

SKH Bishop Mok Sau Tseng Secondary School
Report on the Use of Additional Time Limited Capacity Enhancement Grant (2006-2007)

1. English Enrichment Program (Whole School)

Task	People Responsible	Success Criteria	Evaluation	Remarks/Suggestion for Further Improvement
<i>I. After-school tutorial classes for weak students (S1, 3)</i>				
<p>An additional teacher was employed to relieve a few teachers:</p> <ol style="list-style-type: none"> 1. to conduct after-school classes 2. to organize extra-curricular activities to promote English learning outside classrooms. 	<p><i>Ms May Chow & Ms Lau Cheuk Yee</i></p>	<p>Students embrace a more positive attitude towards the learning of English Language and related activities. Students are able to finish their English work with better accuracy</p>	<p>Both teachers and students gave favorable feedback on the arrangement. Most students took on a positive attitude towards this remedial class. All classes had near 100% attendance rate. They were attentive and eager to do more work on grammar, speaking and writing.</p>	<p>Students start to appreciate this remedial help the school provides to them and treasure the opportunity to be invited to take part in the course. This year, with experience and time, remedial classes, detention classes and extra-curricular activities were well coordinated resulting in no clashes at all among them. Students thus could attend the classes and teachers had fewer discipline problems.</p>

II. Self – access Independent Learning Program

	<p><i>Ms Yu Yuen Ching, Mrs Tong Tang Sau Lin, Ms Chan Yan and Ms Lau Cheuk Yee</i></p>	<p>Students take more initiative in learning and willing to take on more challenges</p>	<p>All form levels had an individual Self Access Independent Learning programme (SAIL) appropriate to their interest and need.</p> <p>The English Ambassadors from the English Enhancement Committee had kindly lent help to train S1 students oral skills after school at the Self Access Learning Centre. This was proved to be the most popular activity among S1 students.</p> <p>A resource bank of self learning materials had been established for the use of both teachers and students.</p> <p>All students participated in an online learning program called Eng-class.</p> <p>With close monitoring, majority of the students completed the exercises assigned to them.</p> <p>The use of room remained low because many students complained that the room was located in a far corner of the building.</p>	<p>It is agreed that the spirit of self – learning has begun to take root among students. Many have started to see the need and benefit of self-learning. Evidently, more effort was accorded to the completion of online learning exercises and extensive internet search for project work. However, it is believed that a whole school approach should be adopted in order to make this mindset and behaviour sustainable. It has to be promoted and practiced in all subjects.</p>
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III. English Enhancement Committee

	<p><i>Mr Tony Choi, Mr Mark Schwedersky, Mrs Yu Lo Suet Chun & Ms Vania Tsang</i></p>	<p>Use of English, both written and spoken is more evident on school ground.</p>	<p>The EEC had been successful in making English visible in every corner of the school building. It also made English heard in every conceivable ‘air time’, such as daily PA lunch announcement, Day 6 MST News Broadcast. Both teachers and students were more aware of the English element in the daily routine. They are certainly ready to accept more challenges.</p>	<p>It is suggested more resource should be allocated to the committee so that it can both sustain what has already been established and explore new areas to develop.</p>
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2. 中文科拔尖保底、提升說話能力計劃

計劃項目	負責老師	成功指標	評估	跟進工作	改善建議
拔尖保底 照顧學生差異	拔尖： 甘冬兒老師 9/06-2/07 楊偉琳老師 3/07-8/07	1. 中二及中三級學生寫作水平提升。 2. 組成辯論隊參加校外比賽。	1. 通過作品水平顯示，過半學生作品水平明顯提升。 2. 問卷調查顯示顯示，60%以上學生自覺寫作能力有所提升。 3. 組成辯論隊並獲得滿意成績。	鼓勵學生參加校外比賽，吸收不同經驗。	1. 增加課堂活動，令課程內容多樣化，增加學習趣味。 2. 減少堂上寫作。
	保底： 樊梁麗霞老師 胡偉文老師	1. 語文能力較弱的學生的成績有所提升。	1. 學生考試成績，下學期語文卷較上學期進步 61/200分。 2. 問卷調查顯示 97.4%學生認為輔導班有助學習；92.3%學生認為中文水平有所提升。	總結學生的弱點及改善方法，以為校內、外交流之用。	1. 增加課堂活動。 2. 增加集體寫作次數。
提高學生說話能力及支援老師教學資料搜集	陳海雅老師	1. 中四及中五學生熟習 2007 年會考說話能力考核的形式及要求。 2. 老師搜集資料工作減輕，以便有空間進行校本評核。	1. 問卷調查顯示近 100%學生分別對課程安排滿意和認為有助掌握小組討論技巧。 2. 科任老師意見反映教學助理有助搜集資料。。		1. 增加訓練次數。 2. 增加訓練時間。

3. Catering for the needs of students with different abilities in Mathematics

Action/Task	Teacher-in-charge	Success Criteria	<i>Evaluation</i>	Follow-up Actions	Remarks/Suggestions For Further Improvement
<p>To employ an additional teacher to</p> <p>(i) conduct all remedial classes on Saturday and weekdays after school for S.1 to S.3;</p> <p>(ii) prepare all teaching materials for remedial classes;</p> <p>(iii)fortify the manpower to implement small group teaching in S.2 to S.4; and conduct practice classes for the preparation of public examination in S5 and S7</p>	<p>LEUNG Yiu-chung (Head of Maths. Dept.)</p>	<p>(1) Students participating the remedial program show improvements in academic performance in regular tests and examination</p> <p>(2) Students show more learning effectiveness under the policy of small group teaching</p> <p>(3) S5 and S7 can get better results in the public examination: S.5 Maths: Over 70% credits and 100% pass S.5 Add.Maths Over 65% credits and 100% pass S.7 Pure Maths Over 50% credits and 100% pass</p>	<p>1. Remedial Programme -- S.1-S.3 A detailed data analysis was conducted by comparing the improvements of students in Mathematics with a control group of students not taking remedial programme with slightly better foundation in Mathematics. Students having completed the programme showed satisfactory improvements implying that the foundation of relative lower achievers in mathematics is more solid than before. It positively showed the effectiveness of the programme.</p> <p>2.Small group teaching Individual care was found more intensive by using small group teaching. Moreover, more flexibility to allow a variety of teaching strategies could be used especially in S.2, in which the foundation in Mathematics of students in small groups are not especially weaker than other students.</p> <p>3.Practice Class for S 5 and S.7 Questionnaires survey was conducted for both S.5 and S.7 practice classes. They highly value the effectiveness of the practice classes for them thereby reinforcing their self-confidence and perseverance in preparing public examination. Ultimately, their results in HKALE Pure Mathematics were satisfactory. For S.5 additional mathematics, performance of average achievers are better and overall credit percentage increased. The overall HKCEE Mathematics can keep the standard with last year. Moreover, it is a breakthrough that there were 3 arts streams student to get grade “A” in HKCEE Mathematics</p>	<p>Remedial classes would be continued in the same scale. The practice class for public examination would be fortified. A more in-depth discussion among teaching strategies for small group would be conducted especially in S.2 and S.3 in the next school year.</p>	<p>A full time additional teacher would be continued to employ to fortify the effectiveness of the programme.</p> <p>For small group teaching, there would be a convener for small group teaching in S.2 and S.3 to gather teachers specifically to discuss and design activities for enhancing group discussion. This information would be included in the teaching plans.</p> <p>As regards the practice class for S.5 Mathematics, the classes would start earlier for the students to get a better preparation for HKCEE.</p>

Financial report on use of Additional Time Limited CEG (2006/07)

Item	Amount (\$)
Balance B/F from 2005/06	419,527.64
Additional Time Limited CEG for the year 2006/07	646,325.00
Total	1,065,852.64
Expenditure	
Employment of additional teachers for Programs on English Language Education, Chinese Language Education and Mathematics Education	1,029,508.44
Surplus for the year 2006/07	36,344.20
Deficit transfer from CEG account	23,180.80
Balance after transfer at the end of 2006/07 school year	13,163.40