

Helen Liang Memorial Secondary School (Shatin)
Annual School Plan 2013-2014

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
1. To create an English-rich environment to increase students' exposure inside and outside the classroom	<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
2. To strengthen the learning of English through language-across-the-curriculum (LAC)	<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 at least 10% of exam questions are set in English and based on the ELA for S3 and at least 5% on LAC for S1-S2. • Promoting collaboration between English language teachers and content subject teachers (Maths, IS, IH, HE & DT) to produce a teaching resource packages for S2 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, IH, IS, Maths, HE & DT depts. • Librarian, KLA Coordinators & HODs of ELA subjects • HODs of related subjects, TA (Maths) 	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 • 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 (all classes) S1 → S2 – IS (one class) S2 → S3 – Physics (all classes) 	<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, IH, IS, HE & DT depts 	

梁文燕紀念中學(沙田)
2013 至 2014 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，互勵共勉

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」、「四德學生獎勵計劃」、「訓導支援小隊」、「四社守時比賽」、「逆力之旅」、「乘風航計劃」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「互勵」及「共勉」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」等，並配合「成長新動力」強化學生的正面人生態度 	全學年	<ul style="list-style-type: none"> ● 大部分學生及老師認同學生在自信心的表現有所提升 ● 大部分學生及老師認同學生懂得欣賞自己和他人的優點和成就 	<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 ● 輔導組及社工 ● 生命教育組 	<ul style="list-style-type: none"> ● 比賽獎品 \$500 ● 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、職業博覽及參觀活動，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及計劃 ● 透過「立志書」，學生訂立學習及「互勵」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」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互勵目標 	<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"> ● 活動津貼 \$300

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
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"> ● 鼓勵學生積極參與不同課外活動，並培養為活躍學會會員 ● 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，提供機會讓學生展示才華，透過比賽，讓學生欣賞勝出者的努力，做到勝不驕，敗不餒 ● 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，建立學生的自信心 ● 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 	全學年	<ul style="list-style-type: none"> ● 學會活躍會員達75% ● 80%學生達致一人一職 ● 學生對自我形象的觀感比去年有所提升 	<ul style="list-style-type: none"> ● 學會出席報告 ● 情意及社交範疇表現指標(自我概念部分)問卷調查 	<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 ● 老師及學生使用「讚賞卡」鼓勵及讚賞他人在學業、品行、服務及活動等方面的成就，並張貼於「我讚你」壁報板上，公開表揚 	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 ● 70%學生及家長認同公開表揚能達到提升學生自我形象的目的 ● 70%學生及老師使用「讚賞卡」，並認同「讚賞卡」能提升學生自我形象 	<ul style="list-style-type: none"> ● 統計得到嘉許學生數目 ● 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"> ● 訂造嘉許印 \$1,800