

Annual School Plan 2018-2019

Major Concern 1: To nurture students to be positive, to love and to be loved

| Targets/Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|--|---|------------|---|--|---|
| I. Students feel loved/cared for in school and at home | <p>A. <u>For teachers</u> To strengthen teachers' professional capacity on strategic guidance and counselling skills:</p> <p>a. Workshop(s) on collective classroom efficacy</p> <p>b. Level meetings for class teachers to brainstorm ideas for and share good practices of collective classroom efficacy</p> <p>c. Class teacher pilot mentorship scheme</p> | Whole year | <ul style="list-style-type: none"> ➤ Teachers found the workshop(s) useful ➤ Level meetings arranged and good practices shared ➤ Teachers acquired relevant guidance and counselling skills | <p>Teachers' feedback</p> <p>Staff Appraisal (Year B)</p> | <p>(a): SSW, Edu Psy. Staff Professional Development Committee</p> <p>(b & c): Student Guidance Committee Class Teachers Level Coordinators</p> |
| | <p>B. <u>For students</u> To enhance their understanding of one area of positive psychology:</p> <p>a. arrange workshop(s) on how to build positive relationships with people</p> <p>b. implement class-based buddies programme(s)</p> <p>c. provide space for students to have class-based celebrations</p> <p>d. engage students in My Story as a way for them to express their feelings and emotions as well as to count their blessings</p> | | <ul style="list-style-type: none"> ➤ 70% of students agreed that they have acquired basic knowledge on how to build positive relationships ➤ 70% of students felt supported and recognized in class ➤ 70% of students agreed that they were given the opportunities/ platform to express their emotions and feelings | <p>Student Survey</p> <p>Feedback from students and teachers</p> <p>Scrutiny of document</p> | <p>(a & d) Student Guidance</p> <p>(d) Religious, Moral and Civic Education Committee</p> <p>(a & d) School Social Worker</p> <p>(b, c, d) Class Teachers</p> |

| Targets/Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|--|---|------------|--|--|---|
| II. Students feel recognized for their successes and efforts | <p>To facilitate students to play a more active role in organising and managing their own learning experiences</p> <ul style="list-style-type: none"> a. give chances to students to organize some self-initiated activities b. Student leaders use different means in building up their reflective habit | | <ul style="list-style-type: none"> ➤ Platforms and chances offered and students found the opportunities and experience joyful and rewarding ➤ Students explore other means to build up their reflective habit after activities | <p>Seruting of documents.</p> <p>Feedback from students and teachers</p> | <p>(a & b):</p> <p>Student Activities and Leadership Training Committee</p> <p>Gifted Education Committee</p> <p>Other Committees concerned</p> |
| III. Students have positive relationships with people | <p>To engage students in building a positive self and positive relationships with people</p> <ul style="list-style-type: none"> a. Students write up action plans to take care of their physical and mental well-being (e.g. maze walking) b. Walk in Joy project | Whole year | <ul style="list-style-type: none"> ➤ 70% of students learnt ways to take care of their physical and mental well-being ➤ Students have a higher awareness of taking care of their physical and mental health | <p>Student survey</p> <p>Feedback from students and teachers</p> | <p>(a & b)</p> <p>Religious, Moral and Civic Education Committee</p> <p>(b) Student Guidance & School social worker</p> <p>(a) Health and Environmental Education Committee</p> |

Major Concern 2: To stretch students' potential in learning by providing varied classroom experiences

| Targets/Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|---|--|-------------------|---|--|---|
| <p>I. Teachers use differentiated teaching strategies to cater for learner diversity.</p> | <p>(A) To further enhance teachers' understanding of catering for learner diversity:</p> <ol style="list-style-type: none"> a. Staff development programs (e.g. effective questioning techniques, designing of tiered tasks, ways for students to demonstrate their learning) b. Arrange collaborative lesson preparation sessions c. Conduct organized peer lesson observation <p>(B) To provide a variety of e-learning tools for students of different abilities (e.g. learning apps, quizzes, online discussion)</p> <p>(C) Enhance students' reading skills</p> <ol style="list-style-type: none"> a. Equip students with subject-related reading skills b. Enrich students' reading experience by providing a variety of reading materials (e.g. text and non-text) | <p>Whole Year</p> | <ul style="list-style-type: none"> ➤ 70% teachers agreed that they have a better understanding of catering for learner diversity ➤ 70% of students found those e-learning tools useful for improving their learning ➤ 70% of students agreed that their reading skills have been enhanced. | <ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document ■ APASO results ■ Observation | <p>All Panels</p> <p>Staff Professional Development Committee</p> |

| Targets/Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|---|---|------------|--|---|--|
| II. Students of different levels of competence have a better control of their learning progress. | <p>a. To revise existing homework policies and to better coordinate the delivery of homework</p> <p>b. To provide more room for students to make meaningful reflection and devise own improvement strategies</p> <ul style="list-style-type: none"> • conduct strategic post-exam evaluation • better coordinate subject-based post-assessment analysis | Whole Year | <ul style="list-style-type: none"> ➤ homework policy revised ➤ 70% students found they had a better control of their learning progress ➤ 70% students agreed that they become more reflective in their learning | <ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document ■ Observation | All Panels Student Learning Committee |
| III. Students requiring more individual attention are given greater opportunities in classroom to extend their learning | <p>To provide challenging learning activities for gifted students to stretch their potential and to enhance peer support for weaker students.</p> <ul style="list-style-type: none"> • tiered tasks • invite high achievers to serve as student teachers (<i>taking measures NOT to overload students</i>) • cooperative learning (<i>e.g. seating arrangement, think-pair-share, different roles in discussion</i>) | Whole year | <ul style="list-style-type: none"> ➤ 70% students found the corresponding strategies useful for them to raise their learning | <ul style="list-style-type: none"> ■ Survey ■ Scrutiny of document ■ Observation | All Panels |

Theme of the Year 2018-19

**Reaping Joy
Unlocking Potential**

Plan on Use of Capacity Enhancement Grant (CEG) 2018-19

| Major Concerns | Strategies/ Tasks | Benefits Anticipated | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|----------------|--|---|------------|--|--|--|
| ECA | To employ tutors for Aesthetic Education Studies (AES) and Extra-curricular Activities for all S.4 students. | <ul style="list-style-type: none"> • Relieve teachers' workload from conducting or supervising students attending courses after school. So that they can concentrate more on teaching. | Whole year | All courses and programs were smoothly held. | Scrutiny of Minutes Teachers' and students' feedback | Student Activities & Leadership Training Committee |

Plan on Use of Learning Support Grant for Sec. School (LSGSS) 2018-19

| | Item | Quantity | Date | Target Group | Aim |
|---|---|-------------------------|-------------|---------------------|--|
| 1 | Executive Functioning Training Workshop | 4 groups 40 sessions | Whole year | SEN students | To enhance students' social skills, self-management skills and communication skills. |
| 2 | Workshop for Chinese Writing & Reading | 2 groups 40 sessions | Whole year | SEN students | To equip SpLD students with Chinese study skills and to improve their comprehensive skills |
| 3 | Speech Therapy | 30 sessions | Whole year | SEN students | To help SEN improve their speaking and communication skills |
| 4 | Art Therapy | 20 sessions | Whole year | SEN students | To enhance SEN self- understanding and expression skills |
| 5 | Learning Buddy Program | 300 hrs | May – June | SEN students | To provide SEN afterschool tutorial in helping them prepare for examination |
| 6 | Attention Training Workshop | 20 sessions | Whole year | SEN students | To improve SEN attention through different strategies, like time management, organization skills |
| 7 | Teaching Assistant (SEN) | | Whole Year | SEN students | To help out in administration work related to SEN and pull-out training program |

Plan on Use of Diversity Learning Grant – Applied Learning Courses (2018-2020 Cohort) Three-Year Plan

| DLG funded programme | Strategies & benefits anticipated | APL Course Code , Name of Course and Course Fee | Duration of the programme / course | Target Students | Estimated no. of students involved in each school year | | | Evaluation of students' performance | Teacher in-charge |
|--------------------------------|---|--|--------------------------------------|-------------------------------------|--|-------|-------|---|-------------------|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| Applied Learning Courses (ApL) | <p>- To offer a range of ApL courses for students with different learning needs and interests</p> <p>- To broaden students' diversified learning experiences and develop their career aspirations</p> | 688 Pâtisserie and Café by HKCT 616 Western Cuisine by VTC 669 Computer Game and Animation Design by VTC 609 Film and Video by VTC 691 Practical Psychology by HKBU (SCE) 610 Fundamental Cosmetology by CICE (2 students) 676 Fashion Image Design by VTC 662 Applied Psychology by LIFE (2 students) 687 Accounting in Practice by HKU (SPACE) 662 Applied Psychology by LIFE 618 Health Care Practice by CICE | 180 hours in 2 years for each course | S5 students in the year 2018 - 2019 | 12 | 12 | 0 | - Successful completion of the ApL courses by students as shown in their learning records | Career Master |

Plan on Use of Diversity Learning Grant – Other Programs (Gifted Education) 2018-19

| DLG funded Programme (s) | Strategies & benefits anticipated | Name of programme(s) / course(s) and provider(s) | Duration of the programme(s) / course(s) | Target Students | Estimated no. of students involved in each school year | | | Evaluation of student learning/success indicators | Teacher-in-charge |
|--------------------------------------|--|--|--|---|--|-------|-------|---|-------------------------------------|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| | | | | | | | | | |
| Creativity workshop (elementary) | To help students to manage their creative thinking abilities effectively and organize their thoughts and ideas. To provide strategies such that students can come up with new ideas more efficiently. | Creativity workshop | 3 hrs x 1 session | S4 – S5 ALs, House exco, budding leaders | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students successfully completed the courses with at least 70% attendance. ▫ Positive feedback shown in students' survey. ▫ Students shared their learning outcomes with other students and put the skills learnt into practice. | Gifted Education Committee, SAL |
| Creativity workshop (advanced) | To help students to manage their creative thinking abilities effectively and organize their thoughts and ideas. To provide strategies such that students can come up with new ideas more efficiently. | Creativity workshop | 3 hrs x 1 session | S2 – S3 ALs, house exco, budding leaders | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students successfully completed the courses with at least 70% attendance. ▫ Positive feedback shown in students' survey. ▫ Students shared their learning outcomes with other students and put the skills learnt into practice. | Gifted Education Committee, SAL |
| Multiple pathways for high achievers | To help high achievers to realize different possible pathways ahead (explore programs offered by both local and overseas institutions). To assist students to plan strategically. | Multiple pathways for high achievers | 3hrs x 1 session | S5 ALs + subject cream | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students completed the courses with 70% attendance. ▫ Positive feedback shown in students' survey. ▫ Students shared their learning outcomes with other students | Gifted Education Committee, Careers |

| DLG funded Programme (s) | Strategies & benefits anticipated | Name of programme(s) / course(s) and provider(s) | Duration of the programme(s) / course(s) | Target Students | Estimated no. of students involved in each school year | | | Evaluation of student learning/success indicators | Teacher-in-charge |
|--|---|--|--|-------------------------|--|--------|--------|--|--|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| Creativity and strategic thinking workshop (for beginners) | To help students to manage their creative thinking abilities effectively and to apply the strategies in their STEM project and creative writing tasks. | Creativity workshop | 1 hr | All S1 students | All S1 | All S1 | All S1 | <ul style="list-style-type: none"> ▫ Students participated actively during the program. ▫ Positive feedback shown in students' survey | Gifted Education Committee |
| Self-exploration | To allow students to have better understanding on their strength and areas for improvements. Equip students for various kinds of application, i.e. scholarship. | Writing of Personal statement | 3hrs x 2 sessions | S4 ALs + subject cream | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students completed the courses with 70% attendance. ▫ Positive feedback shown in students' survey. ▫ Students can apply the skills learnt. | Gifted Education Committee |
| Leadership training | Explore students to different types of leadership styles, and allow them to have to have better understanding on their leadership styles. | Leadership training workshop | 3hrs x 2 sessions | S3+4ALs Budding leaders | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students completed the courses with 70% attendance. ▫ Positive feedback shown in students' survey. | Gifted Education Committee, SAL |
| Leadership training for student leaders | To boost the confidence of student leaders, like SU, House committee, Perfect Board, and to equip them with various leadership skills. | School-based pull out training course on Leadership Training Program | Varied. Depending on the program. | S4 – 6 | 50 | 50 | 50 | <ul style="list-style-type: none"> ▫ Students successfully completed the course with at least 80% attendance. ▫ Positive feedback from teachers and participants | Gifted Education Committee, SAL, Perfect Board |
| Chinese Debate | To equip students with debating skills for participating external debating competitions. | Chinese Debate Training | 10 sessions | S4 – S6 | 20 | 20 | 20 | <ul style="list-style-type: none"> ▫ Students found the workshop was useful. ▫ The Debating Team has participated in external debate competition. | Gifted education, Chinese Panel |

| DLG funded Programme (s) | Strategies & benefits anticipated | Name of programme(s) / course(s) and provider(s) | Duration of the programme(s) / course(s) | Target Students | Estimated no. of students involved in each school year | | | Evaluation of student learning/success indicators | Teacher-in-charge |
|--|--|--|--|----------------------------|--|-------|-------|--|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| Enrichment programs by tertiary institutions | To partially subsidize ALs/subject creams to attend enrichment programmes offered by tertiary institutions, professional bodies or academic associations to explore and develop their potentials and talents. | Pull out enrichment Programmes offered by tertiary institutions. | Varied. Depending on the program | S2 – S6 ALs | 30 | 30 | 30 | <ul style="list-style-type: none"> ▫ Students showed initiative in participating enrichment programmes offered by different organizations. ▫ Sharing of learning outcomes with other students. | Gifted Education Committee and related Panels |
| Others | To purchase reference books for students to widen their horizons and enhance their learning. | | 3 years | S4 – S6 ALs | 30 | 30 | 30 | <ul style="list-style-type: none"> ▫ Books purchased and kept in the library for circulation. | Gifted Education Committee & Library |
| University tour | To help the ALs to set academic goals and plan their career. All students to aware of qualities/habit which they should develop so as to prepare themselves for tertiary education. Excursions and visits to different tertiary institutions to conduct exchanges with university professors and students. | University tour | Varied. Depending on the program. | S2– S3 ALs + subject cream | 20-30 | 20-30 | 20-30 | <ul style="list-style-type: none"> ▫ Students are able to set clear career goals for their future. ▫ Students shared their insights with other ALs. | Gifted Education Committee |
| Adventure – based activities | To provide the talented students with an opportunity for self-exploration and sketching their potentials. | Adventure-based Training Activity | Varied. Depending on the program. | S4 – 5 | | 20 | 20 | <ul style="list-style-type: none"> ▫ Positive feedback from teachers and participants | Gifted Education Committee, SAL |

AL: Academically more able students are identified to join the “Accelerated Learners (AL)” program.

Plan on Use of School-based After-school Learning and Support Programmes 2018-19

A. The estimated number of students (count by heads) benefitted under this Programme is 65 (including A. 16 CSSA recipients, B. 28 SFAS full-grant recipients and C. 21 under school's discretionary quota).

B. Information on Activities to be subsidized / complemented by the Grant.

| *Name / Type of activity | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc.) | Period/Date activity to be held | Estimated no. of participating eligible students# | | | Name of partner/service provider (if applicable) |
|------------------------------|--|--|--|---------------------------------|---|---|---|---|
| | | | | | A | B | C | |
| Musical Instrumental Classes | To develop students' interest in playing musical instruments and to enhance character formation. | Participants showed more interest in playing the musical instruments and enjoyed the learning process. | Feedback from participants, observation | Sept to May | 3 | 6 | 5 | Tutors |
| Dance Classes | To develop students' interest in dancing and to enhance confidence in performance. | Participants showed more interest in dancing and become more confident in performance. | Feedback from participants, observation | Sept to May | 2 | 3 | 2 | Tutors |
| Sports Classes | To raise students' level of interest, competence and confidence in sports competitions. | Participants showed a higher level of sports competence and more confidence in sports competitions. | Feedback from participants, observation | Sept to May | 3 | 6 | 6 | Coaches |
| Tutorial Class | To help students who under-performed in tests to reach a satisfaction level in exams. | Participants managed to attempt all questions and shown improvement. | Test results | May to June | 5 | 8 | 5 | Various outside school organizations and former S.6 Graduates |

| *Name / Type of activity | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc.) | Period/Date activity to be held | Estimated no. of participating eligible students# | | | Name of partner/service provider (if applicable) |
|-----------------------------|--|--|--|---------------------------------|---|----|----|--|
| | | | | | | | | |
| Leadership Training Program | To equip and develop leadership skills to house / club chairperson | Students participated in various group activities which required cooperation, collaboration and decision making. | Feedback from participants, observation | Sept | 3 | 5 | 3 | Various outside school organizations |
| Total no. of activities: 15 | | | @No. of participation counts | | 16 | 28 | 21 | |
| | | | **Total no. of participation counts | | 65 | | | |

Note:

* Types of activities are categorized as follows: tutorial service, learn to learn skill training, language training, visits, art /culture activities, sports, self-confidence development, voluntary service, adventure-based activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: student recipients of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

改善非華語學生的中文學與教——計劃書 2018-19

| 施行計畫 | 施行策略/工作 | 預期成果 | 時間表 | 成功準則 | 評估方法 | 負責人 |
|--|--|--|-----|---|--|---|
| <p>一. 實施「學習架構」整體規畫</p> <p>1. 透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期促成非華語學生銜接主流中文課堂。</p> | <p>1. 安排已接受教授非華語學生的專業培訓課程的老師任教新入職的老師亦已具備相關的教學經驗。</p> <p>2. 任教老師於中文科組會議上與其他教師分享教授非華語學生的心得。</p> <p>3. 鼓勵全體中文科老師參加香港大學「校本專業支援計畫」，以提升教師教授非華語學生的專業知識。</p> <p>4. 通過同儕觀課，專業交流，以及分享心得，從而提升教師教授非華語學生的專業能力。</p> <p>5. 增聘 2 位中文教師， ① 以便調配較有經驗的中文教師負責教授非華語學生中文的工作。 ② 協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p> | <p>1. 能更瞭解非華語學生的學習情況，並設計適切的教學策略。</p> <p>2. 中文科全體老師通過分享活動，更瞭解非華語學生的學習需要及教授非華語學生的策略。</p> <p>3. 教師能掌握更多教授非華語學生的專業知識，並應用於教學上。</p> <p>4. 從專業交流中提升教師的專業能力。</p> <p>5. ① 由較有經驗的中文教師負責教授非華語學生中文的工作 ② 協助教師設計教學活動、編寫教材、於午間或課後支援、協助推行語文活動等。</p> | 全學年 | <p>1. 根據所學，並切合學生的需要設計合適的教學策略。</p> <p>2. 完成分享</p> <p>3. 曾參加講座</p> <p>4.1 每學期完成不少於 1 節觀課，全學年共 2 節。 4.2 全學年共不少於 1 次專業交流</p> <p>5. 多聘請 2 位中文教師</p> | <p>1. 同儕分享教學成果</p> <p>2. 檢視會議紀錄</p> <p>3. 檢視出席紀錄</p> <p>4.1 觀課紀錄 4.2 檢視專業交流紀錄</p> <p>5. 檢視中文科教學人力資源</p> | <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>科主任</p> <p>校長 科主任</p> |

| 施行計畫 | 施行策略/工作 | 預期成果 | 時間表 | 成功準則 | 評估方法 | 負責人 |
|-----------------------------------|---|--|-----|--|--------------------------------------|--|
| | 6. 購買教學所需的教材及圖書。 | 6. 教師有更多參考資源，設計合適的教材。 | 全學年 | 6. 已購買教學所需的教材及圖書 | 6. 檢視本學年財政報告 | 任教師 科主任 |
| 2. 設計初中非華語學生校本中國語文課程及教材 | 參考教育局上載「學習架構」專頁的配套資源，及主流課程，設計校本非華語學生調適課程、教材及評估。 | 初中非華語學生校本調適課程及教材能幫助學生循序漸進地學習中文。 | | 完成初中非華語學生校本調適課程、教材及評估。 | 檢視教學資源庫 | 科主任 |
| 3. 幫助非華語學生認識中國傳統文化，以提升他們學習中文的成效。 | <ol style="list-style-type: none"> 於初中課堂學習中融入較淺易的文學作品、歷史、成語故事等。 因應中國傳統節日，舉行相關的活動。 安排非華語學生參加具中華文化的體藝活動(例如中秋節) | <ol style="list-style-type: none"> 能認識較淺易的文學作品、歷史、成語故事等。 對中國文化多一分認識。 進一步認識中華文化 | | <ol style="list-style-type: none"> 初中非華語學生校本調適教材中包括較淺易的文學作品、歷史、成語故事等。 曾參加與中國傳統節日相關的活動 曾參加具中華文化的體藝活動 | 檢視調適課程 檢視活動紀錄 檢視活動紀錄 | 科主任 中文學會 活動紀錄 科主任 語文活動 小組 |
| 4. 初中推行多元密集中文學習模式，以期促成他們銜接主流中文課堂。 | <ol style="list-style-type: none"> 中一、中二採取抽離學習，與主流生分開學習。 中一、中二各增加 2 節中文課 午間支援 僱用專業服務課後支援 | <ol style="list-style-type: none"> 能更有效幫助非華語學生學習中文 能多元化地認識中文 能鞏固中文基礎 能切合學生的需要，並鞏固中文基礎。 | | <ol style="list-style-type: none"> 中一、中二採取抽離學習 較主流生多兩節中文課 已安排午間及課後支援 | 檢視中一、中二課堂安排 檢視中一、中二課堂安排 檢視出席紀錄 | 科主任 科主任 科主任 |

| 施行計畫 | 施行策略/工作 | 預期成果 | 時間表 | 成功準則 | 評估方法 | 負責人 |
|--------------------------------------|--|--|-----|--|---|------------------------|
| 5. 評估支援措施的成效 | <ol style="list-style-type: none"> 1. 參考「學習架構」及評估工具設計校內評估 2. 在本學年結束前，使用教育局評估工具的結果 3. 非華語學生在中文活動的表現 | <ol style="list-style-type: none"> 1. 能達致合格或以上的水平 2. 能達致符合初中水平 3. 積極參與中文活動 | 全學年 | <ol style="list-style-type: none"> 1. 校內評估設計符合「學習架構」及評估工具的要求 2. 完成教育局評估 3. 積極參與中文活動 | <ol style="list-style-type: none"> 1. 檢視校內評估 2. 檢視評估紀錄 3. 檢視中文活動紀錄 | 任教老師及科主任 語文活動小組 |
| 6. 安排非華語學生多元升讀大學的途徑 | <ol style="list-style-type: none"> 1. 安排與主流生一同學習的中四非華語學生學習中學文憑試課程 2. 安排與主流生一同學習、但語文能力較弱的中四非華語學生參加課後國際 GCE(AS) 中文考試預備班及考試。 | <ol style="list-style-type: none"> 1. 課業表現可達中學文憑試中國語文科中 3 等水平 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。 | 全學年 | <ol style="list-style-type: none"> 1. 課業表現可達中學文憑試中國語文科 3 等或以上水平 2.1 能掌握考試內容及作答技巧 2.2 能考獲 E 或以上，符合報考中六大學聯招替代中文的要求。 | <ol style="list-style-type: none"> 1. 檢視考試成績 2.1 檢視課業表現 2.2 檢視考試成績單 | 任教老師 科主任 科主任 |
| 二. 建構共融校園 1. 加強與非華語學生家長的溝通 | <ol style="list-style-type: none"> 1. 提供所有主要學校通告的英文版本 2. 由班主任協助非華語學生家長瞭解學校通告的內容 3. 提供英文版本的學校簡介 4. 舉辦家長講座，以便瞭解學校的情況及為其子女提供支援。 | 非華語學生家長瞭解子女學習安排及透過家校合作，鼓勵非華語學生努力學習。 | 全學年 | <ol style="list-style-type: none"> 1. 所有主要學校通告的均附有英文版本 2. 班主任協助非華語學生家長瞭解學校通告的內容 3. 學校簡介具英文版本 4. 已舉辦家長講座 | <ol style="list-style-type: none"> 1. 檢視主要學校通告 2. 班主任口頭報告 3. 檢視學校簡介 4. 檢視講座流程 | |

| 施行計畫 | 施行策略/工作 | 預期成果 | 時間表 | 成功準則 | 評估方法 | 負責人 |
|------------------------|---|---------------|-----|--|------------|-------|
| | 5. 透過家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等) | | 全學年 | 5. 已安排家長日向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等) | 5. 檢視家長日流程 | |
| 2. 提升教師的文化敏感度及營造多元文化環境 | 為學生推展同儕互勉計畫，鼓勵不同族裔的學生互相學習。 | 不同族裔的學生能互相學習。 | | 開展同儕互勉計畫，不同族裔的學生能互相學習。 | 檢視計畫紀錄 | 英文科主任 |

Plan on the Use of the Promotion of Reading Grant 2018-19

The major objectives for Promotion of Reading:

To nurture students' interest and help them develop a reading habit from a young age, so that they will enjoy reading and develop their thinking skills and creativity through reading.

| | Item* | Estimated Expenses (\$) |
|----|--|-------------------------|
| 1. | Purchase of Books | 27,000 |
| | <input checked="" type="checkbox"/> Printed books (\$5,000) | |
| | <input checked="" type="checkbox"/> e-Books (\$22,000) | |
| 2. | Web-based Reading Schemes | 10,000 |
| | <input checked="" type="checkbox"/> e-Read Scheme | |
| | <input type="checkbox"/> Other scheme : | |
| 3. | Reading Activities | 3,000 |
| | <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks | |
| | <input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to the promotion of reading | |
| | <input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading. | |
| | <input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses | |
| 4. | Other : | 1,700 |
| | <input checked="" type="checkbox"/> School-based S1-S3 Reading to learn Award Scheme | |
| | <input checked="" type="checkbox"/> School-based Reading Across the Curriculum activities | |
| | <input checked="" type="checkbox"/> School-based Theme-based Reading Activities | |
| | Total | 60,000 |

End of Report