

中華基督教會 桂華山中學

學校周年計劃書

2010/11 年度

# 中華基督教會 桂華山中學

## 2010/11 年度 學校周年發展計劃書

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- A. English Enhancement Scheme
- B. 課後校本支援計劃書 2010/11 年度 (英文版)
- C. 多元學習津貼計劃書 2009/12 年度及 2012/13 年度 (英文版)

# 中華基督教會 桂華山中學

## 1 辦學宗旨與學校目標

中華基督教會桂華山中學是中華基督教會香港區會轄下的一間直屬中學，辦學精神以區會所制定的為依歸。

### 1.1 區會宗旨

下列為區會的辦學願景、使命宣言、核心價值及精神：

#### **願景**

並肩培育豐盛生命，  
攜手見證基督大愛

#### **使命宣言**

我們願以基督愛心為動力，以人為本的信念，積極進取的態度；提供優質教育，啟發學生潛能，分享整全福音；培育學生成為良好公民、回饋社會、貢獻國家。

#### **核心價值**

傳道服務、愛心關懷  
有教無類、全人教育  
積極進取、勇於承擔

#### **辦學精神**

中華基督教會香港區會相信培育下一代是上帝交託給我們的使命，也是回應社會的實際需要。本會的辦學目的是「透過學校、傳道服務」，以結合事奉上帝、見證主道、服侍人群、造福社會、貢獻國家的信念去履行教育的神聖任務。又以基督教訓，有教無類，以人為本的教育原則，提供多元化的教育服務，使不同學習程度的青少年都能享有平等機會接受優質教育。

本會奉行的教育哲學是「全人教育」，肯定教育的真正意義在於生命的造就及人格的建立。除培養青少年有優良品德、高雅情操與豐富學識外，亦致力啟發他們不同的潛能及興趣，更期望青少年有健康的人生態度，正確的價值觀，及強烈的社會意識；效法基督，嚮往公義，追求真理，得著豐盛的生命。

本會同意教育是一個不斷演變的過程，願意各屬校以積極進取的態度，盡力自我提升，追求卓越，尋求革新，致力民主、開放，為這時代培養出勇於承擔、樂於服務、甘於委身的良好公民。

## 1.2 本校辦學目標

本校辦學目標如下:

1. 引導學生認識、了解和實踐基督的真理和教訓。
2. 幫助學生在讀、寫及計算能力方面建立穩固的基礎。
3. 幫助學生認識、接納和欣賞自己，建立健康的自我形像，包括自尊、自信和學習上進心，發展自主和自律的精神。
4. 培養學生良好的品格和發展個人的道德觀及操守，使能尊敬師長、孝順父母、友愛同儕、盡責守規、愛護環境，對學校、家庭和社會抱有歸屬感。
5. 鼓勵學生養成好學不倦的態度，勇於探索知識和明辨是非。
6. 幫助學生培養符合邏輯、獨立和有創意的思考，作理智的決定，解決問題，以及應付壓力和面對轉變。
7. 幫助學生發揮潛能，在學業和課外活動上爭取良好成績。
8. 引導學生鍛煉強健的體魄，養成健康的生活方式。
9. 培養學生的美感欣賞及創作能力。
10. 協助學生獲取與生活及就業有關的基本知識及技能。
11. 協助學生關心社會，國家及世界，培養他們對社會及國家的歸屬感和責任感，服務社會及樂於助人的精神。

## 2. 全校語文政策

本校向來重視培育兩文三語，在維持母語教學政策下，除正規的英文課堂外，中一至中三級數學、科學及通識教育亦提供英語延展教學活動。此外，更用心塑造校內英語及普通話的環境，如每星期舉行「英語日」及「普通話日」，藉以增加學生接觸及運用英語及普通話之機會，提升學生學習語文之信心及動機，從而培育出「中文、英文、普通話兼擅」的學生。

# 中華基督教會 桂華山中學

## 學校周年發展計劃

2010 / 11 年度

### 3 關注事項

提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

## 4. 學校周年發展計劃 (2010-2011)

關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
1. 能優化課堂教學，加強學習效能，透過提升教師的課堂組織及教學策略，尤其以 <u>提問及互動學習活動</u> 的設計為焦點，增加學生的參與機會及發展學生的思維能力，從而提升學生的學	9月至5月	<p>1.1 舉辦講座/工作坊，聘請校外專家進行培訓，發展教師運用提問及互動以提升學習興趣及發展學生思維能力的技巧。</p> <p>1.2 各科各級每年發展至少 1-2 個課題，通過<u>共同備課</u>，設計有層次的提問及有效的課堂內的互動學習活動，發展學生的思維能力。(初中: 集中在溝通表達能力及創意；高中: 集中在邏輯推理、分析及應用所學的能力)，讓學生有更多的參與機會從而提升興趣及積極的學習態度。(如某科全級只有一人教，個人備課內容亦可請同科不同級</p>	<p>1.1 課堂教學有優化趨勢，學生的學習興趣及積極參與態度有提升。</p> <ul style="list-style-type: none"> <li>● 同儕觀課後的<u>評課記錄</u>顯示被評為整體水平在良好或以上的課堂數目逐年提升</li> <li>● 同儕觀課後的評課記錄顯示被評為學生感興趣、積極投入學習的課堂逐年增加</li> </ul>	<ul style="list-style-type: none"> <li>● 統計同儕觀課的評課記錄整體水平評分的數據，留待與明年比較</li> <li>● 統計同儕觀的評課記錄有關學生感興趣、積極投入學習的評分或評語的數據，留</li> </ul>	<ul style="list-style-type: none"> <li>● 各科主任</li> </ul>	

關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
<p>習興趣、自信心及積極學習的態度。 (初中: 集中在溝通表達能力及創意; 高中: 集中在邏輯推理、分析及應用所學的能力)</p>		<p>同事或上司觀看，由第三者身份給予意見) 本年由中文、英文、數學及通識科開始</p> <p>1.3 同儕觀課與共同備課作有機結合，同儕重點式觀某些共同備課的教節，每年每位老師所主教的科目至少被觀一次及觀人一次 (如某科全級只有一人教，可考慮觀同科不同級的同事及由同科不同級的同事或由上司觀課)，了解課堂組織及教學策略是否能提高學生參與機會及學習興趣，及是否有效訓練學生的思維能力，該堂的學習活動或課業是否有效訓練學生應用所學，同時了解學生的相關能力表現如何，並以此為事後交流的必然討論點，共商回</p>	<ul style="list-style-type: none"> <li>● 校本問卷調查顯示學生認為自己的學習興趣和積極投入學習的態度有提升</li> <li>● 校本問卷調查顯示教師認為學生的學習興趣和積極投入學習的態度有提升</li> </ul> <p>1.2 教師的課堂組織及教學策略有提升，能通過提問、互勤學習活動、課業等引導學生思考，提高學生參與</p>	<p>待與明年比較</p> <ul style="list-style-type: none"> <li>● 統計校本問卷調查結果</li> <li>● 各科主任審閱各級 1-2 個課題的共同備課教案，統計達標百分比，並在年終分科會議報告，記</li> </ul>		

關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
		<p>饋學與教辦法。透過事後評課的專業交流，共同提升提問、互動的教學技巧，從而提升學習效能。點式的同儕觀課分階段進行：本年由中文、英文、數學及通識科開始</p> <p>除上述科目按既定次序發展外，其餘科目每年自行進行重點式觀課及課後評講，強化觀課能力及評講技巧，以促進教學效能。</p> <p>1.4 各科在分科會議中安排時間進行專業交流及分享提問和互動以發展學生思維能力、照顧學習興趣及學習差異的心得。如教師有機會接受校外的相關培訓/進修，亦需在分科會議分享所學。</p>	<p>機會及學習興趣</p> <ul style="list-style-type: none"> <li>• &gt;60%共同備課教案顯示教師能設計有層次的提問、對焦的學習活動及課業等以訓練學生思維能力。</li> <li>• 同儕觀課後的評課記錄、被評為有效發展學生思維能力的課堂數目，逐年增加</li> </ul> <p>1.3 科主任能協助老師提升專業能力</p> <ul style="list-style-type: none"> <li>• 科主任能向未達</li> </ul>	<p>錄在案。</p> <ul style="list-style-type: none"> <li>• 中、英、數學、通識科主任審閱被評為有效發展學生思維能力的課堂數目，將結果與明年比較。(初中: 集中在溝通表達能力及創意；高中: 集中在邏輯推理、分析及應用所學的能力)</li> <li>• 評課記錄、課業審查記錄或其他文字記錄顯示科</li> </ul>		



關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
			<p>水平的教師提供專業意見，助其改善教學設計及施行技巧</p> <p>1.4 學生的考試成績顯示思考能力有進步</p> <ul style="list-style-type: none"> <li>學生在大考中<u>思維題部分的成績</u>較期中試進步</li> </ul>	<p>主任有向未達水平的教師提供專業意見，助其改善</p> <ul style="list-style-type: none"> <li>統計中、英、數、通識大考及期中試的思維題部分的學生成績，比較有進步的百份比</li> </ul>		
2. 能通過恆常為學生提供面向群眾發言的機會及學習的動機，培養學生	9 月至 5 月	2.1 語文科及通識科的課堂首兩分鐘加入學生輪流發言/時事評述/演講訓練。老師以鼓勵態度即時回饋和改善學生的口語表達能力和說話態度，使能鼓勵及學習過程中建立勇氣及自信。每科每位學	<p>2.1 學生面對群眾發言的機會及參與相關活動的積極性及自信心均有提升：</p> <ul style="list-style-type: none"> <li>學生在語文科及</li> </ul>	<ul style="list-style-type: none"> <li>分別統評中、英、通識口試被評為積極準備、態度大方具自信的學生人數，留待與明年比較</li> </ul>	<ul style="list-style-type: none"> <li>助理校長</li> <li>教務委員會</li> <li>各科主任</li> </ul>	

關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
的勇氣及自信，從而提升學習態度的積極性及責任心		<p>生每年至少有兩次輪講機會、其中一次計入平時分。</p> <p>2.1.1 第一年由中文、通識科開始</p> <p>2.1.2 第二年英文科加入</p> <p>2.1.3 第三年普通話科亦加入</p> <p>2.2 平日早會/集會逐年增加學生參與面向群眾的機會，例如擔當主持、司儀、領唱領禱、演譯德育主題及宣佈事項等。</p> <p>2.3 增加學生參與、主持及協助組織校內校外大型活動的機會，透過擴闊視野、參與及學習、提升積極性、責任心及自信心。</p> <p>2.4 各課外活動小組明確要求學生在參與過程中實踐積極及表現</p>	<p>通識科的<u>口語試</u>部分被評為積極準備、態度大方具自信的學生人數逐年增加</p> <ul style="list-style-type: none"> <li>● 參與主持早會/集會、組織校內校外大型活動的學生人次逐年增加</li> <li>● &gt;60%學生被<u>課外活動小組導師評</u>為「在參與過程中實踐積極及表現自信」</li> <li>● <u>校本問卷調查</u>顯示學生認為自己面對群眾發言的</li> </ul>	<ul style="list-style-type: none"> <li>● 統計參與主持或組織的學生人次，留待與明年比較</li> <li>● 統計課外活動小組導師的評審報告。</li> <li>● 統計校本問卷調查結果</li> </ul>		

關注事項：提升學生學習興趣及思維能力，加強學習效能，從而提升學生的自信心及積極學習的態度

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
		自信，各小組導師恆常指導及讚賞，定期評核學生在這兩項的表現，作為學校獎勵計劃評審的參考。	機會、勇氣、信心均有提升			
3. 有系統地提供相關的成長支援，建立對自己及學習的自信心，提升積極學習、積極生活的態度	9月至5月	3.1 社工與訓輔組協作，有計劃地為學生提供相關的成長支援，協助建立對自己及學習的自信心，從而提升積極的學習態度，例如： 3.1.1 初中的學習策略 3.1.2 高中的生涯規劃	<ul style="list-style-type: none"> <li>● APASO顯示學生的自我形象、自信、學習態度逐年提升</li> <li>● 校本問卷調查顯示學生認為本年內學校提供的訓輔活動有助提升自信心、積極學習、積極生活的態度</li> </ul>	<ul style="list-style-type: none"> <li>● 統計 APASO 自我形象、學習態度的結果，留待明年比較。</li> <li>● 統計校本問卷調查結果。</li> </ul>	訓育委員會 輔導委員會 公民教育委員會 升學就業輔導委員會	

## Appendix A: English Enhancement Scheme - Strategy and Implementation Plan

### (I) Present State of Play

<b>Strengths</b>	<b>English language environment</b>	<p><b>English extra/co-curricular programmes</b></p> <ul style="list-style-type: none"> <li>- a token-award system to encourage more participation in English learning activities</li> <li>- after-school English extra-curricular activities on Mondays to cultivate a positive attitude towards learning &amp; using English</li> <li>- a monthly movie for students to learn English in a relaxing way</li> <li>- campus radio</li> <li>- corridor English to introduce idioms supplemented by presentations in assemblies</li> <li>- drama productions to enhance students' language proficiency</li> <li>- English enhancement programme to offer extra lessons out of class time to cater for different individuals' needs.</li> <li>- <i>Outcome: students appreciated the school's effort in enriching their English learning</i></li> </ul> <p><b>Performances/competitions/achievements</b></p> <ul style="list-style-type: none"> <li>- 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 1<sup>st</sup> runner-up in dramatic duologue, two 2<sup>nd</sup> runners-up in solo verse speaking, 35 certificates of merit &amp; 51 certificates of proficiency</li> <li>- performances &amp; competitions inside &amp; outside school (e.g. <i>Spotlight on English</i>, 06 English Festival, Budding Poets, debates, public speaking &amp; variety shows at primary schools)</li> <li>- <i>Outcome: students' self-confidence &amp; competence in speaking &amp; listening to English were strengthened</i></li> </ul> <p><b>Learning through IT</b></p> <ul style="list-style-type: none"> <li>- a few free online learning platforms to provide more resources on learning English</li> <li>- <i>Outcome: students &amp; teachers experienced the benefits of learning through IT</i></li> </ul> <p><b>Reading culture</b></p> <ul style="list-style-type: none"> <li>- an online reading programme to provide various kinds of reading materials that suit students' needs</li> <li>- a school-based reading scheme to engage students in reading</li> <li>- lunchtime reading corner to promote reading</li> <li>- <i>Outcome: students have started to cultivate a reading habit</i></li> </ul>
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	<b>Teaching culture &amp; teachers</b>	<ul style="list-style-type: none"> <li>- peer lesson observation &amp; collaborative teaching</li> <li>- sharing of teaching materials among teachers</li> <li>- many teachers are taking different professional upgrading courses</li> <li>- <b>Outcome:</b> <i>teachers' language proficiency &amp; the quality of teaching techniques are enhanced</i></li> </ul>
	<b>Net teacher</b>	<ul style="list-style-type: none"> <li>- worked with senior form students focusing on speaking &amp; writing</li> <li>- held oral groups during lunchtime &amp; after school</li> <li>- conducted English workshops &amp; helped out in drama productions</li> <li>- conducted workshops on verse-speaking materials for English teachers</li> <li>- language consultant of the English Department</li> <li>- <b>Outcome:</b> <i>students have more exposure to English culture</i></li> </ul>
<b>Weaknesses</b>	<b>English language environment</b>	<ul style="list-style-type: none"> <li>- most junior form students remain in the primary school level &amp; have great difficulties in coping with their learning in Key Stage 3</li> <li>- students in general are especially weak in speaking</li> <li>- they do not have enough exposure in English outside school</li> <li>- English reading culture is still quite weak</li> </ul>
	<b>Teaching culture &amp; teachers</b>	<ul style="list-style-type: none"> <li>- most teachers do not have enough experience &amp; time in coaching drama activities, two coaches had to be hired to train students.</li> <li>- MMLC is often not available because of other subjects &amp; there is not enough manpower of IT</li> <li>- other subject teachers did not feel comfortable with extended learning in English or getting themselves involved in activities conducted in English</li> </ul>
	<b>NET teacher</b>	<ul style="list-style-type: none"> <li>- students sometimes do not turn up in the oral groups</li> </ul>
<b>Opportunities</b>	<b>English Enhancement Scheme</b>	<ul style="list-style-type: none"> <li>- increases the capacity of both the school &amp; the teachers</li> <li>- more resources in terms of capital &amp; materials are available to improve the quality &amp; increase the quantities of English learning activities</li> </ul>
	<b>New principal</b>	<ul style="list-style-type: none"> <li>- affirms the importance of English</li> <li>- offers great support to improve students' English</li> </ul>
<b>Threats</b>	<b>Decrease in the number of students</b>	<ul style="list-style-type: none"> <li>- more &amp; more students are from weak academic &amp; low socio-economic backgrounds</li> <li>- many students lack motivation to learn because of low self-esteem &amp; frustrations encountered in their past learning experiences</li> </ul>

## (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
<b>A. English extra/co-curricular programmes:</b>						
1. ‘One Student One “E”’ award programme – <b>A token passport</b> 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., <i>Online TVNews learning programme</i> by Hkedcity, school-based Online Reading Programme, etc.	✓	✓	✓	✓	✓	✓
b. Online Forum – <i>E-Communication with Principal Ip</i>	✓	✓	✓	✓	✓	✓
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 chart 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>B. Physical environment:</b>						
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 <i>Festivals &amp; Window on the World</i> .	✓	✓	✓	✓	✓	✓
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

<b>A. Co-lesson-planning of the English Panel:</b> customizing the curriculum to meet students' needs	✓	✓	✓	✓	✓	✓
<b>B. Language-across-the-curriculum</b>						
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.		✓	✓	✓	✓	✓
<b>C. Fostering partnership with experts:</b>						
1. Integrating language arts to English teaching – <i>Dramatic English</i> 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

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

### Part Four: More effective deployment of English Language Teachers

<b>A. Native-speaking English Teacher</b>						
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>B. Strategic deployment of English language teachers &amp; NET:</b> setting up committees (See Appendix 1)	✓	✓	✓	✓	✓	✓

### (III) Output targets to be attained

<p><b>Positive atmosphere in learning &amp; using English (Autonomous learners)--- School-based &amp; public exams</b></p>	<ul style="list-style-type: none"> <li>- students improve in three domains: attitude, skills &amp; knowledge</li> <li>- a 5% increase in the passing rate of the English exams of S.3, S. 5 &amp; S.7 at school in 08/09; and another 5% increase in 11/12</li> <li>- a 5% increase in the passing rate of the English papers in TSA, HKCEE &amp; A-level Exams in 08/09</li> <li>- another 5% increase in the passing rate of the English papers in TSA, HKCEE &amp; A-level Exams in 11/12</li> </ul>
<p><b>Higher motivation in learning &amp; using English--- Students' participation in English activities</b></p>	<ul style="list-style-type: none"> <li>- every student will participate in at least one English activity in 06/07</li> <li>- steady increase in the percentage of students participating in at least two English activities over the next few years</li> <li>- all students participate in at least two English activities by the end of the sixth year of the scheme</li> </ul>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>- a 5% increase in the amount of books checked out from the school library every year implying that students are reading more English books</li> <li>- every student will read at least two books per month</li> <li>- senior form students will read an English newspaper at least once every week</li> <li>- the number of members of the Reading &amp; Viewing Club will increase by ten every year, reaching a total of 60 by the end of the sixth year</li> <li>- Book Report/Film Review Presentation Competition will be held every year</li> <li>- 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</li> </ul>
<p><b>Sustainability &amp; capacity building</b></p>	<ul style="list-style-type: none"> <li>- the teaching notes, materials, and aids gained can contribute to the resource bank of the school for future use:             <ol style="list-style-type: none"> <li>1. English enhancement teaching packs for S1-3, S4-5 &amp; S6-7</li> <li>2. Teaching pack of drama</li> <li>3. Scripts and props of dramatic performances</li> <li>4. Video recordings of dramatic, speech and other performances</li> <li>5. Teaching pack of poem writing and appreciation</li> <li>6. Teaching pack of speech training</li> <li>7. Teaching pack of generic skills training in English</li> <li>8. Resources on how to conduct an English day camp</li> <li>9. Students' assignments</li> <li>10. Educational videos and books</li> </ol> </li> <li>- 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</li> <li>- the courses, workshops and seminars of English teaching and learning provide experiences for the teaching staff to support our future development</li> </ul>
<p><b>Whole-school approach</b></p>	<ul style="list-style-type: none"> <li>- sharing &amp; collaboration between schools, teachers &amp; students can surely build up the school's capacity for English enhancement as a whole</li> <li>- teachers of other subjects are equipped with the ability to collaborate with the English Department to provide teaching and learning activities for students</li> </ul>



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

<b>Year</b>	<b>Dramatic English</b>	<b>Books</b>	<b>Service Providers</b>	<b>Staff Development</b>	<b>CM</b>	<b>TA</b>	<b>Yearly Total</b>
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
<b>Sub-total</b>	<b>\$ 168,000.00</b>	<b>\$ 108,000.00</b>	<b>\$ 320,000.00</b>	<b>\$ 52,000.00</b>	<b>\$ 1,619,637.00</b>	<b>\$ 369,600.00</b>	<b>\$ 2,637,237.00</b>
						<b>Total:</b>	<b>\$ 2,637,237.00</b>

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

### Reading & Viewing Promotion Committee

Responsible for:
<ol style="list-style-type: none"> <li>1. E-days: Mondays (reading newspaper) &amp; Tuesdays (reading magazines/books)</li> <li>2. More encouraging rewards:               <ul style="list-style-type: none"> <li>New Award System – Ss’ record will be put on a bar chart diagram in each class</li> <li>Reading &amp; Viewing logbook – PTU Reading Award Scheme</li> <li>Academic report card – Ss’ achievements of reading &amp; viewing will be stated on the card</li> <li>Library Lesson &gt; Study of famous authors &gt; Board Display Competition</li> <li>Inter-Class Oral Book Report/Film Review Competition</li> </ul> </li> <li>3. Reading &amp; Viewing Ambassadors – to tell stories &amp; hold gathering activities</li> <li>4. Reading &amp; Viewing Activity Club</li> <li>5. Reading &amp; Viewing Scheme Homepage</li> <li>6. Parents’ support – letters will be sent to invite them for reading/viewing sharing</li> </ol>

### Campus English Committee

Responsible for:
<ol style="list-style-type: none"> <li>1. Overall coverage of English materials on school campus:           <ol style="list-style-type: none"> <li>i. English corridor – proverbs, posters, etc.</li> <li>ii. New notice boards of English – with the themes of <i>Festivals &amp; Window on the World</i>.</li> <li>iii. Permanent signs</li> <li>iv. English sayings, grammar, etc.</li> <li>v. Digital display board(s)</li> </ol> </li> <li>2. A list of commonly used campus English sentences are given &amp; taught, e.g. weather forecast</li> <li>3. Sports day, swimming gala – the NET will make the announcements</li> <li>4. Principal &amp; senior teachers greet students at the school gate on a regular basis.</li> <li>5. Language proficiencies are criteria for head students</li> <li>6. Bilingual announcement</li> <li>7. English announcement</li> </ol>

### English Performances & Competitions Committee

Responsible for:
<b>Performances</b> <ol style="list-style-type: none"> <li>1. Musical/drama</li> <li>2. Public Speaking</li> <li>3. Verse-speaking / Bible reading</li> <li>4. Idiom Presentation</li> <li>5. Variety show</li> <li>6. Singing Contest, etc.</li> </ol> <b>Competitions</b> <ol style="list-style-type: none"> <li>7. Oral Book Report</li> <li>8. Essay Competition</li> <li>9. Board Design Competition</li> <li>10. Fashion Show</li> <li>11. Debate</li> <li>12. Gifts / souvenirs</li> </ol>

## 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 - <i>Chunky Onion</i> (a large scale interactive drama performance for the whole school)
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. <i>Toastmasters International</i> , impromptu talk and debate training, etc. \$ 10,000 -English enhancement course for S4-5 \$ 10,000 -English enhancement course for S6-7
		-English teachers are arranged to coordinate and liaise with the service providers; train, monitor and facilitate students' performance and progress.

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

<b>Year</b>	<b>Budget</b>	<b>Description</b>	
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	
<b>Total</b>	<b>\$ 1,619,637</b>		

**Teacher asst.**

<b>Year</b>	<b>Budget</b>	<b>Description</b>	
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			
<b>Total</b>	<b>\$ 369,600</b>		

C.C.C. Kwei Wah Shan College

School-based After-school Learning and Support Programme 2010 ~ 2011

**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 can help build up one's self-confidence.
- (2) To arrange a one-day camp(war game) which some activities like promoting the team spirit and social competence will be included. It may be arranged in May or July after the examination.
- (3) To arrange some after-school academic learning programmes for those who are weak in studies. These programmes will cover English, Chinese and Mathematics.

**The summary of the scheme:**

Month/Year	Target Group	Nature of the activity	Budget
September 10~ November, 10	S. 1 ~ 4	Rock-climbing	\$ 12,800.00
January 2011	S. 7	Learning Skills (Workshop)	\$ 4,000.00
November 10 ~ March 11	S. 7	Enhancement Course (English)	\$ 7,000.00
February 11 ~ May 11	S. 6	Enhancement Course (English)	\$ 5,000.00
Mar- July 11	S. 1 – 4	War-game	\$ 5,700.00
September 10 ~ May 11	S. 1	Learning Skills (Workshop)	\$ 8,000.00
September 10 ~ May 11	S. 1	Enhancement Course (Chinese)	\$ 3,000.00
September 10 ~ May 11	S. 2	Enhancement Course (Chinese)	\$ 3,000.00
September 10 ~ May 11	S. 3	Enhancement Course (Chinese)	\$ 3,000.00
September 10 ~ May 11	S. 1	Enhancement Course (English)	\$ 2,000.00
September 10 ~ May 11	S. 2	Enhancement Course (English)	\$ 2,000.00
September 10 ~ May 11	S. 3	Enhancement Course (English)	\$ 2,000.00
September 10 ~ May 11	S. 1	Enhancement Course (Mathematics)	\$ 2,000.00
September 10 ~ May 11	S. 2	Enhancement Course (Mathematics)	\$ 2,000.00
September 10 ~ May 11	S. 3	Enhancement Course (Mathematics)	\$ 3,000.00

**Total: \$ 64,500.00**

- Note: 1. Since there is about \$ 6,896.90 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 about \$ 58,000 [assumed] in the year 10 - 11 to be subsidized.**



### Three-year plan -- 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 year	S4-6 students of this cohort of students	20	20	20	Students' achievement in HKDSL examination	English teachers
ApL	<ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- Students acquire diversified learning experiences and develop career aspirations</li> </ul>	Courses in the following areas of studies: <ul style="list-style-type: none"> <li>- Creative Studies</li> <li>- Media and Communication</li> <li>- Applied Science</li> </ul>	180 hours in 2 year	S5 & S6 students of this cohort of students	0	5	5	<ul style="list-style-type: none"> <li>- Survey / evaluation report on students' feedback</li> <li>- Assessment of students' performance</li> </ul>	Careers Master

### Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2010/11 to 2012/13 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
					10/11	11/12	12/13		
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 year	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