

SKH Bishop Mok Sau Tseng Secondary School
Report on Use of Additional Time Limited Capacity Enhancement Grant (2007-2008)

1. Curriculum development

Task	Teacher-in-charge	Success Criteria	Evaluation	Remarks/Suggestion for Further Improvement
<p>An additional teacher was employed to assist teachers in implementing:</p> <ol style="list-style-type: none"> 1. SBA 2. TSA 3. Computer Assisted Learning 4. Oral practices 	<p>Mrs. H. Lam. Mrs. S.P. Cheung</p>	<ul style="list-style-type: none"> ● Some English teachers have more time to concentrate on curriculum development and SBA implementation ● S3 students are better prepared for their oral and written tests of TSA. ● Teachers are able to revise syllabus of their respective forms for use in the following year. 	<ul style="list-style-type: none"> ● All teachers agreed that the additional teacher could share their workload. ● Subsequently, teachers could spend more time refining their lesson and arranging for a number of practice sessions to equip students better for the SBA and TSA. ● Students' performance in various areas improved with the increased practice and modified operation procedures. 	<p>Diversity has become a norm in most classrooms and school situations. Teachers have to vary strategies and teaching materials to satisfy the different needs and interests of students. They also resolve to organize numerous outside classroom activities to challenge the stronger ones and motivate the weaker ones. Hence, additional teachers are needed to relieve their workload.</p>

2. Coping with diverse and special learning needs of students in Chinese subject

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 • 培養學生文學鑒賞力 • 照顧學生差異	拔尖： 胡偉文老師	<ul style="list-style-type: none"> 學生文學鑒賞力有進境。 出版文集和籌辦文藝活動。 	<ul style="list-style-type: none"> 利用問卷調查，檢視課程成效。據問卷調查顯示，全數參加學生認為本課程有助益，能提高他們對文學的鑒賞力。 科任老師意見反映，學生的鑒賞力有進步。 部份學生表示有信心和有興趣籌辦文藝活動。 寫作訓練時間不足，出版文集的指標無法完成。 	<ul style="list-style-type: none"> 鼓勵學生參加校外文學活動及比賽。 集合對文學有興趣學生組織讀書會。 	<ul style="list-style-type: none"> 增加課堂活動，令課程內容多樣化，激活學習氣氛。 加強寫作訓練，希望可以出版文集。
	保底： 陳子健老師	<ul style="list-style-type: none"> 八成保底班學生上學期考試／年終考試考取及格成績。 	<ul style="list-style-type: none"> 問卷調查，檢視課程成效。據問卷調查顯示 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。 科任老師意見反映，學生成績有進。 學生考試成績，下學期語文卷較上學期進步 61/200 分。 	<ul style="list-style-type: none"> 總結學生的弱點及改善法，以為校內、外交流之用。 	<ul style="list-style-type: none"> 增加課堂活動。 增加集體寫作次數。

3. Coping with diverse and special learning needs of students in Mathematics subject

Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-up Actions	Remarks/Suggestions For Further Improvement
To employ an additional teacher to (i) conduct remedial classes for S.1 to S.3; (ii) prepare teaching materials for remedial classes; (iii) fortify the manpower to implement small group	Mr. Y.C. Leung	(1) Students participating in the remedial program show improvements in academic performance in regular tests and examination (2) Students show more learning effectiveness with small group teaching (3) S.5 and S.7 can get better results in the public examination: S.5 Maths: Over 70% credits and 100% pass S.5 Add.Maths Over 65% credits	1. Remedial Programme -- S.1-S.3 A detailed data analysis conducted had positively shown the effectiveness of the programme. The participants of the programme had shown improvements in the Maths subject although they were with a relatively lower foundation. 2. Small group teaching More intensive individual care and greater flexibility to employ a variety of teaching strategies were made possible by the small group teaching, especially in S.2. 3. Practice Class for S 5 and S.7 Questionnaires survey conducted had shown that S.5 and S.7 students highly valued the effectiveness of the practice classes. This had reinforced their self-confidence and perseverance in preparing for the public examinations which had resulted in a 100% pass	1. Remedial classes would be continued in the same scale. 2. The practice class for public examination would be fortified 3. A more in-depth discussion among teaching strategies for small group would be conducted	Due to the cessation of Additional CEG, there will not be again a full time additional teacher employed. The subject teachers would take up the remedial programme in S1 and S3 in accordance with the school policy. The materials for the bridging course will be revised by S.1 subject teacher to further suit for the students.

Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-up Actions	Remarks/Suggestions For Further Improvement
teaching in S.2 to S.4; (iv) conduct practice classes for the preparation of public examination in S.5 and S.7; (v) conduct the bridging course for newly enrolled students in Mathematics		and 100% pass S.7 Pure Maths Over 50% credits and 100% pass (4) All S1 students have a smooth transition of S.1 learning in Mathematics	in Pure Maths the HKALE, maintaining an overall credit percentage and standard of Add. Maths. and Maths. In HKCEE. 4..S1 bridging course for Mathematics Response from the participants showed a positive feedback and they had adopted a serious learning attitude towards the Maths. subject early in the start of the school year. The performance of S1 students generally showed satisfactory performance.	especially in S.2 and S.3 in the next school year. 4.The bridging course will be continued for the next school year	

Financial report on use of Additional Time Limited CEG (2007/08)

	Amount (\$)
Income	
Additional Time Limited CEG for the year 2007-08	654,732.00
Expenditure	
Employment of additional teachers for English, Chinese and Mathematics Departments	677,943.00
Deficit	(23,211.00)

The deficit is covered by the surplus from OEBG