paired reading, and various activities—has successfully cultivated a vibrant reading culture on campus.

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 and the scope of the reading activities)

During the 2025/2026 school year, the library implemented a series of reading promotion strategies. Their effectiveness was evaluated based on two key metrics: changes in students’ book borrowing volumes, and the reach and participation rates of reading activities. The results showed that after a full academic year of these initiatives, the school’s reading culture developed steadily.

First, the regular launch of new books (52 titles launched, 120 ready for launch, 550 pending) and book recommendations (23 regular sessions plus 6 PA system broadcasts) successfully sustained students’ interest in new arrivals. Monthly thematic mini-exhibitions (covering Festivals, National Security, Intangible Cultural Heritage, Place of Ancestral Origin, Harry Potter, STEAM, Mythical Stories, and Inspirational Books) consistently attracted students; borrowing of themed books increased by 25% during exhibition months, with the Harry Potter and STEAM themes recording the highest loan rates. The two-day Book Fair (26–27 February 2026) drew over 100 student visitors, many of whom discovered new authors or genres. The Reading Club held 12 lunchtime gatherings with steady attendance and lively discussions. Author sharing sessions (范建梅 on 12 November 2025; 梁雅怡 on 27 April 2026) received very positive feedback, inspiring students to explore new genres and improve their writing skills.

It is worth noting that, due to limited library manpower, the original paired reading programme was integrated into the PA system book-sharing sessions and the Reading Club gatherings. Through the PA system, library teachers regularly shared reading strategies and book recommendations, while the Reading Club incorporated paired reading elements into its activities. This integrated arrangement made effective use of limited human resources while continuing to support learners with different needs: NCS students benefited in the first two semesters, and local students benefited in the third semester.

After initial discipline challenges, reading sessions saw improved behaviour once routines were established; most classes participated actively in the second semester, and teacher reports confirmed increased student focus during silent reading. Other completed activities included the Library Tour (helping new students familiarize themselves with library resources), the Joy of Reading Prize Presentation (rewarding active readers), and the Google Classroom Online Competition (10 classes, about 200 students). These further engaged the school community.

Looking ahead, the key areas for future improvement are prioritized as follows: first, the processing of the 550 pending books must be accelerated to ensure timely availability; second, promotion of the Reading Club should be strengthened, possibly by recruiting student ambassadors to attract more participants; third, seating capacity for author talks should be increased to allow more students to benefit; fourth, reading session routines need to be reinforced at the beginning of the next school year to prevent discipline issues; fifth, the integrated model of pairing reading with the PA system and the Reading Club should be continued and further optimized to maximize impact with limited manpower. Through these targeted improvements, the library’s reading promotion work will be able to reach a higher level, continuously fostering a sustainable and vibrant reading environment on campus.

Part 2: Financial Report

	Item	Actual Expenses (\$)
1.	Purchase of Books Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines)	
	☒ Printed books (Chinese) ➤ Chinese Language ➤ Citizenship & Society ➤ Putonghua ➤ Chinese History ➤ Physical Education ➤ Careers Guidance ➤ Moral and Civic Education ➤ Others	9,448.00
	☒ Printed books (English) ➤ English Language ➤ Citizenship & Society ➤ History ➤ Geography ➤ Finance and Accounting ➤ Economics ➤ Music ➤ Visual Arts	27,587.45
	☒ Printed books (STEM and AR Books) ➤ Mathematics ➤ Integrated Science ➤ Physics ➤ Biology ➤ Chemistry ➤ Information & Technology Studies ➤ Living Technology ➤ Design & Technology	9,701.60
2.	Reading Activities	
	☒ Hire writers, professional storytellers, etc. to conduct talks	4,500.00
	☒ Monthly reading promotion (Inter-class competitions and reading game booths will be carried out every month regarding to different themes of reading.)	5,956.10
Total:		57,254.15
2024-2025 Balance B/F		12,836.24
2025-2026 Allotment		55,147.00
Balance c/d to 2026-2027:		10,729.09