

中華基督教會 桂華山中學
學校周年計劃書

2012-2013

中華基督教會 桂華山中學

2012／2013 年度 學校周年計劃書

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附件

- A. Refined English Enhancement Scheme

- B. 多元學習津貼計劃書 2010／11 至 2012／13 學年、2011／12 至 2013／14 學年及 2012／13 至 2014／15 學年

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，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，如定期舉行「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。

3. 關注事項

訓輔全校支援，建立課堂常規；
持續教師發展，優化課堂教學；
關愛學生成長，加強學習效能。

4. 2012／2013 年度學校周年計劃

關注事項：訓輔全校支援，建立課堂常規

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>1. 訓輔全校支援 建立課堂常規</p> <p>能透過訓育及輔導的不同支援項目，減低學生的負面思想及行為表現，以及強化學生的<u>正向情緒</u>，從而讓學生辨明自身角色及應有表現，並能認真面對課堂的學習要求，恆常地<u>緊守課堂常規</u>，更<u>專心致志學習</u>。</p>	<p>9月 至 6月</p>	<p>1.1.1 透過每月印製<u>學生行為紀錄表</u>讓學生檢視，從而提升學生積極守規態度。</p> <p>1.1.2 透過製作學生<u>課堂違規懲處指引</u>、建立<u>違規行為呈報機制</u>、設立<u>訓育室</u>（Rm307），更有系統地協助老師處理學生違規行為，從而鞏固學生遵守課堂常規的習慣。</p> <p>1.1.3 透過為<u>學長</u>提供<u>培訓計劃</u>，增強其自信心，從而更有效地協助學校維持學生紀律。</p> <p>1.2.1 透過全校<u>周會</u>、<u>工作坊</u>、<u>小組活動</u>等向學生灌輸正向訊息。</p>	<ul style="list-style-type: none"> • <u>APASO</u>顯示學生的自我形象、自信、學習態度與香港常模相約。 • <u>校本問卷調查</u>顯示學生認同本年度學校提供的訓輔支援項目有助提升正向情緒及品格。 	<ul style="list-style-type: none"> • 統計 APASO 及校本問卷調查結果。 	<ul style="list-style-type: none"> • 訓育委員會 • 輔導委員會 • 教務組 	<p>獎品及活動費 \$15,000</p>

關注事項：訓輔全校支援，建立課堂常規

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>1.2.2 透過班級經營活動，推動互相欣賞的文化，以強化學生的正向思維。</p> <p>1.2.3 透過設定不同範疇的獎勵，鼓勵學生制定自我追求的目標，以提升自我欣賞及自我肯定的觀念，從而建立正向品格。</p> <p>1.2.4 跟進輔導有負面情緒行為的學生，透過班主任、輔導老師、社工及教育心理學家的協作支援，幫助學生重新建立正向的情緒及品格。</p> <p>1.3 明確訂立課堂常規的目標及大綱，向全體師生公布，並作為觀課時的關注事項，以確保教師貫徹執行，學生全面實踐。</p>	<ul style="list-style-type: none"> ● 校本問卷調查顯示學生能實踐學校制定的課堂常規。 			

關注事項：持續教師發展，優化課堂教學

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>2. 持續教師發展 優化課堂教學</p> <p>透過持續教師專業發展提升教師的課堂組織及教學策略，尤其以<u>提問及互動</u>學習活動的設計為焦點，增加學生的<u>參與機會</u>及發展學生的<u>思維能力</u>，從而提升學生的<u>學習興趣、自信心及積極學習</u>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>	9月 至 6月	2.1 舉辦 <u>校本培訓</u> ，優化教師的教學技巧，聚焦發展教師運用提問、以學生為本及 <u>互動策略</u> ；並加強老師對照顧有特殊教育需要學生的培訓，以促進教學效能，提升學生學習成效。	<p>2.1 學生的學習興趣及積極參與態度有提升：</p> <ul style="list-style-type: none"> 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。 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超過 60%。 <u>校本問卷調查</u>顯示學生認為自己的學習興趣和積極投入學習的態度逐年提升。 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逐年提升。 	<p>2.1.1 統計同儕觀課評課記錄整體水平評分的數據，以校外評核的要求為基礎。</p> <p>2.1.2 統計校本問卷調查結果。</p>	<ul style="list-style-type: none"> 教師發展委員會 教務組 各科主任 	教師發展講座及交流\$30,000

關注事項：持續教師發展，優化課堂教學

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>2.2 每位老師不論任教科目每年至少發展 3 個教案，通過共同備課，設計有層次的提問及有效互動的學習課堂，藉以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）。透過共同備課促進專業交流，各科組的最佳教案並會作為日後教師發展交流之用。</p> <p>※（如某科全級只有一人任教，個人備課內容可邀請同科不同級同事或邀請上司觀課。）</p>	<p>2.2.1 教師的課堂組織及教學策略有提升，能通過提問、互動學習活動等引導學生思考，提高學生參與機會及學習興趣：</p> <ul style="list-style-type: none"> • >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，學生學習興趣提高。 • 同儕觀課後的評課記錄被評為課堂組織及教學策略有提升的課堂數目，逐年增加。 	<p>2.2.1 各科主任審閱各級 1 至 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，記錄在案。</p>		

關注事項：持續教師發展，優化課堂教學

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
			2.2.2 科主任能協助老師提升專業能力： <ul style="list-style-type: none"> • 各科組每年能選出至少 3 個的<u>最佳教案</u>以作為科組專業交流之用。 • 在每學期科組完成觀課後，科主任至少安排<u>分科會議</u>一次，與所有科任老師深切交流，總結觀課後的意見及深入討論評課技巧。 • 科主任向未達水平的教師提供專業意見，助其改善教學設計及施行技巧。 	2.2.2 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）		

關注事項：持續教師發展，優化課堂教學

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>2.3 各科每級每年發展至少 1 個最佳設計課業，用以作為日後教師發展的示範藍本。</p>	<p>2.3.1 教師能通過課業設計，提高學生的學習興趣及照顧學習差異：</p> <ul style="list-style-type: none"> • >60%查閱課業評估表顯示課業有趣味及能照顧學習差異。 <p>2.3.2 科主任能協助老師提升專業能力：</p> <ul style="list-style-type: none"> • 每科組每年能選出 3 個最佳設計課業作為科組專業交流之用。 • 科主任能向未達水平的教師提供專業意見，助其改善課業設計技巧。 	<p>2.3 統計查閱課業評估表。</p>		

關注事項：持續教師發展，優化課堂教學

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>2.4 進行同儕觀課、跨學科、校外交流觀課，透過同儕或跨學科觀課後的專業交流，優化教學效能：</p> <p>同儕觀課，每年每位老師所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，便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）。</p> <p>跨學科或校外觀課，每年每位老師至少一次（被觀一次或觀人一次）。</p> <p>※上學期校內進行的同儕觀課屬交流性質，而下學期屬評核性質。</p> <p>※各科主任在觀課後，必須在分科會議中與所有科任老師總結觀課後的意見及深入討論評課技巧。各科主任亦須安排科組老師出席觀摩同科或跨科的示範課。</p>	<p>2.4 教師透過觀課的教學實踐、反思，以及和同儕之間的經驗分享，提升課堂教學效能：</p> <ul style="list-style-type: none"> ● 100%老師參與同儕及跨學科觀課，每年至少一次。 ● >60%老師能出席校方安排校外或其他辦學團體的交流性觀課。 ● 超過80%的老師能出席觀摩同科或跨學科的示範課。 	<p>2.4 科主任收集同儕觀課或跨學科觀課的評課記錄，統計達標百分比，並在年終分科會議報告，記錄在案。</p>		

關注事項：持續教師發展，優化課堂教學

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>2.5 優化管理層與科任老師的溝通。各科定期或非定期在分科交流會議中檢視各級教學進度及分享教學心得。</p> <p>2.6 教師發展委會及各科主任會定時發放校外或區會培訓／進修資料給科任教師；而有機會接受相關培訓／進修的老師需在分科會議或教師交流日分享所得。</p> <p>2.7 協助科組成立資源庫及網上學習平台，以優化教學。</p>	<p>2.5 科主任每學期至少安排非正式的分科交流會議一次，藉以檢視各級教學進度及支援有需要的教師。</p> <p>2.6 >60%教師能出席相關培訓／進修，並於隨後作出分享。</p> <p>2.7 學生不論校內或公開考試的成績，均較上年進步。</p>	<p>2.5 分科交流會議記錄顯示科主任有進行專業交流分享及向未達水平的教師提供專業意見，助其改善。</p> <p>2.6 統計全年教師進修時數及教師交流日記錄。</p> <p>2.7 統計校內及公開考試的成績，比較有進步的百分比。</p>		

關注事項：持續教師發展，優化課堂教學

目標	時間表	策略大綱	成功準則	評估方法	負責人	所需資源
		2.8 協助科組優化校本課程，以照顧學生的多樣性。	2.8 不同程度或有特殊教育需要學生的成績表現較上年進步。	2.8 統計學生成績，比較有進步的百分比。		

關注事項：關愛學生成長，加強學習效能

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>3. 關愛學生成長 加強學習效能</p> <p>能有系統地提供相關的<u>成長支援</u>，建立學生對自己及學習的信心，提升<u>積極學習</u>、<u>積極生活</u>的態度，並於<u>畢業離校前訂立個人目標及升學出路</u>。</p>	9月 至 6月	<p>3.1 社工與訓輔組協作，有計劃地為學生提供相關的<u>成長支援</u>，協助學生建立對自己及學習的信心，從而提升積極的學習態度，例如：</p> <p>A 初中的學習策略</p> <p>B 共創成長路（PATHS）：包括課堂講授、午間成長小組、各級大型活動及宿營等。</p> <p>3.2 升學及就業輔導組安排常規生涯教育活動，按學生不同發展階段於班主任時間舉行小組活動及講座，輔導學生在學業、事業和個人發展方面作出適當的抉擇。例如：</p> <p>A 高中的生涯規劃小組活動</p> <p>B 畢業年的生命導師計劃</p>	<p>3.1.1 APASO 顯示學生的自我形象、自信、學習態度與香港常模相約。</p> <p>3.1.2 校本問卷調查顯示學生認為本年度學校提供的活動有助提升自信心、積極學習、積極生活的態度。</p> <p>3.2.1 升學就業輔導組協助完成學生生涯規劃手冊。</p> <p>3.2.2 畢業生完成生命導師生涯規劃資料冊。</p>	<p>3.1.1 統計 APASO 自我形象、學習態度的結果，留待明年比較。</p> <p>3.1.2 統計校本問卷調查結果。</p> <p>3.2 統計相關手冊及資料冊完成數量。</p>	<ul style="list-style-type: none"> ● 社工 ● 訓育委員會 ● 輔導委員會 ● PATHS 負責人 ● 升學就業輔導委員會 ● 公民教育委員會 ● 啓發潛能組 ● 新移民關愛小組 	<p>成長支援活動費 \$8,000</p> <p>生涯規劃印刷品及活動津貼 \$6,000</p>

關注事項：關愛學生成長，加強學習效能

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>3.3 公民教育委員會及啓發潛能組與訓輔組緊密協作，通過多元化的活動及正面的氛圍，有計劃地為學生提供相關的成長支援，培養其正確的價值觀，以建立學生積極的學習及生活態度，例如： A「我愛班房」運動 B「知錯能改」計劃</p> <p>3.4 新移民關愛小組與社工協作，為新移民同學提供英語支援及不同的適應課程，再配合多元智能體驗活動，以協助新移民同學適應新的學習環境，從而提升他們對自己及學習的信心，讓他們積極投入校園及香港的生活。</p>	<p>3.3 >70%學生在學 生問卷中支持 「我愛班房」運動 及「知錯能改」 計劃。</p> <p>3.4 >70%新移民同 學在問卷中反映 能積極投入校園 及香港生活。</p>	<p>3.3 統計學生問卷調查結果。</p> <p>3.4 統計新移民同學問卷調查結果。</p>		<p>班級經營活動 \$7,000</p> <p>新移民同學課後支援活動 \$9,000</p>

Refined English Enhancement Scheme

附件 A

School-based Plan

(Plan A is applicable to schools which:

(i) have never joined the EES;

(ii) have completed the EES; or

(iii) will continue to implement the remaining measures of the EES separately from the application for the Refined EES.)

Name of School: CCC Kwei Wah Shan College

(I) With reference to categorizations listed below, please indicate the category of the proposed measures and provide the implementation details. Please note that the categorisation is only for the purpose of stock-taking and there is no ranking of priority for the categories. If the domains of the proposed measures belong to more than one category, please fill in the most appropriate category and do not repeat.

Categories of English Enhancement Measures

- (A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.
- (B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.
- (C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.
- (D) Other support measures: For example, hiring teaching assistants, etc.
- (E) Measures enriching the English language environment.

Measures	Category (Note 1)	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note 2)	School-based Monitoring and Evaluation Mechanism	Remarks (Note 3)
(1) Using English across curriculum	(A)	<p>A GM teacher is employed to make room for 3 regular teachers, a total of 40 hours, to develop intensive teaching materials for English, Maths., Integrated Science and Liberal Studies lessons, as well as extensive reading materials for extra 'reading-to-learn' lessons. The teachers are supposed to:</p> <p>a. Intensive teaching materials:</p> <p>i. Hold meetings with teachers of the abovementioned three subjects on how to deliver the subject content with appropriate language structure and language pattern to the learners.</p> <p>ii. Compile, design and coordinate cross-curricular teaching materials among the three subjects. A minimum of 12 sets of single-lesson teaching materials is compiled by the end of the year</p>	S1 students	all S1 teachers of the four subjects	\$309,553	<ol style="list-style-type: none"> 1. Lesson observation of the subjects concerned. 2. Records of the co-planning meeting 3. The quality and quantity of the school-based English intensive & extensive teaching & learning materials for English, Maths, I.S., & L.S. compiled 	

Measures	Category (Note 1)	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note 2)	School-based Monitoring and Evaluation Mechanism	Remarks (Note 3)
		<p>b. Extensive teaching materials: The three abovementioned subjects will shortlist 4 topics & related extensive readers for the released English teachers to prepare reading materials for ‘reading-to-learn’ lessons (See P7-8 Measure 2) each year. At least six reading passages are supposed to be compiled under each topic. Thus there is a minimum of 24 sets of reading passages each year</p> <p><i>September 2011-August 2012</i></p>					
(2) Whole-school approach	(D)	<p>A TA is hired to help to facilitate the implementation of the refined EES projects in the following ways:</p> <p>a. Help to compile the intensive & extensive teaching and learning materials designed by the teachers</p> <p>b. Offer clerical support to create an English rich environment, including the information update on our English homepage, Campus TV, physical English environment in the school</p>	S1 – S2 students	S1 & S2 teachers of the four subjects & teachers of the ‘reading-to-learn’ lessons	\$327,600 (\$ 13,000/m)	<ol style="list-style-type: none"> 1. The continuous appraisal of the staff 2. The quality and quantity of the school-based English intensive & extensive teaching & learning materials for English Maths, I.S., & L.S. compiled 	

Measures	Category (Note 1)	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note 2)	School-based Monitoring and Evaluation Mechanism	Remarks (Note 3)
		<p>campus, etc.;</p> <p>c. Assist in handling of data entry and stock keeping, e.g., school-based reading programmes, token passport records, competition results, DVDs record, teaching aids, etc.;</p> <p>d. Assist in the logistics &/or tutoring of different English enhancement programs;</p> <p>e. Render IT support for the preparation of English learning materials</p> <p><i>September 2011-August 2013</i></p>					

Note 1: Please fill in the letter denoting the category.

Note 2: Please indicate clearly the implementation period and cashflow.

Note 3: If other funding is required to top up a proposed measure, please state clearly the source of the funding and the amount estimated.

(II) Expected output targets to be attained:

Remarks: Schools are not required to set output targets for each individual measure, but should set targets to be achieved in terms of the impact on the overall English learning of students or on specific areas of students' English ability.

Measures (Note 4)	Expected Learning Targets to be Attained (Note 5)
(1)	<ul style="list-style-type: none"> ● At least 12 sets of intensive cross-curricular learning and teaching materials, as well as 24 sets of extensive ‘reading-to-learn’ materials will be compiled > subject teachers of I.S., L.S. & Maths. can collaborate with the English teachers in developing the materials and they will be able to learn to use language of the right level to help students read the subject in English better ● Other Non-English teachers’ (teachers of ‘reading-to-learn’ lessons) exposure to English teaching will also be enhanced. ● The reading materials developed can complement the core curriculum ● The learning & teaching materials developed can be reused for indefinite period of time and the soft copy will be owned by the schools for future updates ● The junior forms students can go through the basic concepts of I.S., L.S. & Maths. in English before they contact the NSS curriculum ● Students’ exposure to English learning will be enhanced ● Students’ comprehension skills for different text types will be upgraded

(2)	<ul style="list-style-type: none"> ● A whole-school English learning atmosphere will be created since other KLAs are assigned for ‘reading-to-learn’ lessons ● The assistance provided by the TA is significant to the smooth implementation of the school’s English enhancement activities, thus a better English learning environment can be provided for our students ● The teaching and learning materials developed can be reused for indefinite period of time and the soft copy will be owned by the schools for future updates
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Note 4: Only the number of the measures mentioned in the previous table is required.

Note 5: They can include deliverables produced after the implementation of the measures such as learning and teaching resources, etc.

Please explain succinctly how the school would implement the measures proposed above and describe how these measures would be integrated into the school-based MOI plan / whole-school language policy holistically (In the brief description, the school can give a summary of the proposed measures mentioned above). This part should consist of about 2 pages.

Background

CCC Kwei Wah Shan College was founded in 1977. It is an aided school situated at Cloud View Road, North Point.

Refinement on EES plan:

In the last EES plan, the school focused on developing students' 4 basic skills through a number of remedial programs. During the implementation, a number of different tasting programs on the introduction of the NSS English Electives were introduced. In the implementation of the learning programmes, it was found that students' 'phobia' of English has been greatly reduced due to the enhanced English learning environment. However, as the budget had been fixed and the budget for hiring a TA will cease this academic year, the school found it difficult to redeploy manpower to help students to further improve their English by providing them more intensive English language input in lessons.

MOI Policy

The school's MOI policy is to give a balanced and broad exposure for students to improve their language competency in Chinese, English and Putonghua. Funding from last EES was mainly spent on providing a rich English language environment in the school. It is good to see that students' learning attitude of English has been greatly improved. With EDB's announcement of the MOI fine-tuning policy, stakeholders of the school (IMC, parents, teachers and students) have been urging the school to extend the learning of English to some more co-curricular and teaching activities. The school is under the pressure of extending the learning of English from the English language lessons to other KLAs.

Refocusing the development plan – a Whole School Approach

Measure One (September 2011 – August 2012)

Expanding students' exposure to the [use of English in different subjects](#) (Maths., Integrated Science and Liberal Studies)

The school's IMC had passed the agenda on making Maths., Integrated Science and Liberal Studies (MOI subjects) as core subjects to maximize the use of English in lessons. With the [assistance of the full-time GM](#), three English teachers a total of 40 hours of teaching and administrative work of S1 could be [released](#) from some of the lessons to hold meetings with teachers of Maths., Integrated Science and Liberal Studies on [how to deliver the subject content](#) with appropriate [language structure and language pattern](#) to the learners. With the time and space created from the funding, the English teachers can coordinate better with the subject teachers. The English teacher can also help to [consolidate](#) what students learn in the core MOI subjects in their English lessons. The language items can be better learnt in context with the English teachers' input. Consequently, the teachers released would compile, design and coordinate cross-curricular teaching materials among the four subjects, including the abovementioned three subjects and English.

By the end of the year, a minimum of 12 sets of single-lesson teaching materials is supposed to be compiled.

Measure Two (September 2011-August 2013)

Providing students with an English-rich environment and extended [English input](#) to strengthen their language foundation

Teachers of each of the three subjects, i.e., Maths., Integrated Science and Liberal Studies, will shortlist four topics & extensive readers for the released English teachers to prepare reading materials (together with teaching notes) to be used in the *reading-to-learn lessons**. The [reading materials](#) are short 'Reading' and 'Reading Aloud' passages under the four topics & from the extensive readers. The selected school-based reading materials will be presented and taught in the school's 'reading-to-learn' lessons. The school-based reading materials developed can help to consolidate students' subject knowledge as well as their English language competency. It is hoped that the culture of collaboration between the English language teachers and other subject teachers could gradually be built up and sustained.

Since six reading passages are supposed to be compiled under each topic, there should be at least 48 sets of extensive reading materials compiled by the end of the two years

** An extra extensive reading lesson, namely 'reading-to-learn' lesson, will be set assigned for S1-2 once a week*

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 (Revised Version)

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

Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2011/12 to 2013/14 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 (e.g. in what way students' diverse learning needs are catered for)	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
					11/12	12/13	13/14		
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
Applied Learning (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	ApL courses in the following areas of studies: - Creative Studies - Media and Communication - Applied Science	180 hours in 2 years for each course	S5 & S6 students	NA	5	5	<ul style="list-style-type: none"> ➤ Successful completion of the ApL courses as shown in their learning record ➤ Survey / evaluation report on students' feedback ➤ Assessment of students' performance 	Careers Master

三年計劃書—為第四屆新高中學生（2012/13 至 2014/15 學年）
增加選修科目選擇的措施及為他們提供資優教育課程

教育局多元 學習津貼 資助的課程	策略及預期效益	課程名稱及 課程提供機構	修業期	目標 學生	預計每學年涉及 的學生人數			學生學習的評估/ 成功指標	負責 教師
					12/13	13/14	14/15		
其他課程	為運動資優生提供抽離式語文保底課程及印刷教材費用，以彌補日常練習及比賽而減少學習時間，鞏固語文基礎。	外聘導師	4 個月	學校 運動員	20	20	20	學生出席率達 80%。 校本問卷。	李靜雯 區英耀
	發展學生表達技巧潛能，提供部分交通及住宿費用資助，以參加遊學團。	接辦遊學團機構	5 天	具表達 潛能的 學生	15	15	15	與全體學生分享。 校本問卷。	梁美妍
	為經濟困難學生提供車費津貼，以豐富學生課堂外吸收知識，增廣見聞。	課外活動組/ 全方位學習組	2 天	經濟困 難學生	30	30	30	與全體學生分享。 校本問卷。	何基明