

# School Report (2004-2005)

## **The School Council**

There are twelve council members. We would like to extend our warm welcome to Miss Tsang Min Yan, who has joined the Council with effect from September 2004 .

## **Staff**

There were 59 teachers (including the Principal), 3 laboratory technicians, 1 I.T. technician, 5 clerical staff members, 1 library assistant and 13 janitors. In addition, two social workers from the Hong Kong Children & Youth Services were on our team.

## **Qualifications of Principal and Teachers**

- 58 have received professional teacher training
- 26 possess a bachelor's degree
- 24 have a master's degree

## **Teachers' Experience**

- 4 have taught for 1-5 years
- 4 have taught for 6-10 years
- 18 have taught for 11-15 years
- 32 have taught for over 15 years

## **Teachers' Professional Development and Further Studies**

### 1. Further studies:

- (i) Miss Kam Tung Yee obtained her Master of Education from Hong Kong Baptist University.
- (ii) Mr. Lau Kwok Tin obtained his Master of Science in Environmental Science and Technology from City University of Hong Kong.
- (iii) Mr. Leung Wai Kei obtained his Master of Science in Mathematics from the Chinese University of Hong Kong.
- (iv) Mrs. Tong Tang Sau Lin, Daisy obtained her Master of Arts in Language Studies from Hong Kong Baptist University.
- (v) Mr. Wong Man Wai completed the Postgraduate Diploma in Education (Secondary) offered by Hong Kong Institute of Education.

### 2. Teachers' Common Learning Time

We experienced 6 stimulating sessions of common learning with a view to enhancing the quality of teaching and learning, in which teachers collaborated in designing curriculum, studying teaching strategies and activities as well as developing different subjects.

### 3. Staff Development Day

We organized 2 staff development days. The one in December 2004 focused on "New Senior Secondary Curriculum", with a professional sharing session conducted by our colleague, Mr. Pang Ying Yeung, who is also the Chairman of CDC-HKEAA Committee on Economics (Senior Secondary) and Mr. Justin Lam, HKEAA Subject Officer (History). We learned the most up-to-date information about the design of the New Senior Secondary Curriculum as well as the concepts and the methodology related to school-based assessment. In June 2005, we held a development day with the theme "Professional Development of Teachers in M.S.T.-- A Review of the Staff Appraisal System & Teacher Common Learning Time".

### 4. Staff Seminar

A seminar with the topic "Youth Development Nowadays" was organized in August 2005. Dr. Rachel Suen and Ms. Florence Yu from "P.A.T.H.S. to Adulthood-- A Jockey Club Youth Enhancement Scheme" came to share with us issues related to youth development and the details of the scheme.

### 5. Teaching Strategies Sharing

In December 2004, our teachers in the Physics Department shared their teaching strategies with us.

In addition, our teachers actively participated in seminars and workshops organized by different educational bodies. Mr. Luk Yiu Ming was invited by the Curriculum Development Institute to join a team which develops the curriculum of Liberal Studies.

## **Principal's Continuing Professional Development (CPD)**

During the year, the Acting Principal has undertaken 66 hours in structured learning of CPD activities.

## **Class Organization and Student Enrolment**

We have a total of 31 classes with the following structure:

Secondary 1-3 : 5 classes in each form

Secondary 4-5 : 5 classes in each form, with 3 in Science and 2 in Arts

Secondary 6-7 : 3 classes in each form, with 2 in Science and 1 in Arts

Student enrolment : 579 boys and 650 girls

Total number of students : 1229

In the 2004/05 Secondary School Places Allocation, all students allocated to our Secondary One are Band One students

## School Facilities

Standard Classroom	30	Discipline Room	1
Assembly Hall	1	Prefect Room	1
Covered Playground	1	Counselling Room	1
Basketball Court	2	Library	1
Science Laboratory	4	Student Union Room	1
Computer Room	2	Student Activity Centre	1
Art Room	1	Dance Studio	1
Home Economics Room	1	Multimedia Learning Centre	1
Design and Technology Room	1	Self-access Learning Centre	1
Chapel	1	Multi-function Centre	1
Music Room	1		

## Curriculum

To cater for a range of student interests, abilities and needs as well as to develop their independent thinking and civic awareness, we offer a wide curriculum of 27 subjects, including academic subjects, cultural studies and artistic subjects:

English	Chinese History
Use of English	Liberal Studies
Chinese	History
Chinese Language and Culture	Geography
Chinese Literature	Economics
Mathematics	Civic Education
Additional Mathematics	Putonghua
Pure Mathematics	Computer & Information Technology
Mathematics & Statistics	Computer Literacy
Science	Visual Arts
Physics	Music
Chemistry	Physical Education
Biology	Religious Studies
	Technology Fundamentals

The School operates on a six-day cycle with 9 periods a day. Assemblies and Form Periods are subsumed under the curriculum timetable and each occupies one period per cycle. In addition, there is a 10-minute morning session on each school day focusing on different areas, including Chinese reading, English reading, Religious Broadcast, short talks by the Principal and teachers as well as form-teacher periods.

## **Religious Activities**

Our religious education and evangelistic work are organized by our Chaplain, Miss Kwong Siu Kuen, who is assisted by all Christian teachers.

Activities held in the school year include:

- spiritual sharing and hymn singing in the assemblies in every cycle
- the Christian fellowship for students, which was run by Christian teachers and student committee members, with the aim of developing a bond of love
- "Soul Friends Scheme", in which senior students helped S.1 students adapt to the new school life through regular lunch gatherings
- a gospel week with the theme *The Day after Tomorrow*, which was held in one of the Christian fellowship gatherings, with the aim of spreading the gospel among students
- Services were held for special occasions, including Christmas, Easter and S.5 Graduation. We were delighted to have Mrs. Ruth Lee Shek Yuk Yu (Principal of Ying Wa Girls' School), Rev. Tsui Man Yin (Pastor in-charge of the Church of Christ in China, Tai Po Church) and Vicar Fan Chun Ho Samson Jeremiah (S.K.H. St. Thomas Church) as our speakers on the above occasions.

## **Civic and Moral Education**

The Civic Education Committee, headed by Mrs. Wong Ma Hau Ping and Mr. Wong Ting Hong, is responsible for the development of students' personal growth, as well as social awareness and responsibilities. It also aims to cultivate their national identity. The Community Youth Club (CYC) and Current Affairs Club work under the auspices of the Committee.

Activities organized by the Committee include:

- Form Periods concerning moral and civic education
- Personal Growth Profile Scheme for S.1 to S.7 students, who had to set learning targets and plans for their personal, academic and extra-curricular development and record them in their "I-Files"
- Social Services Scheme for all classes of Secondary Four students who planned, organized and participated in at least one social service project
- Display of proverbs and encouraging quotations
- National Flag Raising Ceremony
- Classroom Self-management Scheme
- Inter-class Board Competition

Apart from these, the Committee also participated in numerous community service projects organized by outside agencies, including a fundraising activity for victims in the South Asia Tsunami, a country park protection scheme and a mock direct election of the Legislative Council. The Committee and the Extra-curricular and Co-curricular Activities Committee joined a tour to Beijing organized by the Chinese Youth Exchange Centre. The theme of the tour was "Love for Home, Love for China". Forty-four participants, including teachers and students, joined this exciting visit.

## **Discipline, Guidance and Counselling**

The Discipline Committee was headed by Mrs. Lam Lo Lai Fung and Mr. Leung Kwong Wai. The Committee was supported by other discipline teachers and the two Head Prefects, Ng Tsz Chung and Law Sin Ying. Training of prefects was one of the Committee's most important tasks. New prefects were given a three-week training period and a 2-day training camp was organized during the Christmas holiday.

Overall, in terms of school discipline, the majority of our students behaved properly and the misconduct of students was not of a serious nature. The majority of offences were: "habitual lateness", "violating regulations related to the school uniform", and "absence without proper application for leaves". The Discipline Committee will continue to cooperate with all teachers in promoting positive behaviour, so as to uphold the good standard of student behaviour.

The Committee worked closely with form teachers, Counselling teachers and our social workers. The "Individual Guidance Programme" was launched, in which discipline teachers followed up the students who had committed a substantial number of offences in the previous year. With the care from the teachers, the students' behaviour improved. The Committee also worked closely with the Community Relation Officer of the Tai Po District. In addition, the members of the Committee actively participated in workshops organized by the Education and Manpower Bureau.

The Counselling Committee was headed by Mrs. Luk Lim Lok Tsai. The Committee worked closely with the school social workers, Mr. Patrick Li and Miss Susanna Tsui to organize programmes for students. This year, the theme was "Concern and Support". Working closely with different departments and committees, the Committee launched a variety of preventive and developmental activities. They include:

- S.1 Growth Scheme
- Mok's Friends Award Scheme
- Survey on studies and self understanding of S.4 students
- S.6 Orientation Day
- Activities for sex education

Cases handled were mainly about "low learning motivation" and "social or developmental problems" for junior form students, while for senior form students, they were mainly related to "stress in learning" and "emotional problems". In collaboration with the Parent-Teacher Association, workshops and talks were given to S.1 parents on adaptation to secondary education. Topics for S.5 parents on supporting their children and preparing for the publication of H.K.C.E.E. results were also included.

The Careers Guidance Committee was led by Mrs. Ng Chan Yuk Mui. The Committee provided guidance for S.3 students on choosing subjects in S.4, as well as advice and information for

S.5-7 students on careers, further studies, and the Joint University Admission System. Talks and visits related to various courses and careers prospects were arranged. The Committee worked together with the Academic Committee to give a talk to S.3 parents on choosing the subjects in S.4, and a talk on Tai Po Joint S.6 Admission Scheme to S.5 students before the publication of H.K.C.E.E. results. The Committee also helped our students to join the Joint S.6 Admission on the day of the publication.

### **Extra-curricular and Co-curricular activities**

The Extra-curricular and Co-curricular Activities Committee was headed by Miss Chan Esther. It aims to promote and co-ordinate a diversity of student activities. Through participation in these activities, students can learn different skills and enrich their knowledge. They can also develop self-discipline and a responsible attitude.

There were a total of 35 clubs and societies under 6 categories of activities, including academic activities, sports, interests, art, religious activities and services. All S.1 students had to join at least one club or society. The overall participation rate of S.2 to S.7 was over 90%.

Developing students' leadership is one of the Committee's important goals. Students are entrusted with leading roles and responsibilities in clubs, societies and the Student Union. They were also assigned leading positions like prefects and student librarians. Leadership training programmes, including workshops and a 2-day day camp, were organized by the Committee and our social workers, Mr. Patrick Li and Miss Susanna Tsui. Furthermore, our students were nominated to attend a great variety of leadership training programmes offered by outside agencies like the Breakthrough, the Hong Kong Tourist Commission and the Hong Kong Federation of Youth.

Our students' performance in inter-school competitions was impressive. Our Dance Team continued to excel at the 41st Hong Kong Schools Dance Festival, obtaining 8 Honour Awards, 5 Highly Commended Awards and 1 Choreography Award. Our Dance Team was also the champion in the Chinese Dance Section, the 1st runner-up in the Oriental Dance Section and the 2nd runner-up of the Western Dance Section. In the 57th Hong Kong Schools Music and Speech Festival, our students won 7 Champions, 16 1st Runner-ups and 14 2nd Runner-ups in music and 3 Champions, 7 1st Runner-ups and 14 2nd Runner-ups in English, Putonghua, and Cantonese verse speaking. As for sports, our Swimming Team won the Championship in Girls C Grade, the 1st Runner-up in Boys C Grade and 2nd Runner-up in Boys B Grade in the Inter-school Swimming Competition Championship (Tai Po & North District Secondary Schools Area). Our Table-tennis Team was the 2nd Runner-up in Girls A Grade, and our Boys' Tennis Team was the 2nd Runner-up in the New Territories Inter-school Tennis Tournament.

Moreover, our S.7 student, Wong Mun Tzung, was the winner of the Student of the Year award (Student Musician) offered by South China Morning Post. In the same selection, our S.4 student, Kwong Lai Ping, was the winner of the Student of the Year Award (Student Dancer).

Chau Chi Man (6B) and Fan Hoi Kit (6B) won the Summer Youth Programme Scholarship 2005 in the Academic Achievement Category and the Art Achievement Category respectively. In addition, Chan Tsz Kai (1E), Tai Hui Kwan (1E), Ip Sin Ying (1E), Liu Pak Hong (2D), Yip Lai Ting (4A), Fan Hoi Kit (6B) and Chau Chi Man (6B) won the Tai Po Outstanding Students Award.

### **Student Union**

There were four nominations for the Executive Committee of the Student Union. "Fantasia", which was led by Chau Chi Man (6B), won the election. Under the guidance of the Chief Advisor, Mr. Luk Yiu Ming, the Student Union carried out various activities, including ball matches, music contest, paper-fashion competition, blood donation day, the Christmas Classroom Decoration Competition, the Principal-Student Interflow, a booth at 30th Anniversary Fun Fair and publishing the Student Union Post.

Our Student Union was elected as the chair of the Tai Po Joint Schools Student Association, which organized a series of interschool activities for member schools, including a charity concert, a joint-school AS level English oral examination practice, basketball competitions and music contests.

### **Parent-Teacher Association**

The 10th Annual General Meeting of the Parent-Teacher Association was held on 16 October 2004. Mr Ho Yuk Wa was elected as Chairman of the Association again. The activities organized by the Association included talks for S.1 and S.3 parents, which focused on adaptation to secondary education and choosing S.4 subjects respectively. Other activities included the Principal-Parent Interflow, a workshop for S.5 parents, a Christmas party, an excursion, summer computer courses and joining the parent-teacher relay on the Sports Day. All the above activities were supported by parents' enthusiastic response. In addition, the Association also published two issues of the School Newsletter and three issues of the Parent-Teacher Association Newsletter. The Association participated actively in the 30th Anniversary. Parents attended the Thanksgiving Service and the 30th Anniversary Dinner, ran a game booth at the Fun Fair, performed a Chinese Opera session in the Variety Show, and gave generous donations for these activities.

### **Performance of Students in Public Examinations**

#### ***Hong Kong Certificate of Education Examination***

- No. of candidates : 209
- No. of students obtaining 5E or above including English and Chinese : 202 (96.7%)
- No. of students with points 14 or above in the best 6 subjects : 162 (77.5%)
- No. of distinctions : 197 (12.6%)
- No. of credits : 676 (43.4%)

Students with outstanding results:

Li Chun Tim (7A, 1B, 1C)	Law Chiu Tang (7A, 1B)
Li Siu Hin (7A, 1B)	Chu Ka Man (7A, 1B)
Cheung Siu Kwan (7A, 1C)	Wu Kit Wah (7A, 1C)
Ng Ka Wai (6A, 1B, 1C)	Leung Hiu Ying (6A, 1B, 1C)
Kong Kit Kwan (6A, 2C)	

### ***Hong Kong Advanced Level Examination***

● No. of candidates	: 95
● No. of students obtaining passes in 2-3 AL subjects,	
● U.E. and Chinese Language & Culture	: 88 (92.6%)
● No. of distinctions	: 33 (7.0%)
● No. of credits	: 200 (42.1%)

Students with outstanding results:

Yeung Suet Wing (2A, 3B)	Cheung Ho Shun (2A, 2B, 1C)
Cheung Ka Yan (2A, 2B, 1C)	Pang Yat Fei (2A, 1B, 2C)
Wong Chun Lam (2A, 1B, 2C)	Wu Sheung Wa (2A, 1B, 1C)
Kuo Ko Ho (2A, 2C)	Lam Ki Wing (2A, 1B)
Chan Chi Hang (2A, 1C)	Yim Chi Cheung (2A)

The distribution of students into the various universities is as follows:

● The University of Hong Kong	: 15
● The Chinese University of Hong Kong	: 31
● The Hong Kong University of Science and Technology	: 9
● Hong Kong Baptist University	: 7
● City University of Hong Kong	: 15
● The Hong Kong Polytechnic University	: 10
● Lingnan University	: 1
● Shue Yan College	: 1
● Oversea	: 1

### **Early Admission Scheme**

The following students were admitted into universities through the Early Admission Scheme:

Chau Chi Man (6B) - Medical Studies (HKU)  
Ng Tsz Chung (6B) - Medical Studies (CUHK)  
Fan Hoi Kit (6B) - Business Administration (Law) (HKU)  
Tsang Ching Yin (6B) - Dental Surgery (HKU)  
Li Ding (6B) - Law (HKU)  
Fok Pak Chuen (6B) - Mathematics (CUHK)

Leung Hei Man (6B) - Professional Accountancy (CUHK)

Yeung Shing Cheung (6B) - Professional Accountancy (CUHK)

Lin Sze Ki (6C) - Quantitative Finance (CUHK)

Wong Wing Na (6C) - Professional Accountancy (CUHK)

### **Achievements of the Year**

#### **1. Use of the Capacity Enhancement Grant**

To enhance students' proficiency in English, Chinese and Mathematics, three additional teachers were employed to relieve the workload of the teachers of the above three subjects and provide them with the space for designing remedial and enhancement programmes for students with different needs. In addition, the arrangement also helps us to create a language-rich environment, hold related extra-curricular activities and expose students to inter-school competitions. The feedback from teachers and students and the analysis of students' results indicated that our actions were quite effective in raising students' academic performance and interest in the subjects. (For the report on the use of Capacity Enhancement Grant, please refer to Appendix I )

#### **2. School Self Evaluation (SSE)**

To continue our praising culture and enhance students' motivation to learn, we carried out a series of actions. Firstly, we held a special assembly for presenting prizes to students with excellent achievements in academic study and different artistic areas. Secondly, we used multi-media equipment to broadcast students' performance in the Hong Kong Schools Dance Festival and their performance of poems and readings used in the Hong Kong Schools Speech Festival. To appreciate students' achievements and hard work as well as to provide a chance of sharing in their glory, we set up a prize cabinet in the lobby. We also conducted a survey on students' performance to cater for their needs in the period of preparing for the certificate examination. Lastly, in order to further improve our Staff Appraisal System and prepare for the external school review, we conducted many seminars for our teachers. We also joined the project on "School Self-Evaluation, External Review and Sustainability" organized by the Chinese University of Hong Kong, so we can build a system that meets the requirements of the education reform and suits our development.

#### **3. S.4-S.5 and S.6-S.7 Curricula and Evaluation**

To develop our curriculum and cater for students' needs, we amended and carried out the S.4-S.5 and the S.6-S.7 curricula. Evaluation will be conducted at the end of the coming year.

#### **4. Sister School**

Our school was invited by the Hong Kong Education and Manpower Bureau to participate in a joint venture to enhance cooperation and the exchange of experience and expertise in education, in which our school was allied with Experimental High School, an attachment to Beijing Normal University, as a sister school. In December 2004, Ms. Yuan Aijun of our sister school visited us

and signed a cooperation agreement. In July 2005, 53 representatives of our school, including the members of our Volleyball Team (Boys) and School Dance Team, visited our sister school on a 7-day tour, in which we had a fruitful exchange concerning sports and the artistic development of students. All participants enjoyed the chance to understand the learning environment in the two places and experience a cultural exchange.

#### 5. The 30th Anniversary Celebrations

We organized a series of activities for celebrating the Anniversary with the theme "Together We Rejoice, Up High We Fly". They included alumni seminars, the Thanksgiving Service, the Fun Fair, the Variety Show and the Anniversary Dinner. The success of these activities reflected our fruitful achievements in these 30 years.

### **Plan for 2005-2006**

#### 1. Enhancement of student proficiency in English, Chinese and Mathematics

We will continue to employ additional teachers to relieve the workload of teachers. In turn, those teachers will then have the enhanced capacity to design and teach remedial as well as enhancement programmes for English, Chinese and Mathematics. They will also strive to create a language-rich environment, conduct related extra-curricular activities and expose students to inter-school competitions.

#### 2. School self- evaluation

The following tasks will be conducted in the coming year:

- i) following up the four tasks related to the two areas of concern, namely "students' learning" and "school culture"
- ii) evaluating the staff appraisal system
- iii) following up the survey on "students' performance"
- iv) preparing for the external school review

#### 3. Evaluation of the S4-S5 and S6-S7 curricula

The effectiveness of our new S4-S5 and S6-S7 curricula will be evaluated.

#### 4. Functions for the 30th Anniversary

The 30th Anniversary Speech Day will be organized. Also, the 30th Anniversary Magazine and DVD will be produced.

### **Appreciation**

I would like to extend my heartfelt thanks to the Education and Manpower Bureau, our Council members, parents, alumni and friends for their advice and support. Special thanks are given to the Rt. Rev. Louis Tsui, our Council Chairman and Mr. Michael Lai, our Supervisor for their unfailing care and trust.

With grace from the Lord, our school has been growing in these 30 years in Tai Po. Our 30th Anniversary would not have been so successful without the dedication of our teachers, alumni, parents and friends. Special thanks are due to all the alumni who came back as guest speakers in different functions and Mr. Ho Yuk Wah, the Chairman of P.T.A., for his immense contribution and valuable advice. Dr. Sai-kui Lee and his siblings, who are Bishop Mok Sau Tseng's descendants, gave us generous donations for building the Chapel and the Multi-function Centre, benefiting all our students. We appreciate the above support with all our heart and, at the same time, will never forget our mission to provide the best education for students on the foundation of Christian faith and to guide them through the road to becoming responsible citizens with visions.

### **Appendix I : Report on the use of Capacity Enhancement Grant**

**S.K.H. Bishop Mok Sau Tseng Secondary School**  
**English Department**  
**Report on Use of Capacity Enhancement Grant 2004-05**

**I. The Introduction**

This year the Capacity Enhancement Grant continued to support the school's campaign to improve students' English proficiency and spare teachers from some non-teaching duties so that they can concentrate more on teaching. The aforesaid fund was spent on the following three major areas:

**A. English Enhancement Committee (EEC)**

A large proportion of the money was allocated to the hiring of an extra teacher to release the EEC members for tasks designed to enrich the school's English learning environment both at school level and student level. The three key members of the committee were each released a regular class teaching of their load, which is a load equivalent to a full time teacher.

It also covered the committee's operational cost of many activities and events held in the year.

**B. Learning programmes outside classroom**

1. Remedial and Enhancement Program

Another area the fund supported was after-school programs aiming to challenge the brighter students or giving assistance to the weaker ones. The expenditure incurred covered stationary, gifts and certificates.

2. Self-access learning programmes

It was a programme designed to instill the concept of learning autonomy among students. It has not been an easy task and teachers had injected much time and energy into it. Much of the expense allocated to this program went to the establishment of the system including stocking up the self-learning materials and running programmes for different forms.

**C. ERS Clerk**

A person was hired to relieve teachers of the chores to stock-check the books of the extensive reading program, do repair work where necessary and encode new books, etc.

**II. A brief report on the programmes and evaluation**

**A. English Enhancement Committee (EEC)**

This year, the EEC merged with the English Department and collaborated closely with members of the English department. This merger had greatly facilitated the work of both the committee and the department in achieving the goal of building an English strong school. It carried out most of the items planned smoothly. Students' participation and responses to most of the activities were encouraging and the committee's image and effort were gradually gaining recognition from all

parties. The English elements were indeed abundant all over the campus.

An overview of the tasks and activities held is as follows:

1. Administrative Measures
  - 1.1 School Level
    - 1.1.1. Prepare message slips for communication between students and teachers
    - 1.1.2. Establishment of an English Zone outside the staff room
    - 1.1.3. The English Ambassador Scheme  
It was a new scheme adopted only this year, however, it worked very well. Student 'Ambassadors' worked closely with teachers and assisted in many English programmes. Their impressive performance was much appreciated by students and teachers alike.  
The details of our work are summarized as follows:
      - 1.1.4 English Morning P.A. sessions
      - 1.1.5 Assembly Role Plays
      - 1.1.6 Sports Day
    - 1.2 E.C. A Level
      - 1.2.1 Promotional Materials  
We monitored and assisted in the use of English in everyday promotional posters and leaflets throughout the campus
      - 1.2.2 S.U. Election  
The committee provided language support to the candidates in their promotional materials and speech on the election day.
    - 1.3 Class Level  
We organized and sponsored one of the classroom board competition with the theme "Are we living in a safe world?" for S4 and S6 classes.
  2. Student Activities
    - 2.1 Pen-station collected good written work of students and posted them on the site.
    - 2.2 Participation in English Writing Competition held by The English Channel - very encouraging results were obtained.
    - 2.3 Poetry Writing Competition and Performance
    - 2.4 Inter-Class Debate
    - 2.5 Class Magazine
    - 2.6 Participation in the SCMP Young Reporters Scheme - Five of our English ambassadors joined the SCMP Young Post Student Reporters Programme and produced an English school newspaper featuring the school's 30<sup>th</sup> anniversary.
    - 2.7 Design and man game-stalls for both 30<sup>th</sup> Anniversary Fun Fair and Book Festival

## **B. After-school programmes for students of diverse abilities**

### **1. Remedial program for weaker students (1-3)**

Weaker students of all three forms were given extra help with their learning after school in tutorial classes. They met once a week from October to December in the first term and from February to June in the second term. There were altogether 20 meetings throughout the school year.

The reduced group size of 16 proved effective in administering individual care, keeping discipline and monitoring progress. Majority of the students were cooperative and keen to learn. A few naughty students in the S3 group were difficult to control, however, they responded very well to quizzes and games. Students generally felt positive about the programme and agreed that the additional tutorial time and practice were helpful to them.

### **2. Enhancement programs for brighter students (S1 – 3)**

The recruitment and operation were similar to that last year. Each group had their own program tailor made to suit the interest of their students. S3 students did more work on phonetics and literature appreciation. ‘My Fair Lady’ brought home to them the importance of good pronunciation and intonation. Other literary works such as “the Secret Life of Walter Mitty”, ‘Animal Farm’, etc opened a new world to them. On the whole, students’ response to all the language activities was encouraging.

S2 students’ programme this year was built around the theme of “Show Your Care”, a campaign launched by the school counseling team. This was the second time the S2 English Enhancement Group had incorporated school theme in their programmes of reading and writing. The teacher reported that this year’s students were not as capable and keen as those last year. However, their general attitude and performance were satisfactory.

S1 students spent more time with language arts such as poetry and literary appreciation, song presentation and riddle games. They also kept a soliloquy for extra writing practice.

Students of the enhancement programmes generally have higher ability and better self-image. They welcomed challengers and treasured the opportunity given.

3. Self-access Language Learning Program
  - 3.1 SALC
    - 3.1.1 The catalogue of SALC materials had been revised. New purchases will be put on shelf as soon as they are ready.
    - 3.1.2. The missing or worn-out past exam paper / folders will be replaced during the summer holiday.
  - 3.2 Online self-study programmes
    - 3.2.1 Let's Learn English Online programme (Clarity)

A total of 310 S3 and S6 students subscribed to both “Let's Learn English Online” and “Tense Buster Online” early in the school term, so their contract will be valid through Sept 04 to Oct 05. However, S4 and S7 students joined the programme in May 04, their accounts therefore expired before the summer holiday. Since there has been an increasing number of online service providers available on the market, the department has decided to re-examine its need and subsequently find a more suitable one to meet its need.
    - 3.2.2. A Passage a Day

To complement the Book Festival, the “A Passage a Day” programme was launched from April 4 to May 5. Students were encouraged to read one passage and complete the comprehension questions every school day and check the answers themselves.

The responses from students and teachers were generally positive. Some constructive suggestions had been made in the survey conducted.
    - 3.2.3 Self-access learning programmes in various forms

Each form level (S1 – 4, S6) was given a tailor-made programme to suit their interest and ability. Some of the programmes required students to do the work in the SALC at a designate timeslot, others could be done at home at their own time.

The concept of self-learning is yet to take root. Majority of our students still expect the hand-held learning mode. However, this is a capacity fundamental to all learners if they want to distinguish themselves from others and pursue a life-long learning. Therefore, the department will continue to put effort in developing effective strategies to cultivate students' interest and build their confidence in self-learning.

### **C. ERS Clerk**

A young person was hired to help in stocktaking of the books of the Extensive Reading Scheme and the English Department's inventory. Surprisingly, the work though appeared to be easy, it usually took more than two weeks to finish. It was in fact very trivial and time-consuming. Therefore she had been a great help to the department.

### **III. Conclusion**

All in all, it is evident that the fund allocated to these programmes has been well spent. The programmes organized were innovative and functional. Most important of all is that they benefit all parties concerned: Teachers involved were able to enhance the English learning environment without being overworked; students of diverse abilities could have their need adequately met and the school, on the whole, achieved readily the goal of improving students' English language proficiency.

H. Lam

Head of English Department

聖公會莫壽增會督中學  
二零零四至二零零五年度  
「學校發展津貼」  
中文科拔尖保底計劃 工作報告

拔尖計劃工作報告——中二及中三拔尖班

一、課程目標

透過增加學生對文學藝術作品的認識，提高學生對文學藝術作品的鑑賞能力。

二、培訓項目

1. 討論文學的特質
2. 透過接觸不同媒介的藝術和文學作品，說明釐定優秀作品的標準（包括流行曲詞、影視作品等）
3. 舞台劇欣賞——沙田大會堂《承受清風》
4. 研討會及嘉賓講座  
甲、中央圖書館《2005年學生中文故事創作研習班》  
乙、莊志恆學長分享《文學創作》
5. 學生作品評講  
（自評、互評及教師評講）

三、課堂形式

講授、電影欣賞、流行曲欣賞、話劇欣賞、口頭報告、小組討論、學兄姊分享。

四、學習材料

1. 學生習作
2. 文學作品
3. 流行曲詞
4. 電影欣賞（節錄）
5. 舞台劇欣賞（沙田大會堂《承受清風》）

五、上課節數及時數

上下學期共十二次，每次 1.5 至 2 小時；戶外活動二次，每次約 4 小時

六、學生人數

23 人（揀選中文科全級成績列於榜首的同學）

## 七、評估方法

1. 課堂觀察
2. 課業(口頭報告、學生習作)
3. 測驗 (辨別情景交融詩句)

答對題數	1	2	3	4	5	6
人數	0	0	2	2	9	8

4. 問卷調查

## 八、各項調查結果臚列如下：

### 第一部分：個人資料

#### 你對被挑選入讀這個培訓班，有何感想？

**初期：**驚訝、滿懷希望、興奮、十分好奇、期待、很開心、難以置信、有點不願意、有點麻煩、有點兒失望……

**後期：**獲益良多，對中文有新看法；滿載而歸；滿足，有所得著，對學習有幫助；課程內容有些與課堂重覆； 有點悶，但獲益不少；學到不少較深奧的東西；頗好，學到不少關於文學的知識；頗有趣；愈來愈開心，因為有學到了東西；覺得自己的文學修養提高了；對文學的興趣、鑑賞力有大大增加，體會到文學是十分多樣化的，對自己作文有較大的信心去作一些大膽、特別的文學創作……

### 第二部分：對課程的整體意見

1. 學習活動是否多樣化？
2. 你對於課程內容的安排是否感到滿意？
3. 透過本課程的學習，你對文學藝術作品的鑑賞能力是否提升了？
4. 本課程令你更能享受語文學習的樂趣？
5. 你是否滿意自己的整體表現？

是	否	無意見
12	2	7
9	0	12
17	0	4
8	1	12
10	4	10

### 第三部分：分項意見

#### 1. 在整個課程中，我學了：

- 怎樣鑑賞文學作品和文學作品的特點
- 「美」之定義，何謂好壞作品評價文學作品的的能力有所提升，懂得從多方面欣賞文學
- 看文章要看些有價值的
- 對話劇多了了解
- 評定什麼是佳作，什麼是劣作
- 什麼是文學，如何欣賞文學作品
- 如何鑑賞一篇詩是否寫情的佳作
- 怎樣感受文學美
- 由不同角度欣賞文學作品，即使平日的歌詞也可從不同角度欣賞

#### 2. 哪一項學習活動/學習重點對我的學習最有幫助：

- 透過接觸不同媒介的藝術和文學作品，說明釐定優秀作品的標準 2人
- 莊志恆學長分享《文學創作》 3人
- 學生作品評講（自評、互評及教師評講） 9人
- 文學作品賞析 4人
- 電影欣賞 3人
- 流行曲欣賞 2人
- 話劇欣賞 3人

#### 3. 如果在課程 / 課堂設計上作以下的改動，對我的學習更有幫助：

- 我認為無需改動
- 時間短一點
- 有一至兩節跟平日課堂內容有關的學習
- 加入更多課堂以外的活動
- 教授如何創作
- 可以有更多戶外的課程活動

九、負責老師  
甘冬兒

## 保底計劃工作報告

### 1. 中一級輔導班

#### 一、目的

以輔導班形式，利用課餘時間為中一級中文水平較弱的學生鞏固課堂所學的知識，並訓練同學的應試技巧。

#### 二、輔導項目

1. 語文知識 (如詞性、句子語氣及成份等)	2. 修辭手法	3. 閱讀理解
4. 重點及要旨歸納	5. 成語研習	6. 撮寫提要
7. 字形、字音及字義辨正	8. 口語及書面語對譯	9. 文體辨識
10. 作文綱要撰寫	11. 作文	12. 文章評改
13. 文言及白話對譯	14. 答題技巧分析	15. 課文溫習

#### 三、課堂形式

講授、練習、測驗、小組討論、個別及集體作文

#### 四、上課節數及時數

上學期上課節數為六節，下學期上課節數為七節，每節約 2 小時。

#### 五、學生人數

上學期 26 人，下學期 34 人，另每節均有 5-6 名同學到課室聽課

#### 六、出席情況

上學期出席率達百分之百，而下學期則除 14/3 及 21/3 分別有二人及一人缺席外，其餘各節出席率達百分之百。

#### 七、評估

1. 以課堂習作、測驗及寫作評估學生之能力。
2. 透過學生之測驗及上、下學期考試成績整體評價輔導班的成效。
3. 於下學期末設問卷調查，以收集同學對輔導班的意見。(調查結果請參看附件)

#### 八、負責老師

陳子健

九、下學期輔導班學生上學期考試及年終考試成績一覽

班別	姓名	上學期考試			年終考試		
		作文	單元問題	總分	作文	單元問題	總分
1A	陳浩然	54	103	157	58	116	174
	甄文皓	58	101	159	60	101	161
	錢偉希	56	101	157	63	110	173
	傅書希	61	91	152	68	110	178
	何翊曦	54	94	148	57	100	157
	羅俊斐	49	101	150	54	87	141
	吳展昆	58	106	164	63	93	156
	胡桂銓	55	101	156	61	90	151
	關穎琦	56	78	134	58	71	129
	郭朗明	58	108	166	64	107	171
	李樂怡	58	74	132	64	100	164
	李穎詩	60	94	154	45	104	149
	麥嘉殷	60	92	152	62	118	180
	孫嘉希	59	73	132	59	102	161
	唐詠雯	60	98	158	62	103	165
	黃穎欣	56	102	158	62	95	157
楊嘉琪	56	92	148	63	108	171	
1B	林俊毅	63	89	152	59	117	176
	湯孝廉	63	96	159	71	133	204
	李海連	59	96	155	59	112	171
	黃嘉慧	57	100	157	58	120	178
1C	李承天	52	78	130	61	106	167
	文曉峯	55	99	154	66	135	201
	嚴溢希	52	102	154	65	124	189
	鄭凱盈	56	91	147	66	105	171
1D	范梓聰	51	104	155	60	104	164
	衛俊杰	43	105	148	60	116	176
	黃鈞濠	57	82	139	65	148	213
	譚曉敏	59	90	149	68	120	188
	翁巧兒	55	92	147	64	115	179
1E	洪耀燊	55	110	165	45	111	156
	劉建林	49	117	166	56	95	151
	顏丞峯	54	105	159	64	120	184
	陳嘉珮	51	103	154	66	134	200

從上表可見，大部分參加本年度輔導班之同學成績也有所進步。作文方面，進步的同學佔全班的 85.3%，而單元問題方面則為 73.5%。

## 中一級輔導班意見調查結果

第一部分為個人資料部分

第二部分：對課程的整體意見（共 34 人填寫問卷）

	同意	不同意	其他意見
1. 我認為輔導班的時間安排恰當。	31	3	/
2. 我認為課堂的長短恰當。	25	9	<input type="checkbox"/> 希望考試前能加長課堂時間 <input type="checkbox"/> 希望課堂時間短一些 <input type="checkbox"/> 一小時已經足夠
3. 我認為輔導班的學習項目多樣化。	32	2	/
4. 我認為輔導班講授的內容對我有幫助。	29	5	/
5. 參加輔導班後，我的中文水平有所提升。	28	6	/

第三部分：分項意見

1. 在整個課程中，學生最感興趣的項目及原因：

項目	原因
<input type="checkbox"/> 答題技巧分析	<input type="checkbox"/> 能令我在測驗、考試上表達得更好
<input type="checkbox"/> 閱讀理解	<input type="checkbox"/> 我在這方面的表現較差 <input type="checkbox"/> 可以多看一些文章
<input type="checkbox"/> 作文	<input type="checkbox"/> 最具發揮性 <input type="checkbox"/> 題目淺易 <input type="checkbox"/> 能清楚自己文章的毛病 <input type="checkbox"/> 可以寧靜地作文 <input type="checkbox"/> 可以令我的作文有更大進步 <input type="checkbox"/> 能夠自我發揮，提高作文效率 <input type="checkbox"/> 我們能全班一起草擬一個結構圖，然後一同利用結構圖上的資料寫作
<input type="checkbox"/> 修辭手法	<input type="checkbox"/> 使我能正確地分辨修辭手法
<input type="checkbox"/> 文言及白話對譯	<input type="checkbox"/> 富趣味 <input type="checkbox"/> 使我知道平日所犯的錯誤
<input type="checkbox"/> 課文溫習	<input type="checkbox"/> 對考試有幫助 <input type="checkbox"/> 增加對課文的理解
<input type="checkbox"/> 作文綱要撰寫	<input type="checkbox"/> 能提升寫作能力
<input type="checkbox"/> 文言文研習	<input type="checkbox"/> 能增加我對文言文的認識
<input type="checkbox"/> 成語研習	<input type="checkbox"/> 成語故事富趣味
<input type="checkbox"/> 小組討論	<input type="checkbox"/> 能了解到同學的意見

2. 在整個課程中，學生認為以下的項目對他的幫助最大：

- 溫習課堂上講授的內容
- 閱讀理解
- 文言及白話對譯
- 文言文講授
- 作文
- 講授修辭手法
- 答題技巧分析
- 成語研習
- 字形、字音及字義辨正

3. 學生認為輔導班可加設下列的項目：

- 諺語
- 如何找出段落重點
- 聆聽練習
- 文言文研習
- 語文遊戲
- 問答比賽
- 講解書本中的問題
- 故事創作

4. 學生最喜愛的學習方法是：

小組討論	16 人
老師講解	10 人
多做練習 / 測驗	8 人

## 中二級輔導班

### 一、目的

以輔導班形式，利用課餘時間為中二級中文水平較弱的學生鞏固課堂所學的知識，並訓練同學的應試技巧。

### 二、輔導項目

1. 語法知識 (如句子成份等)	2. 修辭手法	3. 文言文閱讀理解
4. 文言文語譯	5. 段意理解及主旨歸納	6. 撮寫提要
7. 字形字音字義聽寫練習	8. 口語及書面語對譯	9. 病句診斷
10. 作文	11. 創意練習	12. 文章評改
13. 答題技巧分析	14. 課文溫習	15. 說話及聆聽練習

### 三、課堂形式

講授、練習、測驗、小組討論、個別及集體作文。

### 四、上課節數及時數

上學期上課節數為七節，下學期上課節數為七節，每節約 1.5 小時。

### 五、學生人數

上學期 30 人，下學期 34 人。

### 六、出席情況

平均出席率為百分之九十八，上學期表現較佳，甚少同學缺席。

### 七、評估

1. 以課堂習作、測驗及寫作評估學生之能力。
2. 透過學生之測驗及上、下學期考試成績整體評價輔導班的成效。
3. 於下學期末設問卷調查，以收集同學對輔導班的意見。（調查結果請參看附件）

### 八、負責老師：

樊梁麗霞

### 九、下學期輔導班學生上學期考試及年終考試成績一覽

班別	姓名	上學期考試			年終考試		
		作文	單元問題	總分	作文	單元問題	總分
2A	張元肇	59	91	150	58	113	171
	許佳盛	57	85	142	58	107	165
	何嘉權	59	128	187	65	125	190
	江保霖	57	97	154	56	101	157
	李彥羲	61	81	142	57	85	142
	梁俊賢	58	73	131	56	112	168
	龍穎恆	58	82	140	61	102	163
	蔡永添	58	92	150	57	82	139
	溫家齊	56	74	130	64	105	169
	鄔智銘	60	75	135	47	85	132
	黃子軒	61	84	145	57	114	171
	胡廣源	56	96	152	58	105	163
	陳穎妍	50	78	128	59	91	150
	朱詠筠	62	90	152	58	134	192
	鄧亦汶	62	95	157	56	124	180
元麗珊	54	73	127	57	108	165	

2B	鍾葭希	55	97	152	53	86	139
	方曉樺	56	89	145	54	89	143
	馮芷筠	60	91	151	56	153	209
	許嘉敏	55	83	138	35	90	125
	盧傲盈	58	91	149	56	133	189
	麥中穎	58	95	153	52	97	149
	吳亦羚	58	97	155	45	104	149
	壽詠篇	61	98	159	54	107	161
	楊嘉慧	57	107	164	57	107	164
2C	伍丹穎	62	108	170	54	112	166
	董佩欣	56	116	172	59	142	201
	鄭曉彤	65	120	185	64	142	206
	袁美霞	56	98	154	54	163	217
	楊綺琦	59	129	188	52	142	194
2D	林頌璋	57	112	169	54	117	171
	龐螢生	52	108	160	45	129	174
	鄧詠雯	62	101	163	66	94	160
2E	潘子健	54	94	148	57	137	194

從上表可見，大部分參加本年度輔導班之同學成績也有所進步，進步的同學佔全班的 74%。

## 中二級輔導班意見調查結果

第一部分為個人資料部分

第二部分：對課程的整體意見（共 31 人填寫問卷）

問卷項目	同意	不同意	其他意見
1. 我認為輔導班的時間安排恰當。	28	3	/
2. 我認為課堂的長短恰當。	21	10	-希望可以加長時間 -時間太長
3. 我認為輔導班的學習項目多樣化。	31	0	/
4. 我認為輔導班講授的內容對我有幫助。	29	2	-集中講解課文會更好
5. 參加輔導班後，我的中文水平有所提升。	30	1	/

第三部分：分項意見

1. 在整個課程中，學生最感興趣的項目及原因：

項目	原因
答題技巧分析	-可以應付考試
文言文閱讀理解	-我在這方面的表現較差 -內容有趣
作文	-可以提升寫作能力
創意練習	-富趣味 -文章結局出人意表
病句診斷	-使我知道平日所犯的錯誤 -我喜歡這類型的練習
課文溫習	-對考試有幫助
看圖寫作	-可以自由寫作
課外詞語默書	-可以增加詞彙 -不太難，過程輕鬆 -可以測試自己的錯別字

2. 在整個課程中，學生認為以下的項目對他的幫助最大：

- 文言文閱讀理解
- 文言文語譯
- 作文及看圖寫作
- 文章立意(主旨撰寫)
- 答題技巧分析

- 創意練習
- 課外詞語默書
- 病句診斷
- 課文溫習

3. 學生認為輔導班可加設或加強下列的項目：

- 聆聽練習
- 說話練習
- 標點符號
- 閱讀技巧訓練
- 辯論

4. 學生最喜愛的學習方法是：

小組討論	11 人
老師講解	10 人
多做練習 / 測驗	10 人

**S.K.H. Bishop Mok Sau Tseng Secondary School**

**Mathematics Department**

**Report on Use of Capacity Enhancement Grant (CEG) 2004-2005**

**(A) Resource claimed**

One supply teacher was employed from September 2004 to June 2005. A part of resource is to release the teaching duties of 3 teachers for introducing enhancement programs for higher achievers and remedial tutorials for lower achievers (totally 14 teaching periods per cycle)

**(B) Objectives**

1. To provide students of high ability in Mathematics with more exposure and training in Mathematics, after-school training sessions were introduced in S.1 starting from 2001-2002. The program was extended to S.3 in 2003-2004 and continued in 2004-05 with the financial support of CEG.
2. To design the curriculum, develop teaching packages and conduct training sessions.
3. To provide students of lower ability in Mathematics with more individual caring and re-build their confidence in Mathematics, after-school remedial tutorials were provided in S.1 to S.3

**(C) Implementation**

1. S.1-S.3 Enhancement Program for Higher Achievers  
(Please refer to Appendix 1)
2. S.1-S.3 Remedial Program for Lower Achievers  
(Please refer to Appendix 2)

**(D) Evaluation**

1. S.1-S.3 Enhancement Program for Higher Achievers  
(Please refer to Appendix 3)
2. S.1-S.3 Remedial Program for Lower Achievers  
(Please refer to Appendix 4)

**(E) Suggestions for the Next Year**

As the analysis showed the program were so far quite effective, it was suggested to maintain the program from S.1 to S.3 so that all the junior students could receive enough enrichments and individual care in their Mathematics learning. However, since the reduction of human resource, only one session of remedial program will be provided. Additional resources might be tried to conduct some practice courses for S5 and S7 preparing public examination in Mathematics, Additional Mathematics and Pure Mathematics as the next year is the 1<sup>st</sup> year for the students taking the new HKCEE Mathematics and HKALE Pure Mathematics Syllabus sit in the respective public examination. Moreover it is noteworthy that the S.5 students next year are the first group of students having participated the new system of S.1 Allocation in which a 5-band system was changed in to 3-band system.

**Submitted on 5 September 2005**  
**Department Head of Mathematics**  
**Y.C. Leung**

## Appendix 1

### S.K.H. Bishop Mok Sau Tseng Secondary School 2004-05

#### Working Schedules of Enhancement Programme of Mathematics

##### S.2 training

- On Tuesday (not necessary Day 6)
- Use materials last year with little modification
- A quiz in the last session
- 6 sessions
- Certificate Awards for Best Performers (Outstanding, Merit)

##### - Topics Involved:

19/10 (Day 1) – Number and Divisibility

16/11 (Day 6)- Prime number and Euclidean Algorithm

11/1 (Day 5)– Interactive Geometry

22/2 (Day 5) – Chinese Remainder Theorem

15/3 (Day 2) – Pigeonhole Principle and More on Area

19/4 (Day 1) – Final Quiz

##### S.3 training

- On Wednesday (not necessary Day 6)
- A quiz in the last session
- Participate Project Competitions organized by EMB
- Use 1 session for project presentation and 1 half session to discuss students with the working schedules for the project
- Other sessions – competition oriented  
(Reference: past paper for S3 Hong Kong Youth Mathematics Competition, S3 Maths Trail, S4 HKMO)
- Certificate Awards for Best Performers (Outstanding, Merit)

##### - Topics involved

1. Algebraic skills
2. Geometry
3. Trigonometry
4. Probability and Counting skills

##### 7 sessions

6/10 (Day 4) – Grouping & Introduce project competition + One small topic (Probability and Counting Skills)

13/10 (Day 2) – Algebraic Skills

10/11 (Day 2) –Half session – discuss the working schedule and structures of the project with students + Small topic (Harder Problems on Trigonometry)

24/11 (Day 6) – *Selection quiz for the "Hong Kong Young Mathematical High*

*Achievers Selection Contest" for "interested students"?)*

—*Y.C. Leung*

23/2 (Day 6) – Project Presentation

9/3 (Day 4) – Geometry

27/4 (Day 6) – Final Quiz

## Appendix 2

### Memorandum for Remedial Programme (Mathematics) 2004-2005

#### General Information

- ✧ Each form of S.1, S.2 is divided into 2 groups, namely S.1a, S.1b, S.2a, S.2b, and S.3 1 group
- ✧ Date : S.1a: Mon S.1b: Thu S.2a: Mon S.2b: Tue S.3: Mon
- ✧ Location : S.1a: 403 S.1b: 404 S.2a: 202 S.2b: 203 S.3: 507
- ✧ Time (also in Day 6) : 3:45 – 4:45 p.m. / 2:30 – 3:30 p.m.(summer time)
- ✧ Group size : 15 – 20 members/group
- ✧ Remedial Period : 1<sup>st</sup> Term 4/10 – 3/12, 2<sup>nd</sup> Term : to be confirmed
- ✧ If the remedial lesson falls on a school holiday, students need not attend another supplementary lesson but will be required to complete the problem set.

#### **Selection of Members for the Remedial Programme**

- ✧ S.1 students are selected for the remedial class based on their performance in the attainment test at the beginning.
- ✧ S.2 and S.3 students are selected for the remedial programme based on their annual score obtained last year at the beginning.
- ✧ The subject teacher is responsible to explain to the students the rationale and details of the remedial programme.
- ✧ Students can choose the date (Mon/Thu for S.1, Mon/Tue for S.2) at the beginning. If they have no preference, they will be allocated randomly to different groups.
- ✧ After each uniform test, a short form meeting will be held by the subject teachers. Criteria for selection will be discussed. Subject teachers nominate more students with unsatisfactory result into the remedial programme.
- ✧ After the 1<sup>st</sup> term exam, old members with improving results can be withdrawn, while new members of unsatisfactory result will be nominated to the remedial programme.
- ✧ The subject teacher should give the new namelist to L.C. Wong to prepare a circular to seek consent of the parents of the old and new members.

#### **Procedural Work in each Remedial Session**

- ✧ Teacher takes attendance.
- ✧ Teacher demonstrates some typical examples of the topic taught in normal class recently.
- ✧ Students complete the problem set (which consists of the basic problems). Teacher gives individual guidance.
- ✧ Students should do the mathematics problems quietly, they are not allowed to do

other homework.

- ✧ The performance of the students will be recorded.

### **Discipline**

- ✧ Students should regard the remedial session as normal lesson, they have to behave properly.
- ✧ Students should be punctual for each remedial session.
- ✧ Late students (without reason) will be punished by misdemeanour(輕微違規：遲入課室而沒有合理解釋).
- ✧ If a student cannot attend the remedial class, he/she should inform the teacher of the remedial programme in advance and go to another group in the same week.
- ✧ Absentees (without reason) should be sent to the Discipline Department and may be punished by 缺席補課理由欠充份.
- ✧ Teachers can punish the misbehaved students by misdemeanour(輕微違規).

Students with persistent behavioral problems (such as absent/late/talkative) should be informed to the subject teacher to take further action (e.g. contact the parents)

**S.K.H. Bishop Mok Sau Tseng Secondary School**  
**Mathematics Department 2004/2005**  
**Analysis of Effectiveness of S1-3 Enhancement Program**

**Background**

In order to provide students of high ability in Mathematics with more exposure and training in Mathematics, after-school training sessions were introduced in S.1 starting from 2001-2002. The program was extended to S.3 in 2003-2004 and continued in 2004-2005 with the financial support of Capacity Enhancement Grant (CEG).

**Selection of Trainee**

For S.1, those students who got satisfactory performance in Mathematics and/or had been received training in primary schools were invited to sit for a selection test. Students with good performance were enrolled to the S.1 training team. There were totally 21 S.1 students joining the training program. There were 4 training sessions in S.1 in second term covering various topics of Mathematics.

For S.2, those students who got satisfactory performance in S.1 by referencing their Mathematics annual scores and/or had joined training team in S.1 were enrolled to the S.2 training team. There were totally 26 S.2 students joining the training program. There were 6 training sessions in S.2 throughout the school year covering various topics of Mathematics. There were totally 32 S.3 students joining the enhancement programme. There were 7 training sessions in S.3 and the participants formed 6 groups to complete a mathematics project for external competition.

**Method of Analysis**

1. Questionnaire Survey

A questionnaire survey was conducted at the end of last training sessions. The details of findings were enclosed in Appendix 1.1.

Overall speaking, both S.1, S.2 and S.3 students were satisfied with the overall arrangements. They found keen interests in joining the sessions and most of them were willing to think of Mathematics more and show their preference in joining the program next year continuously.

2. Analysis of academic performance in Mathematics in regular examinations.

**S.1**

Among the 21 S.1 trainees, 15 were within top 30 list of S1 Mathematics annual scores. Their overall self-esteem of abilities in Mathematics were fortified.

**S.2**

Among the 29 S.2 trainees, most of them were within top 30 list of S.1 Mathematics annual scores 2003-2004. Therefore, we tried to find whether they would again lie within top 30 list of S.2 Mathematics annual scores. The findings are listed below:

<b>Among trainees</b>	<b>Top 30 in S.2</b>	
	<b>Yes</b>	<b>No</b>
<b>Top 30 in S1 (Yes)</b>	17	4
<b>Top 30 in S1 (No)</b>	0	8

We found that most of students can keep excellent performance in S.2 Mathematics regular examinations and tests.

**S.3**

Among the 232 S.3 trainees, most of them were within top 30 list of S.2 Mathematics annual scores 2003-2004. Therefore, we tried to find whether they would again lie within top 30 list of S.3 Mathematics annual scores. The findings are listed below:

<b>Among trainees</b>	<b>Top 30 in S.3</b>	
	<b>Yes</b>	<b>No</b>
<b>Top 30 in S.2 (Yes)</b>	22	1
<b>Top 30 in S.2 (No)</b>	4	5

We found that most of students can keep excellent performance in S.3 Mathematics regular examinations and test.

## **Achievements in Inter-school Mathematics Competitions**

Throughout S.1 to S.3, we selected the representatives of school mathematics teams from the enhancement programme participants to attend various inter-school competitions. This year we have been showing encouraging rewards in the competitions.

### **1. Pui Ching Mathematics Invitation Competition 2005**

Our Mathematics Team participated in the 4th Pui Ching Mathematics Invitation Competition held on 12 March 2005. There are totally 134 secondary schools participating this competition this year. The following representatives won individual awards and entered the final event on 9 April 2005.

1C Yip Yan Yan (Bronze Award)

2D Lee Ka Wai (Bronze Award)

2E Yeung Tsang (Bronze Award)

3C Lau King Yeung (Silver Award)

4B Wong Ho Fai (Silver Award)

### **2. Hong Kong Mathematics Competition for Young High Achievers 2005**

Our Mathematics Team participated in Hong Kong Mathematics Competition for Young High Achievers 2005 got excellent results held on 22 January 2005. There are totally 261 secondary schools participating this competition this year. Our school won the top-10.

3C Lau King Yeung won the top-41 award (1<sup>st</sup> Prize) in the competition. He is now attending a training course provided by the organizing committee of the competition. Should he perform outstanding in the course, he would have a chance to be one of the members of Hong Kong team to participate in some international mathematic competitions.

The winners of 2nd prize: 3D Ng Yuen Chi, 3D O Yan Chi

The winners of 3rd prize: 3D Lai Chun Kit

The result of the group event: Top-10 Award

Our mathematics team members:

3C Lau King Yeung

3D Lai Chun Kit, Lo Kin Hei, Ng Yuen Chi, O Yan Chi

**Conclusion**

Qualitatively, the programs can increase the exposure students to Mathematics. Students were more willing to think rather than just conduct drill-and-practice exercises. Students found keen interests in Mathematics and showed eagerness to learn, which can be partially reflected in their concerted efforts in selection test for competitions and the respective achievements mentioned above.

Quantitatively, the trainees can keep good performance in regular assessments. Some particular trainees even in fact show great improvements in self-esteem and academic performance in the regular curriculum.

## Appendix 4

### Analysis report on the effectiveness of remedial classes in S 1 Mathematics. 2004-2005

#### Background

Distribution of students recruited in remedial classes:

1<sup>st</sup> Term

1A : 3      1B : 17      1C : 1      1D : 0      1E : 4      Total : 25

After 15 November, the following students were recruited after class test:

1B : 5      1C : 2

In second term, the following students were transferred out from the remedial classes:

1A : 1      1B : 16      1C : 3      1D : 0      1E : 3      Total : 23

The following students were recruited in the remedial classes:

1A : 5      1B : 4      1C : 0      1D : 3      1E : 1      Total : 13

Distribution of students in the remedial classes in the second term :

1A : 7      1B : 10      1C : 0      1D : 3      1E : 2      Total : 22

7 students were stayed in the remedial classes for the whole year:

1A : 2      1B : 4      1C : 0      1D : 0      1E : 1      Total : 7

Students were recruited to the remedial classes according to their performance in attainment test.

The mean score of attainment test was 73.6. The marks of attainment tests obtained by students in remedial classes varied from 33 to 84. The mean marks is 53.6

After first term examination, 23 students showed improvement in Mathematics and were transferred out from remedial class. But 13 students with higher attainment score but poor performance in Mathematics in the first term examination were recruited in the remedial class. The total number of students in the remedial class in the second term was 22.

#### Method of analysis

To compare the effectiveness of the remedial classes, a control group was selected.

The control group was formed by 12 students. They were not in the remedial but having lowest attainment score (from 50 to 54, mean 52.08).

The average score for two tests, first term examination and the attainment test were listed below:

	Test 1 (Oct)	Test 2 (Nov)	First Term Exam	Test 3	Test 4	Test 5	Attainment
Remedial (R)	68.64	63.6	205.67	51	78.8	60.48	53.6
Control (C)	71.33	58.00	188.67	52.33	81.50	60.92	52.08
Difference (R-C)	-2.69	5.6	16.77	-1.33	-2.70	-0.44	1.58

Observation :

- The students in remedial group had lower average test marks in 1<sup>st</sup> test but the marks in 2<sup>nd</sup> test showed improved which were 5.6 marks higher than that in the control group. This showed that the remedial class could help to pull up the mathematical ability after attending a longer period of remedial program.
- The performance of the remedial class in First Term Examination was 16.77 marks higher than that in the control group. This showed the students in remedial class could have better performance even the examination covered a wider range of content.

After the first term examination, 23 students were transferred out the remedial classes and 13 students were recruited in the remedial class. The total number of students in the remedial class now reduced to 22.

Observation:

- 5 students in the control group were recruited into the remedial classes after First Term.
- Since there were only 7 students stayed in the remedial class both in the 1<sup>st</sup> term and the 2<sup>nd</sup> term. Two many students were transferred in and transferred out from the remedial classes. It was not fair to compare the tests marks from the remedial classes with those in the 1<sup>st</sup> term because these marks come from different students.
- This showed that the performance in attainment test was not a good indicator to predict the mathematics ability of the new students in S. 1.

**Analyses report on the effectiveness of remedial classes in S 2 Mathematics.  
2004-2005**

**Background**

Distribution of students recruited in remedial classes:

2A: 5          2B: 11          2C :0          2D: 0          2E: 1          Total: 16

Students were recruited to the remedial class according to their Yearly Marks of Mathematics in 2003-2004. (144 to 187 in Annual marks of Mathematics)

After first term examination, 9 students showed improvement in Mathematics and were transferred out from remedial class.

2A: 5          2B: 3          2E: 1          Total : 9

18 students were recruited into the remedial classes due to their poor performance in first term examination.

2A: 10          2B: 8          Total: 18

Distribution of students in remedial classes in the second term:

2A: 11          2B: 16          2C :0          2D: 0          2E: 0          Total: 27

9 students stayed in the remedial class for the whole year in S. 2.

**Method of analysis**

To compare the effectiveness of the remedial classes, a control group was selected.

The control group was formed by 15 students. They were not in the remedial but having lowest Annual Marks in Mathematics in 2003-2004 (from 157 to 174).

The average score for two tests, first term examination were listed below:

Group	Maths in 2003-04	Test 1 (Oct)	Test 2 (Nov)	First Term Exam	Test3	Test4	Test5
Remedial (R)	170.11	57.65	58.88	185.18	52.29	51.05	57.70
Control (C)	182.6	67.85	59.23	168.92	52.46	40.23	59.84
Difference (R-C)	-12.49	-10.20	0.35	16.25	-0.17	10.83	-2.14

Observation :

- The students in remedial group had relative higher marks in test 1. But the average mark in test 2 was comparable to that in the control group. This showed that the students in remedial class showed improvement after attending a longer period in remedial class.
- In First term examination, students in remedial class had a higher average marks in mathematics. This showed that the remedial class could help to pull up the mathematical ability.

After the first term examination, 7 students were transferred out the remedial classes and 18 students were recruited in the remedial class. The total students in the remedial class now increased to 27. There were only 9 students stayed in the remedial class for the whole year.

Since too many students were transferred in and transferred out from the remedial class. It was difficult to compare the performance of the students in the remedial class and the control class.



remedial class could help to pull up the mathematical ability even the examination cover a wider range in content.

After the first term examination, 10 students were transferred out the remedial classes and 15 students were recruited in the remedial class. The total students in the remedial class now increased to 19. There were only 4 students stayed in the remedial class for the whole year.

### **Method of analysis**

To compare the effectiveness of the remedial classes, another control group was selected.

The control group was formed by 12 students who have not been recruited into the remedial class or the control group in the first term. They were not in the remedial class but having lowest mathematics marks in First Term Examination (from 160 to 182) while the mathematics marks of students in remedial class of the second term varied from 75 to 159.

Group	First Term Exam	Test3	Test4	Test5
Remedial (R)	135.06	54.16	47.63	42.74
Control (C)	175.84	62.5	54.67	49.5
Difference (R-C)	-40.78	-8.34	-7.04	-6.76

- The full mark in first term examination was 300. In term of 100 marks, the difference mark in first term examination between remedial class and control group was 13.59.
- Compare with the marks in first term examination, the difference between remedial class and the control group decreased gradually in test 3, test 4 and test 5. This showed that students were improving after attending the remedial class.

## Appendix 1.1

2004-05 (S.1)

題號	過少	適中	過多
1 你認為本年之課程次數是否適中？	3	14	0
2 若你認為次數過少或過多，那麼，理想應為多少次？		7, 8, 10	
	過短	適中	過長
3 你認為每次課程之時間是否適中？	0	14	3
4 若你認為每次課程之時間過短或過長，那麼，理想應為多久？		1, 1	
	過少	適中	過多
5 你認為每次課程後的功課量如何？	0	14	3
6 你認為數學培訓班之人數理想嗎？	1	15	1
	過淺	適中	過深
7 你認為課程之程度如何？	0	11	6
	老師講解	學生討論	
8 你認為培訓班主要應以甚麼形式進行？	7	9	
	一感興趣	一般	感興趣
9 你對每次課程之課題感興趣嗎？	0	13	4
	沒有	有	
10 請說出本年你認為最感興趣的課題(如有的話)。	9	8	
11 請說出本年你認為最沉悶的課題(如有的話)。	12	5	
	不能	一般	能夠
12 你能掌握每次課題之內容和技巧嗎？	3	14	0
13 你認為老師能幫助你明白每次之課題嗎？	1	9	7
14 你認為培訓班能增加你對數學的興趣嗎？	2	9	6
15 你認為培訓班能擴闊你對數學的眼界嗎？	1	6	10
16 你認為培訓班能幫助你提高解決數學難題的能力嗎？	1	9	7
17 你認為培訓班能提升你數學科的成績嗎？	3	13	1
	沒有	間中	經常
18 參加培訓班後，你會否多看數學的課外書籍？	7	8	2
19 參加培訓班後，你會否主動尋找數學難題研習？	6	9	2
20 參加培訓班後，你會否和同學討論和研究數學難題？	5	11	1
	不會	考慮中	會
21 你明年會繼續參加數學培訓班嗎？	0	6	11

	過少	適中	過多
1 你認為本年之課程次數是否適中？	8	17	0
2 若你認為次數過少或過多，那麼，理想應為多少次？	8,8,10,10,10,15		
	過短	適中	過長
3 你認為每次課程之時間是否適中？	0	24	1
4 若你認為每次課程之時間過短或過長，那麼，理想應為多久？	1,3,4		
	過少	適中	過多
5 你認為每次課程後的功課量如何？	1	22	2
6 你認為數學培訓班之人數理想嗎？	0	21	4
	過淺	適中	過深
7 你認為課程之程度如何？	1	19	5
	老師講解	學生討論	
8 你認為培訓班主要應以甚麼形式進行？	10	14	
	一感興趣	一般	感興趣
9 你對每次課程之課題感興趣嗎？	1	19	5
	沒有	有	
10 請說出本年你認為最感興趣的課題(如有的話)。	19	6	
11 請說出本年你認為最沉悶的課題(如有的話)。	21	3	
	不能	一般	能夠
12 你能掌握每次課題之內容和技巧嗎？	4	18	3
13 你認為老師能幫助你明白每次之課題嗎？	0	15	10
14 你認為培訓班能增加你對數學的興趣嗎？	2	10	13
15 你認為培訓班能擴闊你對數學的眼界嗎？	1	6	18
16 你認為培訓班能幫助你提高解決數學難題的能力嗎？	1	12	12
17 你認為培訓班能提升你數學科的成績嗎？	6	16	3
	沒有	間中	經常
18 參加培訓班後，你會否多看數學的課外書籍？	9	12	4
19 參加培訓班後，你會否主動尋找數學難題研習？	8	13	4
20 參加培訓班後，你會否和同學討論和研究數學難題？	5	15	5
	不會	考慮中	會
21 你明年會繼續參加數學培訓班嗎？	2	10	13

	過少	適中	過多
1 你認為本年之課程次數是否適中？	0	18	0
2 若你認為次數過少或過多，那麼，理想應為多少次？			
	過短	適中	過長
3 你認為每次課程之時間是否適中？	0	15	3
4 若你認為每次課程之時間過短或過長，那麼，理想應為多久？		1,1,1	
	過少	適中	過多
5 你認為每次課程後的功課量如何？	0	10	8
6 你認為數學培訓班之人數理想嗎？	0	13	5
	過淺	適中	過深
7 你認為課程之程度如何？	1	16	1
	老師講解	學生討論	
8 你認為培訓班主要應以甚麼形式進行？	7	8	
	一感興趣	一般	感興趣
9 你對每次課程之課題感興趣嗎？	1	14	3
	沒有	有	
10 請說出本年你認為最感興趣的課題(如有的話)。	13	5	
11 請說出本年你認為最沉悶的課題(如有的話)。	16	2	
	不能	一般	能夠
12 你能掌握每次課題之內容和技巧嗎？	0	18	0
13 你認為老師能幫助你明白每次之課題嗎？	0	13	5
14 你認為培訓班能增加你對數學的興趣嗎？	3	12	3
15 你認為培訓班能擴闊你對數學的眼界嗎？	0	7	11
16 你認為培訓班能幫助你提高解決數學難題的能力嗎？	1	8	9
17 你認為培訓班能提升你數學科的成績嗎？	7	10	1
	沒有	間中	經常
18 參加培訓班後，你會否多看數學的課外書籍？	13	5	0
19 參加培訓班後，你會否主動尋找數學難題研習？	10	8	0
20 參加培訓班後，你會否和同學討論和研究數學難題？	3	14	1
	不會	考慮中	會
21 你明年會繼續參加數學培訓班嗎？	1	11	6