

S.K.H. Bishop Mok Sau Tseng Secondary School
Plan on Use of Capacity Enhancement Grant in 2004/05 School Year

Means by which teachers have been consulted : Consultation followed by staff meeting

No. of operating classes: 31

Grant: \$416,604.00

Expenditure: \$531,939.50

<p>二. 保底</p> <p>1.性質：補不足 (補習班)</p> <p>2.目標：協助、提升 語文能力不善的 同學，以達到合理 水平。</p>	<p>1. 參與對象--</p> <p>1.1 中一級同學(參考「學科測驗」成績、 老師建議、小量自薦)</p> <p>1.2 中二級同學(參考中一全年考試成績、 老師建議、小量自薦)</p> <p>2.人數-- 每級各 25-30 人</p> <p>3.人數比例-- A、B 班 (5)：C、D、E 班 (1)</p> <p>4. 時間 -- 每周的星期一放學後</p> <p>5. 訓練項目 -</p> <p>5.1 補充及深化所學的單元 包括聽、說、讀、寫四方面</p> <p>5.2 提升應試技巧</p> <p>6. 節數-- 全年 114 次 (每節 1.5 小時)</p> <p>7. 出外參觀、考察：1-2 次</p> <p>其他：</p> <p>1. 設計學生進度手冊，讓家長及學生均有所遵循。</p> <p>2. 學生名額中，有 2/3 是成績不合乎水準而需要硬性參加的，而所餘 1/3，是對自我有要求的中游分子自願參加的。</p> <p>3. 在上學期考試成績公佈後，成績有改善的同學，經有關老師批准下，可以退出補習班，並由其他有需要的同學補上。</p>	<p>二零零四年 十月上旬 至 二零零五年 五月下旬</p>	<p>負責老師：</p> <p>中二級：樊梁麗霞 中一級：陳子健</p>	<ul style="list-style-type: none"> * 緊密聯絡任教的科目老師，以便跟進； * 導師檢討會，上下學期各一次，以交流、改善、評估執行的方法。 * 學生學習紀錄表反映 * 學期考試成績顯示 * 學期考試成績顯示 	<p>提升語文不合水平的 學生至合理的成績</p> <p>提升語文能力較弱的 學生的考試技巧，讓他們達到合格水平。</p>
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Year Plan on the Use of Capacity Enhancement Grant (2004-2005)

1. English Enrichment Program (Whole School)

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
<i>After-school tutorial classes for weak students (S1 – 3)</i>								
To respond to students' diverse learning abilities and learning needs	To provide extra learning opportunities for weak students to make sense of what they learn To increase students' exposure to varied language art forms.	A number of weak students (32 of S1, 16 each of S2 and S3) will be drawn from all classes to attend tutorial lessons after school.. The selection will be based on teachers' recommendation or exam marks obtained in attainment test (S1) or Final Exams (S2, S3), The selected students would then be divided into groups of 16 (two groups in S1) and meet once a week for extra tuition after school hours. The course content will range from revision of difficult items taught in regular lessons, additional foundation building materials, as well as interesting and motivational outdoor activities.	Responsible teachers are spared from a few regular teaching hours each cycle to prepare for the after-school tutorials	Oct – Dec Feb - June	An additional teacher is required to release the teachers involved in this whole school enrichment program , extending from Oct 04 - June 05 Salary of 10 months \$16633 x 10 x1.05 = \$174646.5 ***** Subsidy for workshops, visits and out-door activities for tutorials classes and enrichment groups: \$2,000 Miscellaneous: expenses include prizes, awards and stationery: \$1,000	Students show less anxiety in learning the English Language. 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. Students are able to attain a pass in tests and exams towards the end of the school term.	Evaluation of various programs will be based on the following: 1. Teachers' feedback 2. Students' response collected through questionnaires and sharing 3. Students' attendance record 4. Students' overall performance Tests and examination scores	S.1 *Ophelia Kan S.2 Ophelia Kan S.3 Elsie Siu L.T.Luk

<i>Enrichment Programs for bright students (S.1 –3)</i>								
	<p>To provide students with more authentic situations to use English.</p> <p>To develop independence in students and encourage students to take responsibility of their learning</p> <p>To create a healthy, collaborative learning environment outside classrooms</p> <p>To cultivate in students a life-wide learning habit</p>	<p>A total of 16 bright students in each Form will be recruited.</p> <p>Students will meet once a month for stimulating and demanding activities aiming to further increase their interest, build their confidence and improve their mastery of the English language skills.</p> <p>There will be a variety of activities including games and quizzes, workshops on speaking and writing skills, visits to bookstores and newspapers, etc., together with challenging and meaningful pre-tasks, tasks and follow-up tasks.</p>		Oct – May		<p>Students' interest and confidence in the English language is further increased.</p> <p>Students demonstrate greater sense of responsibility towards their own learning and are willing to take on more challenges. Students' ability and mastery of the language skills are further stretched.</p>		<p>S.1 S.C. Yu,</p> <p>S.2 Kathy Kwong,</p> <p>S.3 Daisy Tong</p>

I. Self – access Language Learning Program

	<p>To promote and facilitate independent English Language learning among students of all Forms.</p> <p>To support all forms of independent learning ranging from foundation building to proficiency enhancing, either initiated by teachers or students.</p>	<p>A team of teachers will collaborate to promote among students the concept of self learning, design programs to suit individual needs or group demand.</p> <p>The immediate target groups of students are the ones recruited for tutorial and enrichment programs. The Self-access Learning Room (SLR) will be furnished and decorated to fit this purpose.</p> <p>Learning materials will be collected , improvised and catalogued. Advisory service will be provided to both students and teachers during lunch and after school at the SLR.</p> <p>Students’ progress will be monitored and assistance provided upon request.</p>		Sept - June	<p>Purchase of self-learning books and computer software: \$4,000</p> <p>Stationery, prizes and awards: \$1,000</p>	<p>Students take more initiative in learning and willing to take on more challenges</p> <p>The rate of room use increases with time.</p>	ditto	*Daisy Tong, L.T. Luk, Mandy Yr
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II. English Enhancement Committee

<p>To help create a language-rich environment to support life-wide learning</p> <p>To provide students with greater exposure to authentic use of English</p> <p>To encourage students to seek and create opportunities to learn and use English in natural and realistic settings</p>	<p>A team of teachers will work closely with teachers and students in charge of clubs and societies to promote use of English in as many aspects of school life as possible.</p>			<p>Sept - June</p>	<p>*****</p>	<p>Use of English, both written and spoken is more evident on school ground.</p>		<p>*Tony Choi, Mark Schwedersky, Elsie Siu, S.C. Yu and H Lam</p> <p>* program coordinators</p>
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Total subsidy required for all 3 programs: \$182,646.50

Year Plan in the use of Capacity Enhancement Grant 2004-2005
Mathematics Education

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Coping with diverse and special learning needs of students	Providing remedial teaching for low-achievers and extension training program for high-achievers in Mathematics at S1 to S3 levels	To employ 1 full-time additional teacher for 1 year to (i) conduct about two-thirds of after-school remedial classes; (ii) prepare all teaching materials for tutorial classes; and (iii) release part of teaching duties of several teachers so that they can be devoted to preparing materials in training courses ; conducting the training courses for high achievers and part of remedial classes (iv) facilitate small-group teaching in low achievers classes in S1-S3	(1) Lower form Mathematics teachers can focus on developing teaching plans/schedules for the average ability groups High achievers in Mathematics can further extend their horizon and experiences in Mathematics, which is not covered in the regular Mathematics curriculum.	From September 2004 onwards for 1 year	Salary of the additional Mathematics teachers for the year – \$16,633 x1.05x10 =\$174,646.50	(1) Students participating the remedial program shows improvements in academic performance in regular tests and examination and learning attitude (2) Students participating the training program for high achievers show keen interest in learning Mathematics and keep excellent academic results in regular Mathematics tests and examination	(1) Statistical analysis for studying whether the participants of remedial programs show significant improvements in Mathematics learning and assessments after attending the remedial classes. (2) A questionnaire survey for studying the effectiveness in light of interest in Mathematics, self-esteem of Mathematics ability, etc for training program for high achievers (3) Statistical analysis to study whether participants of training program could keep excellent performance in tests/examinations.	LEUNG YIU CHUNG