

Helen Liang Memorial Secondary School (Shatin)
Annual School Plan 2014-2015

Major Concern 1: Maximizing students' exposure to English through varied cross-curricular approaches

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<p>1. To create an English-rich environment to increase students' exposure inside and outside the classroom</p>	<ul style="list-style-type: none"> Promoting and creating a culture of using English for day-to-day communication such as English morning assemblies, English Speaking Days & NET's English Corner. Enhancing the print-rich environment on content subjects such as displaying relevant posters of interesting hot & cold facts in both English and Chinese 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> 65% of students (S1 –3) pass the English Oral paper in half-yearly & annual exams 45% of the students (S1–3) pass the quizzes on hot & cold facts 	<ul style="list-style-type: none"> English Oral Paper in half-yearly & annual exams At least 2 quizzes on hot & cold facts 	Eng dept, NET & ELA subject depts	TAs & clerks, ECA Fund for prizes - \$1000 & NET corner - \$500 posters - \$100
<p>2. To strengthen the learning of English through language-across-the-curriculum (LAC)</p>	<ul style="list-style-type: none"> Conducting EMI extended learning activities (ELA) Each content subject at S1-3 allocates not more than 25% of total lesson time for ELA conducted in English. (i.e. one topic in term 1 & 2 is taught in English), an English summary of each chapter taught, dictations, and a total of 10% of exam questions are set in English and based on the ELA with at least 5% on LAC. Promoting collaboration between English language teachers and content subject teachers (Maths, Physics, Chemistry, Biology, History, Bussiness Studies, Economics & Geography) to produce a teaching resource packages for S3 to support students' learning through English. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Students have more confidence in speaking and using English and their vocabulary have increased The content subject teachers successfully make adaptations to their syllabuses and tailor-make teaching materials to design a resource package for the level 	<ul style="list-style-type: none"> Teacher observation Resource package 	<ul style="list-style-type: none"> ELA subject depts, NET & Eng Dept Academic Promotion Team, Maths, Phy, Chem, Bio, Hist, BS, Econ & Geog depts. Librarian, KLA Coordinators & HODs of ELA subjects HODs of related subjects, TAs 	TAs & clerks

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
2. (Continued)	<ul style="list-style-type: none"> • Promoting English reading across the curriculum during English reading lessons for S1, S2 & S3 • To provide Library Support Purchase of learning resources and materials written in both English and Chinese such as e-books in the library & different content subjects reference books in English • Bridging Programme to help students switch from CMI to EMI learning S1 → S2 – Maths S1 → S2 – IS S2 → S3 – Physics S3 → S4 – Chemistry 	<ul style="list-style-type: none"> • Whole year • July – Aug 	<ul style="list-style-type: none"> • Students’ interest in reading English cross-curriculum books have increased • 50% of the students pass the end of course test 	<ul style="list-style-type: none"> • Teacher observation • End of course test 	(continued)	<ul style="list-style-type: none"> • TAs & clerks • Purchase of LAC books - \$6000
3. To facilitate teachers’ professional development and enhance teaching effectiveness to better facilitate students’ learning of content subjects through English	<ul style="list-style-type: none"> • Encouraging more teachers to participate in EMI-related continuous professional development activities • Experience-sharing sessions/workshops by teachers who attended the MOI Professional Development Programme (PDP) • Cross-department peer lesson observations 	<ul style="list-style-type: none"> • Whole year • Twice a year • Whole year 	<ul style="list-style-type: none"> • At least two subjects participate in the PDP • At least two different subject teachers share their experience • 60% of the teachers find the workshops useful and effective in teaching their content subjects • All members of departments concerned participate in peer observations 	<ul style="list-style-type: none"> • CPD record • Staff Development Programme • Teacher survey • Lesson observation record 	<ul style="list-style-type: none"> • Eng & ELA subject depts • KLA Coordinators & HODs of Eng, Maths, Phy, Chem, Bio, BS, Econ, Hist & Geog depts 	

梁文燕紀念中學(沙田)
2014 至 2015 年度工作計劃

關注事項 (二) 強化學生正面價值觀及提升學生自我形象：熱愛生命，推己及人

目標	工作 / 策略	時間表	成功準則	評估方法	負責教師	所需資源
1. 強化學生正面價值觀及態度	<ul style="list-style-type: none"> ● 訓導組、輔導組及生命教育組透過推行「每月之星」、「四德學生獎計劃」、「訓導支援小隊」、「逆力之旅」、「乘風航計劃」、「成長北斗星」、「樂也融融」及「健康校園計劃」例如領袖訓練、講座、工作坊、音樂會、建立學生的正面價值觀 ● 以「推己及人」為重點策劃全年生命教育課及相關活動，如「標語創作比賽」、「壁報設計比賽」、「服務社會我做得好」等，並配合「成長新動力」強化學生的正面態度 	全學年	<ul style="list-style-type: none"> ● 大部分學生表示能透過活動和服務，內化對自己的正面價值觀，並願意承擔公民責任 ● 大部分老師／社工認同學生有關愛及服務他人的精神 	<ul style="list-style-type: none"> ● 學生問卷調查 ● 教師/社工觀察 	<ul style="list-style-type: none"> ● 班主任 ● 訓導組老師 ● 輔導組老師及社工 ● 生命教育組老師 	<ul style="list-style-type: none"> ● 健康校園活動津貼 ● 校外機構支援 ● 教學/活動助理
2. 認識自己發展路向及訂立個人的學習計劃	<ul style="list-style-type: none"> ● 透過搜集有興趣投身行業的資料、職業博覽、參觀活動、公司或院校探訪、工作體驗計劃如商業機構，及透過與工作世界有關的經歷活動，讓學生認識各行各業，訂立個人發展路向 ● 透過活動，包括講座、班主任課，以及生涯規劃學習工具《尋找生命色彩》(初中)和《生涯地圖》(高中)，讓學生訂立個人發展目標 ● 透過「立志書」，學生訂立學習及「服務社群」的目標 	全學年	<ul style="list-style-type: none"> ● 大部分學生及老師認同「生涯規劃」活動能有助學生思考及規劃將來升學或就業的方向 ● 大部分學生、家長及老師認同「立志書」能幫助學生制訂學習及關愛他人的目標 	<ul style="list-style-type: none"> ● 教師觀察 ● 學生及家長問卷調查 	<ul style="list-style-type: none"> ● 升學及就業輔導組老師 ● 生命教育組 	<ul style="list-style-type: none"> ● 「生涯規劃津貼」

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3. 擴闊學生視野，發掘學生潛能，建立正面自我形象	<ul style="list-style-type: none"> ● 鼓勵學生一人一職參與校內服務，並增設最佳班內服務表現獎 ● 舉辦多元化比賽，並透過早會分享、午間廣播、擔任活動司儀、各類型表演活動，增加學生發揮潛能機會，讓學生展示才華，強化自信心 ● 參與國內及海外交流活動、校際友誼賽及校外不同類型比賽，擴闊學生視野 ● 參與公益少年團、少年警訊及紅十字會等服務團體舉辦的活動如學校捐血日、賣旗、義工服務，讓學生了解社會不同的群體 ● 學生參與義工訓練課程，並進行義工服務以回饋社會 	全學年	<ul style="list-style-type: none"> ● 85%學生達致一人一職 ● 50%學生曾參與義工服務 	<ul style="list-style-type: none"> ● 學會出席報告 ● 學會老師、幹事及會員調查報告 	<ul style="list-style-type: none"> ● 學會老師 ● 服務組別老師 ● 社導師 ● 班主任 	<ul style="list-style-type: none"> ● 比賽獎品 \$1,500
4. 透過嘉許學生，建立成就感以增強自信	<ul style="list-style-type: none"> ● 透過「嘉許獎勵計劃」認同學生在學業、品行、服務及活動四方面的成就 ● 透過早會頒獎、榮譽榜、顯示屏幕、學校網頁、家長短訊及學生作品展覽及「我讚你專區」讚賞卡活動等公開表揚學生優秀表現及展示學科優秀作品，增強學生成就感 ● 推薦及提名學生競逐校內及校外傑出學生獎項及獎學金，以增強自信 	全學年	<ul style="list-style-type: none"> ● 70%學生得到嘉許 ● 大部分學生、家長及老師認同透過獎勵計劃及公開表揚學生傑出表現能有效增強學生的自信 ● 全年使用「我讚你專區」讚賞學生／同學的人次高於全校人數 30% 	<ul style="list-style-type: none"> ● 「嘉許獎勵計劃」統計 ● 教師觀察 ● 學生及家長問卷調查 	<ul style="list-style-type: none"> ● 學校嘉許組 ● 班主任 ● 各學科組別 	<ul style="list-style-type: none"> ● 社會服務獎學金\$600