SKH Bishop Mok Sau Tseng Secondary School
Report on Use of Capacity Enhancement Grant (2009-2010)

1. To help English teachers to develop curriculum and conduct programs catering for learner diversity

Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Remarks/Suggestions For Further Improvement
One teacher is employed to assist English teachers in curriculum planning and implementation of programs catering for learner diversity	H. Lam D. Tong	➢ The NSS curriculum for 2010-11 is completed and there are after-school programs for language arts, remedial and enhancement purpose. ➢ A drama performance will be staged by the enhancement group at the end of the school year as part of the performance at the 35th Anniversary Variety Show	➢ Teachers were allowed time to form working groups to discuss and make preparation for the NSS curriculum. ➢ A draft of the school-based NSS curriculum for 2010-11 is prepared ➢ The diverse needs of the students are properly taken care of with the various after-school programs. ➢ The drama performance staged at the end of the school year as part of the performance at the 35th Anniversary Variety Show was a success. Both teachers and students involved benefited from the whole course.	The teacher has been proved an invaluable asset to the department. In the face of the changing curriculum and diverse ability of students, it would be a blessing if the department would have a helping hand to build our teaching resource bank, to conduct outside class interest classes and oral activities to stretch our elite students' ability and to strengthen some of our weaker students.

2. 照顧學生在中文科不同的學習需要

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 • 培養學生文學興趣和鑒賞力。 • 照顧學生差異。	拔尖： 胡偉文老師	1. 培養語文水平不俗的學生進一步發展潛能，提升學生的寫作能力及文學鑑賞力。 2. 推動及籌辦校內的文藝活動。	• 利用問卷調查，檢視課程成效。課程以文學鑑賞為培訓重心，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(如小說、電影)的鑒賞力。 • 負責老師意見反映，小組討論最能引起學生的學習興趣。 • 部分學生態度較散漫，欠缺學習動機。 • 因重點在文學鑑賞力的提升，故寫作訓練力度不足；學生創作力一般，尤欠想像力。	• 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。	• 來年可沿用課時、課程、人選各項。 • 加強寫作訓練，鼓勵學生參加校外比賽。 • 繼續採用「小組討論」之教學模式。 • 來年可沿此制或擴展至中三各班，但務必優先考慮學生對文學之興趣和學習態度。
	保底： 莫影雪老師	1. 八成保底班學生上學期考試／年終考試考取及格成績。	• 問卷調查，檢視課程成效。據問卷調查顯示 92%學生認為輔導班有助學習；80%學生認為中文水平有所提升。 • 考試成績方面，參加保底班的學生亦有100%同學取得及格的成績。	• 總結學生的弱點及改善法，以為校內、外交流之用。	• 課堂形式宜多樣化，如增加視聽資訊欣賞、集體寫作等次數。 • 加強同學對文言文理解能力之訓練。 • 除鞏固課堂所學外，亦可多教授其他語文能力，如寫作、說話的技巧等。

Financial report on use of CEG (2009-10)

Income	Amount ($)
CEG for 2009-10	458,927.00
Expenditure	
Salary and MPF for two additional teachers	549,840.00
Deficit transferred to OEBG	(90,913.00)