The Church of Christ in China Kwei Wah Shan College

Annual School Plan

2009/2010

The Church of Christ in China Kwei Wah Shan College

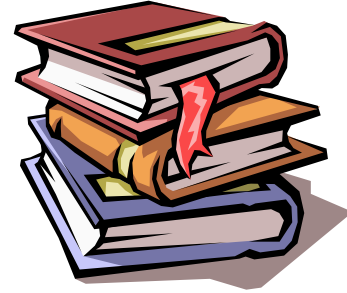## Annual School Plan
2009/2010

Contents

The Church of Christ in China
Kwei Wah Shan College

I. (a) School Vision & Mission

The Church of Christ in China has the following vision, mission and core values:

Vision Statement

Together we nurture the lives of our students

Hand in hand we witness the love of God

Mission Statement

Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizens so that they can make contribution to our society and our country.

Core Competence

Evangelism and Service, Loving and Caring

Whole-person education for all

Positive, Progressive and Commitment

The Church of Christ in China Kwei Wah Shan College has the mission to provide quality education based on sound Christian principles with emphasis on 'whole person development' to nurture talents and abilities. It aims to provide opportunities for all students to develop them to the full, to strive for excellence in all their endeavours, to commit to common good in their service to school, family, Hong Kong community, China and the whole world.

The Church of Christ in China

Kwei Wah Shan College
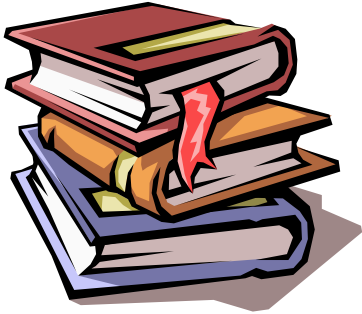
I (b) Directions of Premier Wen Jiabao

Core Directions（核心方向）

Core Directions laid down in Premier Wen's reply letter dated 29 July 2007

1. *Strong and Healthy* 壯健

2. *Wide Exposure and Eager to learn* 博學

3. *Keep striving for excellence* 進步

4. *Enjoy learning* 愉快
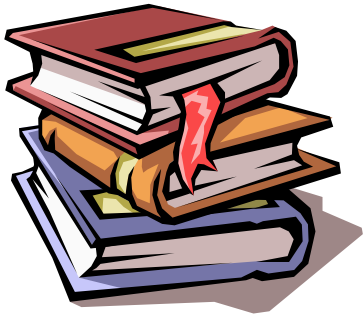
Core Directions of Premier Wen's Calligraphy Scroll:

杜鵑再拜憂天淚，精衛無窮填海心

1. *Commitment to Hong Kong and the nation* 熱愛並建設香港和祖國

2. *Perseverance* 堅毅

The Church of Christ in China
Kwei Wah Shan College

I (c)   Principal's Pledge – Vision and Mission

Our society is constantly changing. A school into the 21st century must face changes in political, economic, social, demographic and cultural aspects of the society, information technology development, globalization, knowledge-based society and post-modernity. Schools need to have good management to face these changes and to ensure the adaptation of the students to such environment.

My visions are:

(1) School should have quality management and a team of highly professional staff working with all stakeholders to provide a quality environment for student development.

(2) All students should:

- *Enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment [樂善勇敢];*

- *Have all-round development (excellence in all areas covering ethics, intellect, physique, social skills, aesthetics and spirituality) [全人發展];*

- *Be capable of life-long learning [終身學習];*

- *Make contributions to the society, our country and the World. [sense of responsibility for our country and sense of responsibility for the World — 面向中國，懷抱天下];*

- *Be developed as leaders.*

The Church of Christ in China
Kwei Wah Shan College

I (c)   Principal's Pledge – Vision and Mission
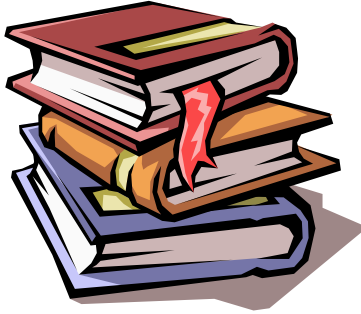
In summary, my vision is to attain good quality in 10 aspects under two domains of school management and student development. My mission is to accomplish these visions:

School Management	Student Development
1. Quality management	5. Quality all-round education
2. Quality staff	6. Quality life-long learners
3. Quality partnership with stakeholders	7. Quality citizens
4. Quality environment	8. Quality national citizens
	9. Quality international citizens
	10. Quality leaders

The English Slogan of the Vision is : Aiming at 10 Q's

The Church of Christ in China

Kwei Wah Shan College

I (c)   Principal's Pledge – Vision and Mission
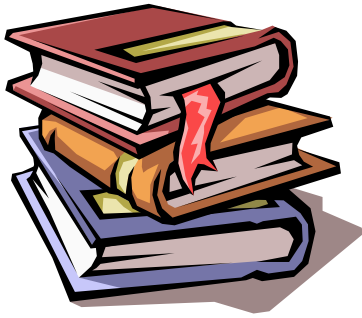
Core Directions（核心方向）

Be thankful to God	*仰望主恩*
Building up Good Foundation	*紮穩根基*
Leadership Building	*培育精英*
Excellence in academic studies and conduct	*品學齊升*
Developing students' potential to the full	*發展潛能*
Commitment to the society	*回饋社群*
Keep striving for excellence	*追求卓越*
Whole person development	*邁向完人*
Commitment to the nation	*心繫祖國*
International Exposure	*面向世界*
Commitment to the world	*懷抱天下*
Loyalty to God and serving God	*終身侍主*

II.   Major Concern 1:   Enhancing the Effectiveness of Remedial and Enhancement Program   (根基紮穩 ，學術直攀高峰)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. **Using benchmark requirements** for Chinese, English and Maths at all levels to help identify the diverse needs of students. 2. To cater for the diverse learning needs of students : **strengthening the remedial and enhancement programme for F.1-3** regarding Chinese, English and Maths to make sure a strong foundation will be built for all junior form students 3. Providing **extra enhancement lessons for F.4-7 students for all subjects** after school, on Saturdays and during long holidays.	Sept 09 – Aug 10	● 70% of students are satisfied with the remedial and enhancement programs ● Passing Percentages for all subjects in CE & AL increase by 5% per year ● Percentage of students pass in CE (5 passes or more) increases by 5% per year ● Number of students pass in AL (Pass in 2 languages & 2 AL subjects) increases by 50% per year ● Value-addedness increases for all subjects by at least 1 digit ● Passing Percentages for Chinese, English and Maths for all forms in internal final examination will reach 75% ● Over 70% of students are satisfied with teaching strategies and skills (the figure in KPM 6 should be 3.5 or more) ● Over 70% of students, teachers and parents are satisfied with the quality of student learning (the figure in KPM 6 should rise to 3.5 or more)	● Students' survey ● Evaluating public examination results ● Stakeholders' Survey	Board of Academic Studies School Improvement Team	NIL

III. Other Concerns for the Year

Domain 1:　Management and Organization	■　School-based Management Issues ■　Staff Development ■　Self-evaluation ■　School Facilities
Domain 2:　Learning and Teaching	■　New Senior Secondary Curriculum ■　4 key tasks of curriculum reforms ■　Assessment for learning ■　Life-wide learning ■　English Medium Teaching
Domain 3:　School Ethos and Student Support Measures	■　A Loving and Caring school ■　Uplifting students' self-identity and strong sense of belonging to the school

Domain 1: Management and Organization

Area	Concern

1.1 School-Based Management Issues	• Affairs related to **Incorporated Management Committee**
	
	   ✓ Using New Computer Software System (MYOB) to enhance the effectiveness of **financial management.**
	
	   ✓ Continuing the yearly stocktaking process with the objective to maintain high efficiency and effectiveness of **school assets management** (necessary training and coaching for teaching and non-teaching staff will be provided).
	
	• Implementation of **(a) Revised organization structure 2009/10 and (b) Revised guidelines for subject panels and functional teams 2009-10** for better management effectiveness.

1.2 Staff Development	• 5 Key Focuses for teachers are (a) develop a **high standard of teaching qualities with excellent student learning qualities,** (b) consolidate their progress on **4 key tasks of curriculum reforms** (IT, moral and civic education, project learning and reading), (c) equip themselves for **other aspects of student development (invitation education, integrated education, gifted education**, diverse learning needs, learning effectiveness, language ability, affective domain and character formation), (d) equip themselves for the New Senior Secondary Curriculum, (e) develop a **substantial self-evaluation culture**; and
	
	• The key measures are as follows:
	
	  (a) Arranging programmes for Staff development Days or after school to focus on **the matters mentioned above.**
	
	  (b) Encouraging teachers to participate more in **courses and seminars**

Domain 1:　Management and Organization

Area	Concern
1.2　Staff Development (Cont'd)	(c)　**Partnership with Tertiary Education Institutions or Education Bureau (EDB)** in Enhancing the Quality of　(i) management and organization, (ii) learning and teaching, and (iii) school ethos and support measures (i) Management and Organization 　✓　**Inviting School Project 2008-10** for Hong Kong Schools organized by International Alliance for Invitational Education (IAIE) 　✓　Participation in the **Hong Kong School Self-evaluation Network** focusing on improving teaching and learning through classroom observation. (ii) Learning and Teaching 　✓　**Professional Partnership Program for Teacher Placement** – A mentoring support program for students of **Faculty of Education of the University of Hong Kong** (about **10 student teachers** from Courses of Bachelor of Education and Postgraduate Diploma in Education will work with our teachers) 　✓　**Professional Development Network for Knowledge Building in Schools** for **Science** Key Learning Area (A University-School Support Programme of School-based Support Service of the EDB provided by the **University of Hong Kong**) 　✓　**Language Support Service for Chinese Language** (F.4 level) (A Professional Collaboration project with EDB) 　✓　**6-year 3-million English project** for supporting teaching and learning of English in Chinese Medium School 　✓　**Common lesson preparation for F.1-3 Mathematics Curriculum** (EDB School-based Curriculum Development Support Services for Secondary Schools) 　✓　The use of **Metacognition** strategies for self-regulated learning (CUHK project) started in 2008/09

Domain 1:   Management and Organization

Area	Concern

1.2 Staff Development (Cont'd)	(iii) School Ethos and Support Measures
	  ✓ A Project for Environmental and Conservation Fund – **Greening program for promoting environmental protection**
	  ✓ **Junior Secondary Sustainable Development Education Scheme** (A University-School Support Programme of School-based Support Service, EDB, provided by the **Chinese University of Hong Kong**)
	  ✓ **Positive Adolescent Training through Holistic Social Programme (P.A.T.H.S) to Adulthood**: A Jockey Club Youth Enhancement Scheme – Personal Development Programme for **Form 1 –3 students**
	  ✓ **Junior Secondary Sustainable Development Education Project** organized by Centre for University & School Partnership (CUHK)
	  ✓ **Youth Program** organized by Health Department
	  ✓ **"Pupil Ambassador: Active, Bright and Caring" Program** (organized by EDB) for leadership training
	  ✓ **Elderly Academy** – for developing school's social services
	  ✓ **School Partnership Scheme** in Supporting Students with Special Education Needs arranged by Education Bureau – a project on **Integrated Education** with CCC Kei Shun Secondary School.
	  ✓ **Resource Support Programme for Visually Impaired Students** provided by Ebenezer School.

1.3 School Self-evaluation (School Development and Accountability)	● Developing a **substantial self-evaluation culture** for School Development ✓ The School Executive Committee, all departments and teams **will make better use of the data collected from stakeholders questionnaires, KPM figures, other developed tools and School Self-Assessment Report made in 2006-07** to make strategic and operational decisions
1.4 School Facilities	● Implementation of the QE Fund Project **(e-class project)** to enhance the IT environment ● Implementation of the **Major Repairs Project** in 2009/10 ● Working with the **Hong Kong Community Church for facility improvement**

Domain 2:   Learning and Teaching

Area	Concern
2.1 New Senior Secondary Curriculum	● Implementation of the 5-year transition plan 2005-10 for the New Senior Secondary Academic Structure and Curriculum (Please refer to the Appendix B for details about the transition plan)
2.2 4 Key tasks of curriculum reforms	● **Project Learning** ✓ The **project learning committee formed** in 2007-08 will continue to supervise and guide the project arrangement of all subjects; and at the same time develop students' skills especially communication skills, creativity skills, critical thinking and collaboration skills. ✓ **Cross-curricular projects arranged for F.1-4 in 2008-09** will continue. ● **Self-reading** ✓ The **daily reading session arranged (last session of each day) in 2008-09** will continue with the aim of promoting students' reading habit, improving their language proficiency, broadening their horizon and creating a positive reading atmosphere. ✓ The **Reading to Learn Committee** will continue to encourage students to read a **great variety of reading materials** like Chinese and English newspapers, Chinese and English books, magazines, journals, etc.

Domain 2:   Learning and Teaching

Area	Concern
2.2 4 Key Tasks of Curriculum Reform (Cont'd)	● **Moral and Civic Education** ✓ **Setting plan** to make use of the Chinese Corner set up in 2009 **to promote national education.** ✓ Continue the following measures : ✧ **To cultivate Premier Wen's core values and directions** among students to guide their development. ✧ **Sister School Scheme with a Guangzhou Secondary School** to have more exchange programs and trips for our students to let them know more about our country. ✧ Arranging **more cultural trips to China** to widen students' exposure to China development. ✧ **8 flag raising ceremonies** to be organized to build up better sense of belonging to the country. ✧ **Two sessions of afternoon assemblies** (one on Monday and one on Thursday) for promoting better moral and civic education through sharing related to liberal studies, current affairs, religion, moral and civic issues. ✧ **Assemblies and Religious Ceremonies** to be held with the aim of nurturing a strong sense of moral values in our students.

Domain 2:   Learning and Teaching

Area	Concern
2.2 4 Key Tasks of Curriculum Reform (Cont'd)	● **IT for Interactive learning** ✓ Making effective use of the **IT equipment like visualisers and computer tables in all classrooms and special rooms** to improve the quality of students' learning. ✓ Installing **e-class for interactive learning** for all subjects and for improving the efficiency in handling some student affairs like fee collection and taking attendance ✓ **Promoting innovation and self-learning through the use of IT equipment and project learning** It is expected that the measures for all these tasks can directly and indirectly improve the generic skills of students especially **creativity skills, critical thinking skills and communication skills.**
2.3 Assessment for Learning	● **Regular tests** will be given by individual subject teachers to give feedback to students about their progress of learning. ● **3 Uniform Assessment tests** and **2 Examinations** for **F.1-4 & 6** (one test in 1st term and two in 2nd term). ● **3 Assessments for F.5 & 7**: 1 uniform test in September and 2 examinations, one in December and one in February. ● **Four parents' days arranged** (Early November, Early February, End of March, Early July) to enhance communication between parents and teachers regarding students' learning ● Using **E-student learning profil**e to keep a record of student all-round development

Domain 2: Learning and Teaching

Area	Concern
2.4　Life-wide learning	**Broad and Meaningful Life-wide learning experiences** (**local and global**) will continue to be one of the school focuses with the following measures and emphasis: ● **Being active and involved outside the classroom** is central to the philosophy of our school education. Our school will try to provide sufficient opportunities for our students to participate from the sporting fanatic to the music buff. The key is being involved. ● To widen students' exposure and broaden their horizons through arranging a great variety of learning activities like project learning related to 26 Museums in Hong Kong and top business companies. ● **To develop students' music talents**: providing a great variety of music co-curricular activities like harmonica band, choir, Chinese orchestra, **Form 1 and Form 2 Chinese musical instrument classes** and Dancing class. ● **Providing continuous year-long training for sporting activities**: Promoting excellent sense of sportsmanship through training for sporting activities like basketball, football, volleyball, beach volleyball and dragon boat on a continuous year-long basis and working partnership with outstanding professional expertise like Mr. Yung Kam Wah (basketball) and Mr. Lee Kin Wo (football). ● **Learning to lead:** To be a student leader at Kwei Wah Shan College means developing confidence, responsibility, maturity and humility. Students are expected to learn to represent and serve their peers, to use their initiatives, stand up for their values, negotiate outcomes, and work for the good of the whole school community and the society. The school has established a series of ongoing co-curricular activities, volunteer service scheme and leadership program which develop the qualities needed for leadership in civic, and community life. The school always arrange students to **play a leading role in ceremonies and activities.** ● **Educational trips** will be organized to give students global exposure and learning experiences outside Hong Kong.
2.5 English Medium Teaching	● Implementing **English Extended Learning** for Mathematics, Science, Integrated Humanities and Arts in **Forms 1 - 3.** ● **All teachers concerned are qualified** for English medium teaching. They will be **more trained** through participation in the training program of EDB to enhance the English medium teaching effectiveness.

Domain 3 : School Ethos & Student Support

Area	Concern
3.1 Pastoral Care	● **The aim is : Cultivating a Loving and Caring School through a whole school approach** ✓ **School Pastoral Care System** **----** combined efforts of Discipline Committee, Counselling Committee, Careers Committee and two social workers (Hong Kong Christian Service), together with the assistance from the Extra-curricular Activities and Life-wide Learning Committee ✓ **Class Periods and Class Management (including class regular activities)** --- help promoting class spirit and better student relationship ✓ **House system** ✓ **Principal conducting class visits** ✓ **Volunteer Service Scheme ---** help promoting **a serving spirit and a heart to care the needy** of the society among all school members with special emphasis on the **work of the Wah Shan Elderly Academy started in 2008-09** ✓ **Home-school co-operation** for "closer parent-teacher partnership" and for improving "learning and teaching" ✓ **Religious education,** together with **strong support** through **the church-school collaboration with Shing Kwong Church and Hop Yat Church (North Point) and partnership with Community Church Hong Kong,** promoting positive life attitudes, God's love and greatness, and faith in God
3.2 School Ethos	● Uplifting **students' self-identity and strong sense of belonging** to the school through the following major measures: ✓ The **class names KWSC** (for Forms 1 – 4 implemented in 2007-08 and extended to Forms 5 - 6 in 2008-09) **will be extended to Form 7 in 2009-10** to promote better school spirit ✓ Use of the **new school uniform** in all form levels (2nd year) ✓ **Making good use of scholarships** to show recognition of students' academic and extra-curricular achievements

IV. Long Term Planning

Domain	Concern
Management and Organization	- Improving facilities for all staff rooms, classrooms and function rooms - Setting up of Kwei Wah Shan College Foundation Fund for school development and school improvement projects
School Ethos & Student Support	- Developing stronger link with alumni - Developing stronger link with parents of graduates

Appendix A: English Enhancement Scheme
- Strategy and Implementation Plan

(I)   Present State of Play

Strengths	**English language environment**	**English extra/co-curricular programmes** - a token-award system to encourage more participation in English learning activities - after-school English extra-curricular activities on Mondays to cultivate a positive attitude towards learning & using English - a monthly movie for students to learn English in a relaxing way - campus radio - corridor English to introduce idioms supplemented by presentations in assemblies - drama productions to enhance students' language proficiency - English enhancement programme to offer extra lessons out of class time to cater for different individuals' needs. - ***Outcome****: students appreciated the school's effort in enriching their English learning* **Performances/competitions/achievements** - participation in the Hong Kong Schools Speech Festival to provide students with speech training, there were about 120 participants in the last Speech Festival, resulting in one championship in choral speaking, two championships in solo verse speaking, one 1st runner-up in dramatic duologue, two 2nd runners-up in solo verse speaking, 35 certificates of merit & 51 certificates of proficiency - performances & competitions inside & outside school (e.g. *Spotlight on English*, 06 English Festival, Budding Poets, debates, public speaking & variety shows at primary schools) - ***Outcome****: students' self-confidence & competence in speaking & listening to English were strengthened* **Learning through IT** - a few free online learning platforms to provide more resources on learning English - ***Outcome****: students & teachers experienced the benefits of learning through IT* **Reading culture** - an online reading programme to provide various kinds of reading materials that suit students' needs - a school-based reading scheme to engage students in reading - lunchtime reading corner to promote reading - ***Outcome****: students have started to cultivate a reading habit*

	Teaching culture & teachers	- peer lesson observation & collaborative teaching - sharing of teaching materials among teachers - many teachers are taking different professional upgrading courses - ***Outcome:*** *teachers' language proficiency & the quality of teaching techniques are enhanced*
	Net teacher	- worked with senior form students focusing on speaking & writing - held oral groups during lunchtime & after school - conducted English workshops & helped out in drama productions - conducted workshops on verse-speaking materials for English teachers - language consultant of the English Department - ***Outcome:*** *students have more exposure to English culture*
Weaknesses	**English language environment**	- most junior form students remain in the primary school level & have great difficulties in coping with their learning in Key Stage 3 - students in general are especially weak in speaking - they do not have enough exposure in English outside school - English reading culture is still quite weak
	Teaching culture & teachers	- most teachers do not have enough experience & time in coaching drama activities, two coaches had to be hired to train students. - MMLC is often not available because of other subjects & there is not enough manpower of IT - other subject teachers did not feel comfortable with extended learning in English or getting themselves involved in activities conducted in English
	NET teacher	- students sometimes do not turn up in the oral groups
Opportunities	**English Enhancement Scheme**	- increases the capacity of both the school & the teachers - more resources in terms of capital & materials are available to improve the quality & increase the quantities of English learning activities
	New principal	- affirms the importance of English - offers great support to improve students' English
Threats	**Decrease in the number of students**	- more & more students are from weak academic & low socio-economic backgrounds - many students lack motivation to learn because of low self-esteem & frustrations encountered in their past learning experiences

(II) A holistic school-based plan

Part One: Creating an English-rich language environment

	06/07	07/08	08/09	09/10	10/11	11/12
A. English extra/co-curricular programmes:						
1. 'One Student One "E"' award programme – **A token passport** is issued to record each student's participation of English ECA/ competitions/ performances	✓	✓	✓	✓	✓	✓
2. VERSE-SPEAKING LESSON						
i. HK Schools Speech Festival – no. of participants will be increased gradually	✓	✓	✓	✓	✓	✓
ii. Bible reading – Inter-school Bible Reading Competition	✓	✓	✓	✓	✓	✓
3. English enhancement programme – extra lessons to be held after school & during long holidays for all forms	✓	✓	✓	✓	✓	✓
4. International English tests – preparatory courses for students	✓	✓	✓	✓	✓	✓
5. English week – outings, fashion show, competitions, exhibition & display, large-scale drama, English day camp, etc.	✓	✓	✓	✓	✓	✓
6. English variety show				✓	✓	✓
7. Extended Learning:						
i. Interactive learning through I.T.:						
a. Online programmes, e.g., *Online TVNews learning programme* by Hkedcity, school-based Online Reading Programme, etc.	✓	✓	✓	✓	✓	✓
b. Online Forum – *E-Communication with Principal Ip*	✓	✓	✓	✓	✓	✓
c. Technicians will be on duty at computer rooms during lunchtime & after school	✓	✓	✓	✓	✓	✓
d. MMLC LESSON – English lessons will be conducted in MMLC regularly	✓	✓	✓	✓	✓	✓
ii. Reading & Viewing Promotion Committee:						
a. E-days: English reading sessions on Mondays & Tuesdays	✓	✓	✓	✓	✓	✓
b. More encouraging rewards:						
~ New Award System – Students' record will be put on a bar chat diagram in each class	✓	✓	✓	✓	✓	✓
~ Reading & Viewing logbook – PTU (Hong Kong Professional Teachers' Union) Reading Award Scheme	✓	✓	✓	✓	✓	✓
~ Academic report card – Students' achievements of reading & viewing will be stated on the card	✓	✓	✓	✓	✓	✓
~ LIBRARY LESSON > Study of famous authors > Board Display Competition	✓	✓	✓	✓	✓	✓
~ Inter-Class Book Report/Film Review Presentation Competition	✓	✓	✓	✓	✓	✓
c. Reading & Viewing Ambassadors – to tell stories & hold gathering activities	✓	✓	✓	✓	✓	✓
d. Reading & Viewing Activity Club	✓	✓	✓	✓	✓	✓
e. Reading & Viewing Scheme Homepage		✓	✓	✓	✓	✓
f. Parents' support – letters will be sent to invite them for reading/viewing sharing		✓	✓	✓	✓	✓

	06/07	07/08	08/09	09/10	10/11	11/12
B. Physical environment:						
1. Assembly– authors, famous people & parents will be invited on stage regularly	✓	✓	✓	✓	✓	✓
2. English as official language:						
i. Overall coverage of English materials on school campus:						
a. English corridor – proverbs, posters, etc.	✓	✓	✓	✓	✓	✓
b. New notice boards of English – with the themes of *Festivals* & *Window on the World.*	✓	✓	✓	✓	✓	✓
c. Permanent signs		✓	✓	✓	✓	✓
d. English sayings, grammar, etc.			✓	✓	✓	✓
e. Digital display board(s)						✓
ii. Enrich the homepage of the English Department - display more works of students	✓	✓	✓	✓	✓	
iii. Sports day, swimming gala – the NET and English teachers will make the announcements	✓Jan	✓	✓	✓	✓	✓
iv. Principal & senior teachers greet students at the school gate on a regular basis.	✓	✓	✓	✓	✓	✓
v. A list of commonly used campus English sentences are given & taught, e.g. weather forecast	✓	✓	✓	✓	✓	✓
vi. Language proficiencies are criteria for head students			✓	✓	✓	✓
vii. Bilingual announcement			✓	✓	✓	✓
viii. English announcement					✓	✓
ix. English Teachers converse with students in English.						✓

Part Two: Collaborative & reflective teaching culture

	06/07	07/08	08/09	09/10	10/11	11/12
A. Co-lesson-planning of the English Panel: customizing the curriculum to meet students' needs	✓	✓	✓	✓	✓	✓
B. Language-across-the-curriculum						
1. English teachers who also teach other subjects will conduct extended learning in English in the subjects, e.g., Learn English Through Dancing	✓	✓	✓	✓	✓	✓
2. Teachers introduce English websites/materials to students for content subjects	✓	✓	✓	✓	✓	✓
3. Hall of fame/heroes	✓	✓	✓	✓	✓	✓
4. Substitute lessons: more educational videos in English will be bought & shown		✓	✓	✓	✓	✓
5. Interested departments can collaborate with English Dept. to propose a year-long activity, e.g. project-based learning for students.		✓	✓	✓	✓	✓
C. Fostering partnership with experts:						
1. Integrating language arts to English teaching – *Dramatic English* for S.1 to S.3	S.1	S.2	S.3			
2. Teachers who do not teach the classes concerned are assigned to observe them	✓	✓	✓	✓	✓	✓

Part Three: Strengthening the professional development of teachers

	06/07	07/08	08/09	09/10	10/11	11/12
A. Networking with primary/secondary schools	✓	✓	✓	✓	✓	✓
B. Appropriate professional upgrading courses for English teachers, e.g. NSS English modules, project-based teaching, etc.	✓	✓	✓	✓	✓	✓
C. English Teachers exchange programme					✓	✓
D. Professional workshops/seminars for other subject teachers, e.g., how to use English to teach					✓	✓

Part Four: More effective deployment of English Language Teachers

	06/07	07/08	08/09	09/10	10/11	11/12
A. Native-speaking English Teacher						
1. Pen-pal Club/E-mail Club, Debate Club, etc.	✓	✓	✓	✓	✓	✓
2. Phonics programme for junior forms	✓	✓	✓	✓	✓	✓
3. Lunchtime speaking focused programme for senior form students	✓	✓	✓	✓	✓	✓
B. Strategic deployment of English language teachers & NET: setting up committees (See Appendix 1)	✓	✓	✓	✓	✓	✓

(III) Output targets to be attained

Positive atmosphere in learning & using English (Autonomous learners)--- School-based & public exams	- students improve in three domains: attitude, skills & knowledge - a 5% increase in the passing rate of the English exams of S.3, S. 5 & S.7 at school in 08/09; and another 5% increase in 11/12 - a 5% increase in the passing rate of the English papers in TSA, HKCEE & A-level Exams in 08/09 - another 5% increase in the passing rate of the English papers in TSA, HKCEE & A-level Exams in 11/12
Higher motivation in learning & using English--- Students' participation in English activities	- every student will participate in at least one English activity in 06/07 - steady increase in the percentage of students participating in at least two English activities over the next few years - all students participate in at least two English activities by the end of the sixth year of the scheme
Reading	- a 5% increase in the amount of books checked out from the school library every year implying that students are reading more English books - every student will read at least two books per month - senior form students will read an English newspaper at least once every week - the number of members of the Reading & Viewing Club will increase by ten every year, reaching a total of 60 by the end of the sixth year - Book Report/Film Review Presentation Competition will be held every year - there will be a 100% participation rate of the Book Report/Film Review Presentation Competition by the end of the sixth year of the scheme

Sustainability & capacity building	- the teaching notes, materials, and aids gained can contribute to the resource bank of the school for future use:
	  1. English enhancement teaching packs for S1-3, S4-5 & S6-7
	  2. Teaching pack of drama
	  3. Scripts and props of dramatic performances
	  4. Video recordings of dramatic, speech and other performances
	  5. Teaching pack of poem writing and appreciation
	  6. Teaching pack of speech training
	  7. Teaching pack of generic skills training in English
	  8. Resources on how to conduct an English day camp
	  9. Students' assignments
	  10. Educational videos and books
	- there will be at least two workshops or seminars for the teaching staff on English teaching and learning in the last two years of the scheme
	- the courses, workshops and seminars of English teaching and learning provide experiences for the teaching staff to support our future development

Whole-school approach	- sharing & collaboration between schools, teachers & students can surely build up the school's capacity for English enhancement as a whole - teachers of other subjects are equipped with the ability to collaborate with the English Department to provide teaching and learning activities for students

**(IV) Budget Proposal for English Enhancement Programme (2006-2012)

Year	Dramatic English	Books	Service Providers	Staff Development	CM	TA	Yearly Total
06/07	$ 56,000.00	$ 9,000.00	$ 35,000.00	$ 3,000.00	$ 302,568.00	$ 67,200.00	$ 472,768.00
07/08	$ 56,000.00	$ 9,000.00	$ 60,000.00	$ 3,000.00	$ 238,320.00	$ 100,800.00	$ 467,120.00
08/09	$ 56,000.00	$ 10,000.00	$ 70,000.00	$ 3,000.00	$ 250,236.00	$ 100,800.00	$ 490,036.00
09/10	/	$ 20,000.00	$ 65,000.00	$ 3,000.00	$ 262,899.00	$ 100,800.00	$ 451,699.00
10/11	/	$ 30,000.00	$ 50,000.00	$ 20,000.00	$ 275,940.00	/	$ 375,940.00
11/12	/	$ 30,000.00	$ 40,000.00	$ 20,000.00	$ 289,674.00	/	$ 379,674.00
Sub-total	$ 168,000.00	$ 108,000.00	$ 320,000.00	$ 52,000.00	$ 1,619,637.00	$ 369,600.00	$ 2,637,237.00

Total: $ 2,637,237.00

**See the breakdown of the budget proposal on pages 9-11.

Reading & Viewing Promotion Committee

Responsible for:

1. E-days: Mondays (reading newspaper) & Tuesdays (reading magazines/books)
2. More encouraging rewards:
   New Award System – Ss' record will be put on a bar chat diagram in each class
   Reading & Viewing logbook – PTU Reading Award Scheme
   Academic report card – Ss' achievements of reading & viewing will be stated on the card
   Library Lesson > Study of famous authors > Board Display Competition
   Inter-Class Oral Book Report/Film Review Competition
3. Reading & Viewing Ambassadors – to tell stories & hold gathering activities
4. Reading & Viewing Activity Club
5. Reading & Viewing Scheme Homepage
6. Parents' support – letters will be sent to invite them for reading/viewing sharing

Campus English Committee

Responsible for:

1. Overall coverage of English materials on school campus:
   i. English corridor – proverbs, posters, etc.
   ii. New notice boards of English – with the themes of *Festivals* & *Window on the World.*
   iii. Permanent signs
   iv. English sayings, grammar, etc.
   v. Digital display board(s)
2. A list of commonly used campus English sentences are given & taught, e.g. weather forecast
3. Sports day, swimming gala – the NET will make the announcements
4. Principal & senior teachers greet students at the school gate on a regular basis.
5. Language proficiencies are criteria for head students
6. Bilingual announcement
7. English announcement

English Performances & Competitions Committee

Responsible for:
Performances 1. Musical/drama 2. Public Speaking 3. Verse-speaking / Bible reading 4. Idiom Presentation 5. Variety show 6. Singing Contest, etc. Competitions 7. Oral Book Report 8. Essay Competition 9. Board Design Competition 10. Fashion Show 11. Debate 12. Gifts / souvenirs

English Activity Committee

Responsible for:

1. Token passport, including collection & awards
2. Club activities, e.g. Board games, Karaoke
3. Wah Shan Station (TV/Radio) – morning & lunchtime
4. English Corner/Computer rooms
5. English week
6. Service providers, e.g. Chunky Onion, Chatteris Educational Foundation, etc.
7. International tests for students
8. Professional training for teachers, e.g. seminars, workshops & courses

School-based Eng. Curriculum & Methodology Development Committee

Responsible for:

1. School-based teaching materials, including phonics, supplementary worksheets, *Dramatic English,* etc.
2. Project-based learning
3. VERSE-SPEAKING LESSON - Verses/Bible reading
4. LIBRARY LESSON
5. MMLC LESSON, e.g. Edcity, Online-reading/E-communication with the Principal
6. Frequent quizzes – at least once a month
7. Team Teaching/Peer class visit
8. English enhancement programme for all forms.
     i. Senior Forms
         Intensive courses after-school & long holidays
    ii. Junior Forms
         a. Remedial classes after-school & long holidays
         b. Intensive course for newly arrived student

Remarks:

Teachers concerned have to conduct & coordinate the programmes, liaise with the parties related, monitor & facilitate students' instructional process as observers or participants.

The Committee Leaders will be responsible for allocating work, collecting questionnaire data (if applicable), supervising the committees concerned, writing action plan/reports & making presentation, etc.

Other subject teachers also play a role in school's holistic strategy on English language enhancement.

Breakdown of the budget proposal

Dramatic English

Year	Budget	Description
06/07 (Jan., 06 ~ Jun., 07)	$ 56,000	-Six NET drama teachers will be sent to teach 2 consecutive regular English lessons of S.1 per week. -Integrate dramatic elements into English lessons. -English teachers who are prepared to teach S.1 next year are arranged to observe the classes. -Teachers are arranged to attend workshops provided by DE.
07/08	$ 56,000	Move the scheme up to S.2.
08/09	$ 56,000	Move the scheme up to S.3.
09/10	/	Teachers will conduct the lessons for students themselves.
10/11		
11/12		
Total	$168,000	*The other half of the tuition fee $168,000 is funded by the school itself.

Books/Videos

Year	Budget	Description
06/07 (Jan. ~ Aug., 07)	$ 9,000	Books for library lessons.
07/08	$ 9,000	$ 8,000 -books for library lessons. $ 1,000 -educational videos for substitute and/or English lessons.
08/09	$ 10,000	$ 8,000 -books for library lessons. $ 2,000 -educational videos for substitute and/or English lessons.
09/10	$ 20,000	$ 18,000 -books for library lessons. $ 2,000 -educational videos for substitute and/or English lessons.
10/11	$ 30,000	$ 25,000 -books for library lessons. $ 5,000 -educational videos for substitute and/or English lessons.
11/12	$ 30,000	$ 25,000 -books for library lessons. $ 5,000 -educational videos for substitute and/or English lessons.
Total	$ 108,000	

Service Providers

Year	Budget	Description	
06/07 (Jan. ~ Aug., 07)	$ 35,000	$ 15,000 -coaches of drama productions $ 20,000 -*Chunky Onion* (a large scale interactive drama performance for the whole school)	-English teachers are arranged to coordinate and liaise with the service providers; train, monitor and facilitate students' performance and progress.
07/08	$ 60,000	$ 15,000 -coaches of drama productions $ 15,000 -English day camp for junior forms $ 10,000 -English speech training for S.2, e.g. *Toastmasters International*, impromptu talk and debate training, etc. $ 10,000 -English enhancement course for S4-5 $ 10,000 -English enhancement course for S6-7	

Year	Budget	Description	
08/09	$ 70,000	$ 15,000 -coaches of drama productions $ 15,000 -English day camp for junior forms $ 10,000 -English speech training for S. 3, e.g. *Toastmasters International*, impromptu talk and debate training, etc. $ 10,000 -English enhancement course for S1-3 $ 10,000 -English enhancement course for S4-5 $ 10,000 -English enhancement course for S6-7	-They will also be arranged to participate in the instructional process as observers or participants. -They can experience alternative perspectives and skills of teaching English.
09/10	$ 65,000	$ 15,000 -poem writing for senior forms $ 10,000 -English speech training for S. 4, e.g. *Toastmasters International*, impromptu talk and debate training, etc. $ 10,000 -generic skills training in English for senior forms e.g., personal management, strategic thinking, time management, effective leadership, etc. $ 10,000 -English enhancement course for S1-3 $ 10,000 -English enhancement course for S4-5 $ 10,000 -English enhancement course for S6-7	-They can apply the skills acquired to their future work in the school. -The materials or books offered by the service providers can be kept for subsequent use.
10/11	$ 50,000	$ 15,000 -poem writing for senior forms $ 15,000 -English speech training for S.5, e.g. *Toastmasters International*, impromptu talk and debate training, etc. $ 10,000 -generic skills training in English for senior forms e.g., personal management, strategic thinking, time management, effective leadership, etc. $ 10,000 -English enhancement course for S1-3	-The experiences gained can be a precious resource for English learning and teaching.
11/12	$ 40,000	$ 15,000 -poem writing for senior forms $ 15,000 -English speech training for S.6, e.g. *Toastmasters International*, impromptu talk and debate training, etc. $ 10,000 -generic skills training in English for senior forms e.g., personal management, strategic thinking, time management, effective leadership, etc.	-Other subject teachers can also play a role in the school's holistic strategy on English language enhancement.
Total	$ 320,000		

Staff Development

Year	Budget	Description
06/07 (Jan. ~ Aug., 07)	$ 3,000	Sponsor professional upgrading courses for English teachers
07/08	$ 3,000	
08/09	$ 3,000	
09/10	$ 3,000	
10/11	$ 20,000	Sponsor courses, workshops and seminars of English teaching and learning for the teaching staff
11/12	$ 20,000	
Total	$ 52,000	

CM Teacher(s)

Year	Budget		Description
06/07 (Jan. ~ Aug., 07)	$ 302,568 (Two teachers)	$ 18,010 x 1.05 x 2 x 8	To create an English-rich language environment, five working groups of the English Department (See Appendix I) have been set up. Regular teachers are assigned to different groups. Each working group is responsible for a variety of English-related activities to enhance students' proficiency in English. Temporary teachers are employed to make room for regular teachers to build up the foundation, as well as develop the structure and framework of the five working groups for sustainable development in the future.
07/08	$ 238,320	$ 18,915 x 1.05 x 1 x 12	
08/09	$ 250,236	$ 19,860 x 1.05 x 1 x 12	
09/10	$ 262,899	$ 20,865 x 1.05 x 1 x 12	
10/11	$ 275,940	$ 21,900 x 1.05 x 1 x 12	
11/12	$ 289,674	$ 22,990 x 1.05 x 1 x 12	
Total	$ 1,619,637		

Teacher asst.

Year	Budget		Description
06/07 (Jan. ~ Aug., 07)	$ 67,200	$ 8,000 x 1.05 x 8	-Make teaching/learning materials, and convert teaching/learning materials into digital format. -Provide I.T. training and support for both teachers and students. -deal with the technical work of Campus TV/Radio. -MMLC duties (e.g. SBA, Online learning, system management during English lessons, etc.)
07/08	$ 100,800	$ 8,000 x 1.05 x 12	
08/09	$ 100,800		
09/10	$ 100,800		
10/11	/	/	
11/12			
Total	$ 369,600		

Following is a summary of the key school-level actions needed to implement the 334 reforms

School:	CCC Kwei Wah Shan College				Version No 1
School Level Keys Actions	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**
1. Curriculum	- Propose the curriculum design for 1st consultation (both Junior Secondary and Senior Secondary Curriculum esp. COC) - Start implementing COC on trial basis	- Confirm the 1st draft curriculum design - Confirm the curriculum design for Junior Secondary level (esp. Hist, Geog, EPA, D & T, H.E, C.L.) and NSS levels - Start working out details for core subjects, elective subjects, learning experiences for different form levels - Conduct second round consultation with reference to the university admission requirement announced in mid-2006 - Review COC implementation	• Implement fully the junior secondary curriculum for future NSS curriculum • Plan the curriculum for ensuring smooth transition from Junior 3 to Senior Sec. 1. • Continue to review the feasibility and recognition of the curriculum design for junior and senior levels • Review implementation of Applied Learning	• Finally confirm (a) NSS curriculum, (b) Applied Learning provided, (c) smooth transition plan from junior level to senior level	• Actual implementation of NSS and smooth transition plan
2. Pedagogy	- Conduct more lesson studies, more peer lesson observations, more project learning;	- Whole school approach to enhancing students' motivation and Teacher-student interaction in class and in co-curricular activities - More Student-centred approach - Conduct project learning in more / all subjects - Carry out more life-wide learning / co-curricular activities - Focusing more on developing students' generic skills and core values	To be done on yearly basis - Regular review and evaluation on (a) project learning, (b) student-centred approach to classroom learning, (c) co-curricular activities, (d) development of other essential learning experiences - Open Day for showing the strengths of our pedagogy - Prepare teaching resources for NSS curriculum		• Actual implementation of (a) projects, (b) essential learning experiences, (c) teaching resources for the NSS curriculum
3. Assessment	- Start planning the implementation of Student portfolio record (e-record) --- esp. assessing development of multiple intelligence and generic skills & keeping record of essential learning experience	- Focusing more on recognition of student achievement through exhibition, prize giving, performance opportunities and scholarship - Start to implement Student portfolio record for certain form levels	To be done on yearly basis • Regular evaluation on implementation of Student portfolio record • Regular evaluation on SBA for Chinese and English • Try and Regular review on possible means for SBA for other subjects		• Actual implementation of (a) SBA and student portfolio for the NSS curriculum

School:	**CCC Kwei Wah Shan College**				Version No 1
School Level Keys Actions	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**
4. School organisation	- Set up New Senior Secondary Curriculum Development Committee - Set up task force for Student Portfolio record	- Set up 8 KLA committees to work with NSS committee - Revise the work and task force for the 4 key tasks of curriculum reform - Revise the work and task force for the essential learning experiences of students	● Detailed 2007-2013 action plans made by (a) NSS development committee, (b) 8 KLA committees, (c) 4 key tasks committees, (d) essential learning experience committees	Supervising and implementing the 2007-13 action plans, followed by evaluation	
5. Communication Plan	- Keep informing teachers of more recent development regarding 334	- Consult & confirm with teachers regarding (1) Curriculum design, (2) human resources plan and (3) Staff Development Plan - Inform SMC, students, parents, PTA and teachers of the recent development and planning for 334 - Communicate with possible voluntary organizations as partners for essential learning experiences - Liaise with service providers of COC	- Discuss more on feasibility of the confirmed Curriculum design - Keep informing SMC, students, parents, PTA and teachers of the recent 334 development & planning - Confirm with voluntary organizations for essential learning experiences - Liaise with service providers of COC	● Confirm with service providers of Applied Learning ● Informing stakeholders esp. parents and the students of the confirmed NSS curriculum	
6. Human Resources Plan	- Roughly estimate the staff establishment and human resources requirements in the next 10 years; - Work with the Staff Development Team to roughly plan the schedule for arranging teachers to attend professional training for NSS Curriculum	- Confirm the human resources plan - Confirm the teachers taking up certain subjects in the NSS esp. Liberal Studies - Proactively sending teachers to attend seminars and courses related to 334 NSS curriculum	To be done on yearly basis ● Keep reviewing the capacity of the teachers taking up certain subjects in the NSS esp. Liberal Studies ● Continue to proactively send teachers to attend seminars and courses related to 334 NSS curriculum ● Arranging sufficient human resources (Teaching assistants and / or IT technicians) to help NSS development		

<u>C.C.C. Kwei Wah Shan College</u>
<u>School-based After-school Learning and Support Programme 2009 ~ 2010</u>

The Proposal

(I)   Aim   The aim of this scheme is to develop the abilities of the youth in different areas, such as communications with parents, teachers as well as peer groups and the control of self-emotion. What's more, the purpose of the scheme is to build up one's confidence and have all-round development. What we expect to achieve, through this scheme, are as follows:

1. To build up the students' self-confidence to deal with their routine daily work, academic studies in particular.
2. To improve the students' social skills to communicate with their peer groups and adults.
3. To improve the students' self-determination and self-esteem and develop their self-efficacy.
4. To provide recognition for positive behaviour.
5. To promote the youth's moral competence.
6. To promote the youth's emotional competence.

(II) Target Group: The students from low-income families have successfully been given the subsidy on the activities provided.

(III) content: It is expected to make arrangements for the students concerned to fulfill the scheme. The proposal may include the following items:

(1) To provide rock-climbing because this kind of activity may help build up one's self-confidence. The activity may be arranged after the examination.

(2) To arrange a one-day camp or/ and an outing in which some activities like promoting the team spirit and social competence will be included. It may be arranged in November.

(3) To promote voluntary service for the Aged in order to let students learn how to care for and communicate with adults.

(4) To arrange some after-school academic learning programmes for those who are weak in studies.

The summary of the scheme:

Month/Year	Target Group	Nature of the activity	Budget
September09~ November,09	S. 1 ~ 4	Rock-climbing	$ 12,800
January 2010	S. 5 & 7	Learning Skills (Workshop)	$ 2,000
November 09 ~ March 10	S. 5	Enhancement Course (English)	$ 10,000
February 10 ~ May 10	S. 6	Enhancement Course (English)	$ 8,000
Mar- May,10	S. 1 – 4	War-game	$ 6,800

Total: $ 39,600

Note: 1.   Since there is about $ 9062.50, which has not been used last school year, and it can be passed on to this year for use.

2.   There will be an approved amount of $ 30,600 in the year 09 - 10 to be subsidized.

Three-year plan – Diversity Learning Grant Funded Programmes
Measures to broaden students' choices of elective subjects and
provision of gifted education programmes for 2009/10 to 2011/12 cohort of senior secondary students

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s)/course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					09/10	10/11	11/12		
Other programmes	To procure service from an individual for organising on-site pull-out gifted development programmes	English enrichment	3 years	S4-6 students of this cohort of students	20	20	20	Students' achievement in HKDSL examination	English teachers
	To hire instructor(s) to give extra remedial tuition to students gifted in sports	English enhancement	3 years	S4-6 students of this cohort of students	20	20	20	Students' achievement in HKDSL examination	English teachers
ApL	- To offer a range of ApL courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations	Courses in the following areas of studies: - Creative Studies - Media and Communication - Applied Science	180 hours in 2 year	S5 & S6 students of this cohort of students	0	5	5	- Survey / evaluation report on students' feedback - Assessment of students' performance	Careers Master