仁濟醫院蔡衍濤小學

學校周年計劃

2011-12 年度

辦學宗旨

　秉承仁濟醫院「尊仁濟世」的精神，
實施全人教育，注重學生德、智、體、
群、美五育均衡發展，培養學生明辨是
非、熱愛生命、積極進取及造福社群。

仁濟醫院蔡衍濤小學

學校周年計劃

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主題：莊敬自強，更新突破

關注事項：

1. 發展明確的學習策略，提升學業水平，提高學生自學能力

2. 強化學校關愛文化，培養學生正確價值觀—建立自主及積極的態度

3. 建立環保健康校園

1. 關注事項：發展明確的學習策略，提升學業水平，提高學生自學能力

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 教師能運用適當的教學策略照顧學生個別差異，進一步提昇學生的學習能力	• 各科製訂重點學習策略，滲入各級正規課程內，讓科任老師有所依循，掌握該科重點。 • 通過參與教育局小學校本課程發展組提供的「小學校本課程發展支援服務-中國語文」發展中文科「以讀帶寫」的教學策略，建構中文科各級課程架構。 • 發展「提升小學英語水平津貼計劃」第一階段校本閱讀系統計劃，提升英語教師的教學成效及學生的英語水平。 • 透過參與教育局「內地與香港教師交流及協作」計劃，提升數學科教師的教學成效及學生的數學水平。 • 透過教師共同備課、觀課，優化課堂教學，並讓教師互相交流觀摩，提升教學效能。	• 80%教師認為透過各科發展計劃、共同備課、觀課、工作坊及不同的專業教學觀摩交流能幫助優化課堂教學，促進教師專業發展。 • 70%教師認為透過課程調適及課後拔尖補底的活動能加強照顧學習差異	• 教師問卷調查 • 分析觀課結果 • 分析備課文件	• 上學期 • 全年	校長 課展部 主管 各科 科主任 校長 課展部 主管	

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
	• 於中英數各科進行課研設計及評課計劃，完成後於科務會議安排分享環節。 • 於中英數各科為有特殊學習需要的學生進行課程調適，同時透過課後拔尖活動及班本主科輔導班加強照顧學習差異。 • 安排教師參與不同的專業教學觀摩活動，促進教師的專業發展。 • 透過邀請專業人員到學校舉行工作坊提升教師的專業水平。 • 統計每段考試成績數據，科主任利用有關數據與科任深入檢討學生的學習難點，制定針對性的教學策略，改善學生的成績。 • 為 P.4-P.6 中英數學業有學習困難的學生開設加輔班，重建學生的自信心及拉近與原班程度的距離。		• 教師問卷調查 • 學生問卷調查	• 全年	科主任 課展部 校務部 校長 校長 科主任 加輔統籌老師	邀請講員費用

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 教師能掌握小班教學環境進行教學，以「合作學習」來提升學生的思維和自學能力	• 全校推行合作學習,把「運用合作學習以提升學生學習效能」訂為共同備課和進展性觀課的重點,教師藉推行小組學習提升教學效能和照顧個別差異。 • 通過教授不同的思考策略,如六何法、腦圖等提升學生思維能力。 • 按學生程度教授及指導學會運用字典、筆記摘要、網上搜尋資料等自學工具。 • 通過「合作學習」模式,並利用資訊科技輔助學習,加強課堂中及課後的互動學習,提升學生的學習、協作及溝通能力。 • 通過全方位學習周、學科周及專題研習教授學生研習技巧,提高思維及自學能力。	• 70%教師認為推行合作學習,有助提升教學效能及照顧個別差異,加強課堂中及課後的互動學習,有助提升學生的學習、協作及溝通能力 • 80%教師認為通過教授不同的思考策略,有助提升學生自學能力	• 重點觀課 • 教師問卷調查 • 學生問卷調查	• 全年	課展部科主任 全體老師	

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 加強尖子學生的培育工作，讓尖子學生能夠獲得適切的培育	• 舉辦中、英、數各科拔尖活動，包括寫作班、話劇班、會話訓練班、奧數班等，讓尖子學生獲得適當的培育，發展潛能。 • 訓練學生參加學界比賽，包括朗誦、音樂、舞蹈及體育項目，讓學生增強自信，發展潛能。 • 提供機會讓學生參與社區服務和表演以累積相關經驗，提升自我形象。	• 70%學生認為透過參與有關活動能提升自信，增強學習能力	• 學生問卷調查 • 統計參加活動人數	• 全年	校長 科主任 活動部主管及部員	

2. 關注事項： 強化學校關愛文化，培養學生正確價值觀－建立自主及積極的態度

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 教師能處理學生個人的情緒和行為問題 • 教師能運用課堂策略關顧學生情緒行動，並提升班級經營的效能 • 學生能養成服務他人的良好品德 • 讓學生學會自我管理的生活態度，提升自我價值	• 透過在早會、周會及成長課加入自愛自律的課題，強化德育意識和關愛文化 • 加強輔導部職能，安排專責老師分別跟進有學習困難、行為偏差或有特殊需要的學生，對學生給予個別關懷及輔導，讓學生心智獲得健康發展。 • 透過相關教師工作坊及安排老師進修特殊教育的課程，加強教師對特殊學習需要學生的認識，增進輔導學生的專業能力和素養。 • 實施「一人一職」計劃，培養學生積極參與學校各項服務，擔任義務工作，提升學生的責任心及建立良好的人際關係，藉此推廣關愛文化。	• 80%教師認為學生懂得關心自己和別人 • 70%學生表示懂得關心自己和別人 • 80%老師表示滿意學生在自我管理方面的表現 • 70%學生表示滿意自己在自我管理方面的表現	• 教師問卷調查 • 學生問卷調查 • 家長問卷調查 • 統計學生服務項目	• 全年	校長 輔導部 全體老師 課展部 輔導部 訓導部 全體老師	

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
和形象 ● 增強教師團體凝聚力，營造關愛文化共同培育學生	● 推行「I-Can」課程，協助學生發揮正向的心理力量，追求正確的人生價值，戰勝逆境及考驗，學會健康的生活。 ● 善用教育局「加強言語治療津貼」購買言語治療服務，安排言語治療師定期駐校，為有言語障礙問題的學生提供言語治療服務。 ● 善用教育局「課後學習支援津貼」為有需要的學生提供校本支援服務。 ● 透過賽馬會「全方位學習基金」計劃的資助，為清貧或有需要的學生提供多元化的課外活動。 促進科組間的溝通和協助，舉辦正規及非正規活動增進教師團隊的了解，在教師團隊中營造關愛的文化。 透過校慶活動加強校內各持分者的凝聚力。	● 80%教師認為科組間的溝通和聯誼活動能促進教師間的了解		● 全年	輔導部 班主任 輔導部 課展部 活動部 校長 活動部	功課輔導班導師費 各項活動導師費

3. 關注事項： 建立環保健康的校園

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 提升學校環境設施，讓學生能在環保健康的校園中進行學習 • 配合仁濟綠色機構理念建設環保校園 • 推行環保教育，培養學生愛惜資源的生活態度 • 推行健康教育，培養學生愛惜身體，拒絕毒品誘惑的態度	• 透過維修校舍及向相關機構申請資助，改善及提升學校現時設施，進行合乎環保的改善工程，美化校園環境。 • 設計及推行校本健康校園的政策及課程。 • 透過不同的校本活動，增加學生的環保意識及建立健康的生活。 • 參加衛生署「至營認證計劃」。 • 安排健康講座，讓學生掌握健康知識，鼓勵學生推廣及實踐有關知識 • 安排宣傳禁毒教育講座，提升學生抗拒毒品誘惑的意識和愛惜身體的觀念 • 透過「成長的天空」朋輩輔導計劃加強學生抗逆力	• 80%教師表示學生的環保意識提高了 • 70%學生表示自己的環保意識提高了 • 80%學生表示對吸毒問題有更深入的了解 • 80%學生表示對提高運動、建立健康生活的意識有進步	• 觀察師生於有關活動後的反應 • 教師問卷調查 • 學生問卷調查 • 家長問卷調查	• 全年	校務部 課展部 輔導部 訓導部 校長 輔導部	有關服務機構人力資源 邀請講員費

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
• 促進學生及教職員身心健康發展和鼓勵他們實踐健康生活	• 設立體育區讓學生於小息時進行適量的體育活動，強化身心健康 • 星期一至星期四設早操，加強學生健康教育 • 參加衛生署舉辦之「開心果日」系列活動，加強學生健康生活的知識 • 定期檢查學校衛生設備及用品 • 推行清潔比賽 • 設立健康資訊展板及健康資訊分享	•	•	• 全年	體育科主任 體育科任 常識科主任 常識科任 校務部 訓導部	

English Enhancement Grant Scheme for Primary Schools

School-based Implementation Plan

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Hiring of consultancy to develop and effect and sustainable school-based extensive reading scheme with international benchmarks.					
• to work with a tertiary institute to develop a school-based extensive scheme with international benchmarks • A pre & post assessments will be conducted before and after implement the scheme • Teachers will learn the post reading questions setting up skills through the workshops provided by the tertiary institute. Teachers each set up questions for one reader and discuss the quality of the questions set with the professor. • Tertiary institute experts will set up post reading questions for the 200 graded readers (range from P1- P6 level, hard copies) we need the books to be ranged from P1-P6 so that we can further develop the reading scheme in KS1in the future. These books serve as level indicators. Besides that, some students who come from China or with very low ability in English may hardly find books that suit their needs if we range the books only from P4-P6. • The tertiary institute will provide professional development training workshops (2.5 hours in first term and 2.5 hours in second term, totally 5 hours) for	P.4-6	<u>Development</u> Aug 2011-end of school year 2012 Co-planning from Sep 2011 to July 2012 Development time line of 200 graded readers: Sep- Dec P4 40 readers P5 50 readers Jan - Feb P6 50 readers Mar-May P1 20 readers P2 20 readers P3 20 readers Sep-Dec 2011 Pre-assessment of the level of the	• Teacher can find out the basic level and the needs of students in reading. • Students and parents will know students' standard in reading through the pre-test result. • A school-based reading scheme according to students' need and levels can be infused into the existing G.E programme for long term use. We have one ERS lesson bi-weekly. We teach the students the reading skills by using the booklet we design for them. Besides that, from the result that	• A school-based reading scheme will be developed. • Data (test results/ item analysis report from TSA) and feedback (views from the teachers and parents) collected will be used to further improve the reading scheme. • Teachers can offer help to students subject to their reading weakness by using the data generated from the system	• Pre & post test result will be used to track students' progress in the mastery of reading skill. • Evaluation meetings will be held in the first and second term to collect teachers' views on the reading scheme. • Teachers will observe students' performance on the mastery of the reading skills (particularly in G.E. exams and TSA results) • Teacher's feedback (survey) on the effectiveness of the training workshops of the reading scheme.

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
teacher on reading - Extensive Reading lessons: co-planning, teaching, lesson observation and evaluation - Co-planning meetings for each level once in two weeks - Consultancy support on planning and evaluating of the reading curriculum - Qualification/Education background and experience in supporting local schools: Professor from tertiary institute has extensive experience and expertise in English education - Frequency and arrangement of on-site support: one co-planning, one lesson observation, one evaluation per term. - Extensive Reading will be conducted in class - The lesson will be conducted once in two weeks. The school has its initial curriculum in reading lessons. The university professor will empower teachers how to further develop reading in school through the workshops. - Teachers in P4-P6 will produce a reading skills booklet for students to use in their reading lesson. The booklet is mainly for the use in ERS lessons. After having the workshop provided by the tertiary, we will		students' reading ability Advice from professor on the books purchasing Teacher's meeting of books selection Book grading and questions setting by tertiary institute. Teachers learn the grading skills in the workshop. Workshop I provided by the tertiary institute. Teachers start develop the reading skill booklet of KS2 Jan-Feb 2012 P4-P5 students start using the new system in their reading lessons. Mar- April P6 students start using the new	generated from the pre-test and student's performance on the post reading questions, we could tackle their reading weakness when we teach reading skills for textbook, doing comprehension exercises or teaching readers in the lessons,. - About six to nine unit plans to be developed for the bi-weekly reading lessons developed for each level by teachers . - Students can learn reading strategies in the English lesson (once in every two weeks) - Teachers can enhance their knowledge in	- The 200 graded readers (range from P1-P6 act as the international benchmark level indicator. Teachers will expand the storage of books in the Extensive Reading Room (newly set up for this scheme, funded by school) based on the knowledge they learnt in working with the tertiary experts on books grading and post reading questions setting. - Perpetual right in using the system. - Teacher's workshop and IT trainings will be video-taped for	- Feedback (survey) from parents on the effectiveness of the workshop will be collected. - Co-planning records will be kept

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
infuse the knowledge and skills we have learnt in the workshop with the existing ERS worksheets and produce the booklets for our students. - A total of 10 reading lessons will be observed by English Panel. The role of panel head is to evaluate the effectiveness of the reading lessons. Our school's peer observation is well developed. For the coming two years, our peer observation will focus on the teaching of reading skills in ERS lessons. • Parent workshop - 2- hour parent workshop Service provider and teachers, for introducing the scheme to parents in getting their support in monitoring students' reading at home, and to understand school's English teaching strategy and development.		system in their reading lessons <u>Evaluation:</u> End of the of the school year	mastering reading teaching through professional training workshop facilitated by the experts • Teachers will know students' standard in different reading skills through the data generates from pre-test, post-test and post-reading questions. • Parents can learn some basic knowledge of reading. • More family support can be given to students in reading.	future training use. • Parents can apply the skill they learnt in the workshop to assist students' reading and provide more support at home.	
2. Hiring of consultancy to develop, a curriculum-based multimedia vocabulary teaching and learning platform in P.4-6.					
• Hiring consultancy to have co-planning about 5 meetings or more (target levels depend on the needs of the school) with the English teachers P4-6 English teachers will discuss a rough plan of the content of tasks of the	P4-P6	**<u>Development</u>** Aug 2012- end of school year 2013 Co-planning period	• Facilitating effective teaching via adopting interactive and multimedia curriculum-based vocabulary building	• Perpetual right in using the platform • Teachers' sustainable use	• Bi-weekly official classroom observation • Teachers' survey conducted

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
e-learning in July and August. It takes time for the consultancy to develop the vocabulary teaching and learning software. P4-6 English teachers will have co-planning meetings once a week to discuss about the integration of the e-learning in the lesson. • Teachers will work collaboratively with the consultant to design a school-based vocabulary teaching and learning platform. (P4-6: 2 chapters per school term, 4 chapters per year each x 3 grade levels = 12 chapters) • The consultant will be professional educator with solid and extensive English education background and experience. Solid background in English education and extensive experience in working with local schools in English teaching. • Teachers will design the contents and write up the tasks while the consultant provides IT support • Expected frequency of classroom use: Teachers are expected to use the platform frequently. Teachers will use the platform for introducing the vocabulary students are going to learn in the textbook. Teachers could also use it as a revision tool		for the year: Sep - June Development timeline of 2012/2013: P4-6: 2 chapters per school term per form, 4 chapters to be completed in 11/12 each form x 3 forms = 12 chapters Sep-Dec P4-P6 2 chapters each level for the first term Jan- Mar P4-P6 2 chapters each level for the second term Estimated month for e-learning materials to be ready for classroom use: First two chapters for each level	platform. • Four lesson plans will be developed to show the use of e-learning materials in lessons for future reference: P4-6: 2 chapters per school term, 4 chapters per year each x 3 grade levels = 12 chapters • Teachers use the vocabulary platform to assist them in teaching vocabulary in the textbook. • Teachers revise the vocabulary learnt with students in the lessons with the help of the vocabulary platform. • Increase of the pupils' interest in learning vocabulary via interactive games.	of the platform in their teaching of vocabulary in later years. • Pupils' regular use of the platform for revision purpose at home. • Foster of self-learning habit • Teachers will be able to make adaptations and add in more items after the service period	semi-annually to measure the improvement of pupils' vocabulary usage, application and recognition. • Pupils' survey conducted semi-annually to measure the increase of their interest in classroom vocabulary learning. • Teachers ensure the quality of the texts in the platform • Co-planning records will be kept

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
in the English lesson every day. Teacher could use the platform to consolidate students' vocabulary learning in each chapter of the textbook. Teacher could also use the platform to quiz students understanding of the vocabulary. • Teachers will provide feedback and support to students depend on their needs • School will open MMLC during lunch hour and after school for students to access to computers		Dec-Jan 2013 Last two chapters for each level Mar-April 2013	• Different means of vocabulary learning (e.g. matching, fill in the blanks, interactive games, videos, etc.) were set in the platform so as to meeting the different learning needs of the students.		

(C) Budget and cash flow

Proposed measure(s)	Estimated cost If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011/12		**2012/13**		**Sub-total**
	Funded by EEGS	**Funded by other sources (if any)**	**Funded by EEGS**	**Funded by other sources (if any)**	**(Funded by EEGS)**
To work with a tertiary institute to implement a school-based individualize book-matching extensive reading scheme based on international benchmarks for grading 200 readers, setting up post reading questions and pre- & post-assessment aiming to effectively improve pupils' English reading ability, conduct accurate reading assessment, and measure the improvement	$320,000		$	$	$320,000
To plan, develop, and implement a curriculum-based multimedia vocabulary teaching and learning platform for facilitating more effective classroom		$	$180,000	$	$180,000

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011/12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	(Funded by EEGS)
teaching and home learning of vocabularies under the KS2 curriculum including usage, pronunciation, recognition, application, interactive exercise, and games **Each chapter includes:** - <u>Audios recording and visual effect</u> for every vocabulary - <u>Pre-learning activity</u> development - Interactive <u>exercises design</u> - Setting up of various <u>question types</u> -					
Total (Funded by EEGS)	$32,0000	$70,000	$180,000	$	$500,000