

聖士提反女子中學附屬小學



2012 - 2013年度
周年校務計劃書

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聖士提反女子中學附屬小學

辦學宗旨

本校為一所基督教學校，由聖公會會友創辦。首要辦學宗旨乃全人教育，使學生身心靈得到全面發展。本校尊重學生乃按上帝形象塑造，各有尊嚴、自由與責任，且具才幹與潛能，有待發掘及發展，進而培養出完美的品格。



(甲) 提升教師的提問技巧，照顧學生的學習差異，增強學生學習的滿足感。

(乙) 傳承中華文化，做個良好的世界公民。

(丙) 培養學生的自理能力，建立良好的品格和態度，提升學生自律和自信的個人素質。

2012/13至2014/15年度關注事項

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關注事項(甲)：提升教師的提問技巧，照顧學生的學習差異，增強學生學習的滿足感。

本年度目標：老師能提問不同層次的問題

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 推薦老師參與及為老師籌辦有關提問技巧的專業培訓。	9/2012 6/2013	1.1.1 以「提升教師提問技巧」作為老師專業發展及進修的方向，100%老師能於「教師專業進修計劃及檢討表」內訂定有關進修計劃，並實踐之。 1.1.2 學校曾為老師籌辦「提升教師提問技巧」的專業發展活動。	<ul style="list-style-type: none"> ● 校務會議 ● 教師專業分享會 ● 檢視教師專業進修情況 ● 科務會議 	校長、副校長、課程統籌主任及科主任	<ul style="list-style-type: none"> ● 校務會議紀錄 ● 教師專業分享會會議紀錄 ● 教師專業進修計劃及檢討表 ● 教師專業發展報告 ● 科務會議紀錄
1.2 通過共同備課，老師為課堂設計不同層次的問題。	9/2012 6/2013	1.2.1 100%中、英、數老師為每個單元設計與學習重點有關的*不同層次關鍵問題，並於「共同備課紀錄表」上記錄。 1.2.2 85%或以上的老師能按學生的能力，以不同層次的問題提問。 1.2.3 80%或以上的學生認為老師的提問能引發學習興趣，學習滿足感得以提升。	<ul style="list-style-type: none"> ● 檢視共同備課紀錄表 ● 考績觀課 ● 教師自評 ● 學生問卷調查 	校長、副校長、課程統籌主任、科主任及科任	<ul style="list-style-type: none"> ● 時間表 ● 共同備課紀錄表 ● 考績觀課紀錄表 ● 教師自評問卷 ● 學生問卷
1.3 通過同儕觀課，老師互相觀摩，提升提問技巧。	9/2012 6/2013	1.3.1 修訂「同儕觀課紀錄表」，以「提問技巧」為觀課重點。 1.3.2 100%老師每年最少進行兩次同儕觀課，以檢視課堂提問成效為重點。 1.3.3 85%或以上的老師能於同儕觀課的課堂上向不同能力的學生提問不同層次的問題。 1.3.4 80%或以上的學生認為老師的提問能引發學習興趣，學習滿足感得以提升。	<ul style="list-style-type: none"> ● 檢視同儕觀課紀錄表 ● 教師問卷調查 ● 學生問卷調查 	校長、副校長、課程統籌主任、科主任及科任	<ul style="list-style-type: none"> ● 同儕觀課紀錄表 ● 教師問卷 ● 學生問卷

*按 Bloom's Taxonomy 的學習層次，提問可分為記憶、理解、分析、應用、評鑑及創意六個層次

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關注事項(乙)：傳承中華文化，做個良好的世界公民。

本年度目標(一)：從多角度認識古今中華文化

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 成立「中華文化教育小組」，籌劃正規與非正規的文化課程。	9/2012 6/2013	1.1.1 在校內成立「中華文化教育小組」，推動以中華文化為本的相關學習經歷。 1.1.2 完成校本的「中華文化教育」專題課程手冊。	<ul style="list-style-type: none"> 檢視會議紀錄 檢視培訓紀錄 檢視專題課程手冊 	中華文化教育小組	<ul style="list-style-type: none"> 會議紀錄 培訓紀錄文件 專題課程手冊
1.2 於各科課程中，加強中華文化元素和相關活動。	9/2012 6/2013	1.2.1 從個人、家庭、社會、國家以及世界的角度檢視現行各科的課程元素。 1.2.2 增潤常識科課程和活動，讓學生從歷史文化和現況兩方面認識國家。 1.2.3 一年級中文科加入「弟子規」校本課程，推行傳統品德教育。	<ul style="list-style-type: none"> 檢視勘察報告 檢視進度表 	中華文化教育小組、常識科組及中文科組	<ul style="list-style-type: none"> 課程勘察表 勘察報告 「弟子規」冊子
1.3 將生命教育課延長 15 分鐘，並加入中國傳統美德元素。	9/2012 6/2013	1.3.1 每週之生命教育課由原來 30 分鐘延長至 45 分鐘。 1.3.2 在生命教育課中增加最少兩個「中國傳統美德」單元。	<ul style="list-style-type: none"> 檢視上課時間表 檢視生命教育課教案 	盧愛蘭主任、黃婉貞老師、譚雅月姑娘	香港青年協會(為本校提供全方位學生輔導服務機構)設計中國傳統美德課題教案
1.4 於午會及午間廣播加入有關中華文化的題材。	9/2012 6/2013	1.4.1 有兩次午會以「中華文化」為主題。 1.4.2 有三次午間廣播以「中華文化」為主題。	<ul style="list-style-type: none"> 檢視午會主題綱要 檢視午間廣播主題綱要 	中華文化教育小組	演出場地及資訊科技員協助
1.5 舉行「中華文化」展覽活動。	9/2012 6/2013	完成最少三次「中華文化」展覽活動。	檢視活動紀錄	中華文化教育小組	<ul style="list-style-type: none"> 展覽場地 海報 展板
1.6 舉行「中華文化」教育講座。	9/2012 6/2013	完成最少一次「中華文化」教育講座。	檢視活動紀錄	中華文化教育小組	校外主講嘉賓
1.7 舉辦國內交流團，讓學生實地體驗國情。	9/2012 6/2013	完成最少一次國內交流活動。	檢視活動紀錄	何嘉敏主任、黃婉貞老師	部分活動費用

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關注事項(乙)：傳承中華文化，做個良好的世界公民。

本年度目標(二)：關注社會和世界共同議題，積極參與，願意承擔責任。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 舉行「小眼睛看世界」新聞評論活動，培養情理兼備的價值判斷。	9/2012 6/2013	完成最少三次「小眼睛看世界」新聞評論活動。	檢視活動紀錄	黃婉貞老師 及常識科組	工作紙及壁報板
2.2 參加不同的籌款活動，幫助世界上有需要的人士。	9/2012 6/2013	80%或以上學生願意用自己的零用錢捐助有需要的人。	統計捐款人次	何桂嬋主任、 黃婉貞老師、 葉曉青老師	捐款統計表
2.3 進行義工服務，開拓眼界，培養關懷社群的品格。	9/2012 6/2013	完成最少兩次義工服務活動。	檢視活動紀錄	盧愛蘭主任、 黃婉貞老師、 葉曉青老師、 譚雅月姑娘	小禮物
2.4 舉行環保活動，推廣愛護地球的信息。	9/2012 6/2013	完成最少四次環保活動。	檢視活動紀錄	周慧顏副校長、 張玉珠主任、 黃婉貞老師	小禮物
2.5 於午會及午間廣播加入有關「世界公民」的題材。	9/2012 6/2013	2.5.1 有一次午會以「世界公民」為主題。 2.5.2 有三次午間廣播以「世界公民」為主題。	檢視午會和午間廣播主題綱要	中華文化教育小組	演出場地及資訊科技員協助

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關注事項(丙)：培養學生的自理能力，建立良好的品格和態度，提升學生自律和自信的個人素質。

本年度目標(一)：學生能獨立處理自己的事情，加強自我照顧的意識，提升自律的個人素質。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 為五年級學生舉辦自理能力訓練營。	6/2013	1.1.1 舉辦一次自理能力訓練營。 1.1.2 80%或以上的參加學生認同訓練營有助提升自理能力。	<ul style="list-style-type: none"> 檢視營刊（活動大綱） 問卷調查 	何嘉敏主任	學生問卷
1.2 在生命教育課中，加強「自我管理」的課題。	9/2012 6/2013	1.2.1 在一至六年級生命教育課中設計至少兩個與「自我管理」相關的單元。 1.2.2 80%或以上學生認同相關單元能加強自我管理能力，提升自律的個人素質。	<ul style="list-style-type: none"> 檢視生命教育課課程綱要 學生回應 日常觀察學生表現 	譚雅月姑娘及班主任	<ul style="list-style-type: none"> 生命教育課程綱要 學生回應統計表
1.3 舉辦有關培養自理能力的活動/工作坊。	9/2012	1.3.1 於學期初為一年級同學舉辦加入自理元素的適應活動。 1.3.2 80%或以上學生認同該適應活動能加強自理能力。	<ul style="list-style-type: none"> 即時統計學生回應 日常觀察學生表現 	譚雅月姑娘及班主任	學生回應統計表
	9/2012 6/2013	1.3.3 為二至四年級同學舉辦一次自理能力的活動/工作坊。 1.3.4 80%或以上學生認同該活動能加強自理能力，提升自律的個人素質。	<ul style="list-style-type: none"> 問卷調查 日常觀察學生表現 	盧愛蘭主任、譚雅月姑娘及班主任	學生問卷
1.4 增設以「培養自理能力」為主題的午會。	9/2012 6/2013	1.4.1 安排至少兩次與「自理能力」相關，帶出「自律」為主題的午會。	<ul style="list-style-type: none"> 檢視「午會主題綱要」 	蔡秀瑩老師	「午會主題綱要」
1.5 舉辦班本的「帶齊個人物品」及「個人物品整潔」比賽。	10/2012 4/2013	1.5.1 一至六年級完成班本「個人物品整潔」(上學期)、「帶齊個人物品」(下學期)比賽，設立班本龍虎榜。 1.5.2 每班 80%或以上同學能榜上有名。	<ul style="list-style-type: none"> 檢視班本「龍虎榜」紀錄 	何桂嬋主任、盧愛蘭主任及班主任	班本「龍虎榜」紀錄表

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關注事項(丙)：培養學生的自理能力，建立良好的品格和態度。提升學生自律和自信的個人素質。

本年度目標(二)：家校合作，推動家長訓練學生獨立處理自己的事情。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 為五年級家長舉辦「自理能力訓練營」營前家長簡介會。	6/2013	2.1.1 為五年級家長舉辦一次「自理能力訓練營」營前家長簡介會。 2.1.2 70%或以上家長參與「自理能力訓練營」營前簡介會。	統計家長參與人數	何嘉敏主任、譚雅月姑娘	訓練營物資
2.2 舉辦家長講座，幫助家長了解如何提升學生的自理能力，以培養「自律」的素質。	10/2012	2.4.1 為初小學生家長舉辦最少一次「提升學生的自理能力」的講座。 2.4.2 80%或以上出席講座之家長認同講座有助理解如何提升子女的自理能力。	問卷調查	周慧顏副校長、譚雅月姑娘	家長問卷

本年度目標(三)：學生能獨立自主，充滿自信，服務他人。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
3.1 設立全校性的服務崗位，推動高年級同學參與，提升自信的個人素質。	9/2012 6/2013	3.1.1 設立學生長、好學姐、英語大使、普通話大使、伴讀大使、愛心大使、及學生圖書館管理員等學生服務崗位，按學生不同的能力，分配到不同的崗位。 3.1.2 50%或以上五至六年級學生參與服務。 3.1.3 為所有服務崗位提供指導/培訓活動。	<ul style="list-style-type: none"> 統計服務人數 檢視指導/培訓資料 	陳綺萍主任、盧愛蘭主任、譚雅月姑娘、蔡倩德主任、湛倩儀老師、葉曉青老師	學生服務崗位分配表
3.2 推動級際交流，建立四年級同學的自信，服務一年級的同學。	10/2012 1/2013	3.2.1 舉辦三次「一、四年級交流活動」。 3.2.2 80%或以上四年級學生認同透過交流活動能提升個人自信。	問卷調查	盧愛蘭主任、譚雅月姑娘	學生問卷

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開辦班級數目: 22
諮詢教師方法: 校務會議

項目 1. 支援教學及行政系統，減輕教師工作量

關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
1.1 為教職員提供即時的資訊科技技術支援，分擔教師處理有關資訊科技的非教學工作。 1.2 為學生提供即時的資訊科技技術支援。	聘用資訊科技員一名，擔當以下工作： - 為學校網絡系統提供專業技術支援。 - 於教員室、電腦課室及伺服器室當值，隨時為老師提供支援。 - 發展內聯網及管理戶口，確保內聯網的運作正常。 - 協助教師定期更新學校網頁及內聯網內的資訊，如學校通告、活動資料及相片等。 - 拍攝學校活動照片及進行攝錄，並負責後期製作。	- 協助全體教職員處理有關資訊科技技術層面上的問題。 - 減少老師處理非教學工作的時間，老師可專注於教學工作。 - 於課堂中即時協助老師處理學生的資訊科技技術問題。	9/2012 8/2013	計劃費用： 一名資訊科技員一年的薪金連強積金合共： \$138,600	- 90%老師認為在資訊科技方面得到支援。 - 90%學生認為資訊科技員能在課堂中為他們提供支援。 - 技術員能按時完成指派的工作。 - 學校電腦系統的運作正常。 - 內聯網的運作正常。 - 學校已按需要定期更新網頁及內聯網上的資訊。	- 資訊科技員工作紀錄 - 期終工作表現評核	何美蓮主任、 柯靜如校長、 周慧顏副校長

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開辦班級數目: 22
諮詢教師方法: 校務會議

項目 2. 課程發展

關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
2.1 提高學生運用英語的能力。 2.2 支援本地老師發展校本英文閱讀和寫作課程(Literacy Programme)。	聘請外籍英語教師一名，與本地英文教師進行共同備課和協作教學，每週為四至六年級學生教授三節英文課。	<ul style="list-style-type: none"> - 學生運用英語與外籍人士溝通的機會和信心均有所提升。 - 學生的閱讀質量提升，而閱讀層面亦得以擴闊。 - 學生的閱讀技巧得以提升。 - 學生的寫作技巧得以提升。 - 本地老師在選取閱讀材料和帶領閱讀和寫作活動的技巧得以提升，讓校本課程持續發展。 	9/2012 8/2013	計劃費用： 一名外籍英語教師一年的薪金連強積金合共： \$495,000	<ul style="list-style-type: none"> - 100%英文科教師認為學生運用英語與外籍人士溝通的機會和信心均有所提升。 - 100%英文科教師認為學生的閱讀質量提升，而閱讀層面亦得以擴闊。 - 100%英文科教師認為學生的寫作技巧有所提升。 - 100% 英文科教師認為本地老師在選取閱讀材料和帶領閱讀和寫作活動的技巧均有提升。 	<ul style="list-style-type: none"> - 教師問卷 - 共同備課紀錄表 	柯靜如校長、 周慧顏副校長、 蔡倩德主任
2.3 支援老師推行拔尖工作，並推動課程的持續發展。	外聘專業導師帶領拔尖學習活動(包括英文創意寫作班及科學精英班)。	<ul style="list-style-type: none"> - 減輕老師在籌辦拔尖活動方面的工作量，以致教師更專注照顧學生不同的學習需要。 - 有系統地整存活動計劃及紀錄，讓有關課程可持續發展。 	9/2012 6/2013	各項拔尖學習活動課程費用合共： \$40,000	<ul style="list-style-type: none"> - 統籌老師認同外聘導師有助減輕其籌畫及推行抽離式拔尖課程的工作。 - 能有系統地整存活動計劃及紀錄。 	<ul style="list-style-type: none"> - 統籌老師按進度觀課，以瞭解學生學習情況 - 統籌老師評核導師的工作表現 - 統籌老師定期檢視活動計劃及紀錄 	蔡倩德主任、 丁偉馨老師

聖士提反女子中學附屬小學
2012 - 2013 年度
學校發展津貼計劃書

開辦班級數目: 22
諮詢教師方法: 校務會議

項目 2. 課程發展(續)

關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人
2.4 支援老師帶領課時內課外活動(活動安排見附件)	<ul style="list-style-type: none"> - 外聘專業導師協助老師帶領課時內課外活動。 - 為課時內課外活動提供所需資源。 	<ul style="list-style-type: none"> - 減輕老師在籌辦各項課時內課外活動方面的工作量。 - 為學生提供更多元化的學習活動，豐富其學習經歷。 	9/2012 6/2013	計劃費用： \$100,000	<ul style="list-style-type: none"> - 統籌老師認同外聘導師有助減輕其籌畫及帶領課時內課外活動的工作。 - 能為課時內課外活動提供所需資源。 	<ul style="list-style-type: none"> - 與外聘導師協作的老師評核導師的工作表現 - 課外活動小組檢視活動計劃、紀錄及檢討表 	<ul style="list-style-type: none"> - 與外聘導師協作的老師 - 課外活動小組

總額：\$773, 600

(不足之數由堂費支付)

聖士提反女子中學附屬小學
2012-2013 年度
課時內課外活動總表
(2012 - 2013 年度學校發展津貼計劃書附件)

年級	活動名稱	學生人數	備註
一 (104)	生活英語班 Fun with English	26	每項活動各五節，以循環方式進行。
	普普樂園 Putonghua Wonderland	26	
	音樂小天使 Music Angels	26	
	扭扭氣球班 Fun with Balloons	26	
二 (104)	圍棋班 The Game of Go	16	每學期為一個完整課程 (共 10 節)。
	種植組 Gardening	15	
	百變手工藝班 Amazing Art (Primary 2)	15	
	魔術班 Magician Workshop	15	全年課程
	乒乓球興趣班 Table Tennis Interest Group	18	
	初級組合唱團 Junior Choir	25	
三 (104)	小小演說家 Little Orator	16	每學期為一個完整課程 (共 10 節)。
	立體紙模型班 3-D Paper Craft	16	
	競技體操班 Gymnastics	20	
	初小基督徒團契 Christian Fellowship (Junior)	16	全年課程
	初級組合唱團 Junior Choir	35	
	中級組合唱團 Intermediate Choir	1	
四 (103)	理財班 Money Management	16	每學期為一個完整課程 (共 10 節)。
	小領袖班 Little Leaders	16	
	四年級活用普通話班 Fun with Putonghua (Primary 4)	15	
	馬賽克藝術班 Fun with Mosaic	15	
	中級組合唱團 Intermediate Choir	38	全年課程
五 (89)	劍擊班 Fencing	10	每學期為一個完整課程 (共 10 節)。
	小義工隊 Voluntary Service Team	12	
	思維遊戲班 Brain Skills	12	
	家政班 Home Economics	12	
	中級組合唱團 Intermediate Choir	21	全年課程
	高級組合唱團 Senior Choir	22	
六 (97)	花式跳繩班 Rope Skipping	15	每學期為一個完整課程 (共 10 節)。
	劍擊班 Fencing	10	
	趣味手工藝班 Amazing Art (Primary 6)	16	
	高小基督徒團契 Christian Fellowship (Senior)	15	全年課程
	高級組合唱團 Senior Choir	40	

English Enhancement Grant Scheme for Primary Schools

School-based Implementation Plan

School Name: St. Stephen's Girls' Primary School

Application No.: B048 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 10

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	3	3	3	3	20

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service	Grade level	Focus(es) of programme / project / support service	External support (if any)
NET Scheme	P.1 – P.3	Reading, Writing, Phonics	NET Section, EDB

(B) SWOT analysis related to the learning and teaching of English:

Strengths	Opportunities
<ul style="list-style-type: none"> • The school has developed a reading curriculum which emphasizes text types, with specific targets and strategies to develop students' reading skills across different levels • Collaborative and sharing culture has been developed through effective use of co-planning and co-teaching lesson time • A number of school-based programmes (e.g. <i>Reading Workshops</i>, phonics programme, grammar programme, early intervention programme, enhancement programme) are well in place to support student learning • Students' learning attitude is good and they participate actively in different learning activities • Students communicate well in English with teachers and peers • Students have good reading habit 	<ul style="list-style-type: none"> • Teachers believe that reading and writing develop concurrently and interrelatedly • There is an urgency to address the literacy needs of the students • This academic year, the school council has funded the deployment of a NET to teach KS2 <i>Reading Workshop</i> lessons • NET and KS2 teachers have developed preliminary literacy teaching plans (bridging reading to writing) for KS2 • The school has a well-equipped English Room and a Central Broadcasting Room
Weaknesses	Threats
<ul style="list-style-type: none"> • Students lack the ability to transfer language acquired from reading to writing • Students are lacking in writing interest • The development of literacy has not been addressed • 'Chinglish' is often found in students' written work • All existing English teachers are second-language users, who can only provide students with limited exposure in authentic use of English 	<ul style="list-style-type: none"> • The deployment of EDB NET has restricted the successful realization of goals concerning all levels • A strong parents' demand of a qualified native English speaking teacher in KS2

(C) Based on the SWOT analysis, what is / are the focus(es) of the school's proposed English enhancement measure(s)

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
Help students to become readers and writers who enjoy and value literacy	Language skills	1. Develop a literacy programme for KS2 (provide students opportunities for real life reading and writing experiences)
Help students to become skillful readers and writers (transfer language acquired from reading to writing)		2. Introduce different reading and writing strategies and skills
School-based reading and writing tasks should be designed to develop students' reading and writing skills, creativity and critical thinking skills		3. Purchase learning and teaching resources (include class sets) for developing a literacy programme; they will be kept by the school and circulated among target levels
Enhance English teachers' professional development through co-planning sessions and co-teaching lessons	Disseminate expertise and good practices to English teachers	4. Deploy a full-time supply teacher to release the core team teachers to develop the literacy programme 5. The qualified native speaking teacher and KS2 teachers arrange co-planning sessions to facilitate collaborative planning and evaluation 6. The qualified native speaking teacher and KS2 teachers implement the literacy programme through three co-teaching lessons each week
Strengthen the reflective sharing culture		7. The qualified native speaking teacher and KS2 teachers arrange co-planning sessions to facilitate collaborative planning and evaluation

(D) How to implement the proposed measure(s) funded by EEGS?

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Employing a native English speaking teacher to develop a literacy programme in collaboration with English teachers in KS2 2. Hiring a supply teacher to free up space for teachers to develop a literacy programme for KS2					
<p>-The qualified native English speaking teacher and KS2 teachers develop a literacy programme</p> <p>Expected qualification of the native English speaking teacher: A degree-holder with a diploma/certificate in TESOL/TESL with relevant experience in local primary school context.</p> <p>The Literacy Programme is an extension of the course book with the focus on text types. Through reading quality texts, the students will be expected to respond to the reader through writing a variety of text-types modeled by the teacher.</p> <p>The reading materials chosen by teachers provide authentic and quality texts and expose students to as many authors as possible.</p>	KS2 P4-6	9/2011 to 6/2012	<p>Different reading and writing foci are strengthened for each year band to ensure there is a complete and thorough coverage in KS2 as stated in the EDB Curriculum Guide 2004</p>	<p>Long-lasting impact on school development</p> <p>Enhance English teachers' professional development</p> <p>Knowledge transfer from the qualified native speaking teacher to English teachers for future curriculum</p>	<ul style="list-style-type: none"> • Pupils keep reading and writing portfolios and evaluate their learning for the tasks (e.g. write reflective journals) • Through questionnaires and weekly co-planning sessions, NET and KS2 teachers review and revise the components of a literacy programme • The panel head, PSMCD and the deputy head will observe lessons in order to monitor the progress of the programme, to evaluate the performance of the native English-speaking teacher, and to provide appropriate support when it is necessary. • The EDB NET will be invited to

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
				planning The Literacy Programme will be included in	observe some of the lessons and attend some of the co-planning meetings so as to help bridging the content in KS1 and KS2.
<p>-The qualified native speaking teacher and KS2 teachers have co-planning sessions to facilitate collaborative planning and evaluation</p> <p>-The qualified native speaking teacher and KS2 teachers take active roles (e.g. 50% of lesson delivery) in the three co-teaching lessons for each P4-6 classes</p> <p>Co-planning sessions among the qualified native speaking teacher and the KS2 teachers will be held on weekly basis.</p> <p>Discussions on teaching strategies, questioning skills, thinking skills and catering for individual learning differences will be done.</p>	KS2 P4-6	9/2011 to 6/2012	Common share co-planning sessions should be timetabled to release core team teachers to develop, implement and evaluated the literacy programme	the School's English curriculum and be reviewed and revised. It will be conducted by the school English teachers in the years after.	<ul style="list-style-type: none"> • Review lesson plans and co-planning records regularly • Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies • Panel teachers discuss, share and reflect on the literacy programme in three scheduled panel meetings per academic year.
-The qualified native speaking teacher and KS2 teachers introduce different reading and	KS2 P4-6	9/2011 to 6/2012	75% of pupils are able to apply the reading		<ul style="list-style-type: none"> • Massive amounts of reading and writing materials are provided.

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>writing strategies and skills</p> <p>Teacher makes use of readers and other suitable reading materials to provide samples of written works on different text types, based on the readers. Then the teacher discusses with pupils the schematic structures, the vocabularies to be used, language focus and other language related items will be discussed with pupils. Pupils then produce their own writing through modeling. They will be encouraged to edit their work through self evaluation and peer evaluation.</p> <p>-The qualified native speaking teacher and KS2 teachers implement the literacy programme through three co-teaching lessons each week</p> <p>-Pupils will be formed into literacy circles in which they discuss the reading materials from different perspectives in depth. Both reading strategies and high-order thinking skills such as critical thinking skill will be emphasized. Through writing activities, such</p>			<p>and writing strategies and skills acquired to attempt assigned tasks</p> <p>The learning objectives written for every lesson are achieved.</p>		<p>These authentic opportunities for reading and writing will be arranged on a continuum based on more or less teacher support. (e.g. some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teachers, leading to a few that are done independently by the students)</p> <ul style="list-style-type: none"> Record students' progress, performance and achievement levels by observing and applying literacy assessment techniques The qualified native speaking teacher and KS2 teachers review pupils' reading and writing portfolios to assess the effectiveness of teaching and learning and propose ways for improvements

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
as modeled writing, process writing and group writing, pupils acquire writing skills and knowledge on the content of specific types of writing.					
<p>-Deploy a full-time supply teacher to release the core team teachers for developing the literacy programme. Core team members will be two English teachers from each level of P.4 – P.6.</p> <p>-Core-members are the more experienced teachers at the level. They will have at least one co-planning session with the qualified native-speaking teacher to discuss and evaluate the programme. Another co-planning meeting will be arranged to let the core members and the native English-speaking teacher to discuss the plan with the remaining teacher(s) at the level to make sure that the plan is implemented in the same way in the same level and to fine tune the contents when it is necessary.</p> <p>-The supply teacher will teach (tentatively)</p>		<p>9/2011 to 6/2012</p> <p>Development timeline of the tasks:</p> <p>3 reading and writing tasks to be developed for each level per term</p>	<p>3 packages of plans which include teaching plans, series of tasks and teaching aids to be implemented throughout the school year, with approximately one and a half package per term.</p>	<p>The capacity of teachers be enhanced as follows:</p> <p>①The ability to choose quality texts</p> <p>②The ability to select (precisely) the learning foci related to literacy skills (e.g. ‘to show not tell’, fluency skills, reading readiness skills,</p>	<ul style="list-style-type: none"> • Teachers’ feedback on their progress of work • Review lesson plans and co-planning records • Informal meetings among teachers to discuss about the difficulties encountered or any successful teaching strategies • Panel teachers discuss, share and reflect on the writing programme in three scheduled panel meetings per academic year • Review students’ portfolios and their reflective journals • Arrange peer lesson observations to evaluate the effectiveness of co-teaching and

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
30 lessons weekly to free up space for the core team teachers to develop the literacy programme. -Approximately 5 lessons released from each of the 6 core team members.				questioning techniques)	learning progress (at least once per year)
-KS2 teachers set appropriate assessment criteria on writing tasks in order to highlight the learning foci for pupils -KS2 teachers set appropriate assessment criteria for each piece of writing task which will be given to students beforehand. -Shared and independent writing provides a purposeful sequel to modeled writing as students can generalize the knowledge, concept, skills and strategies, or process gained in modeled writing. Students also use the criteria to reflect on their own learning and become an independent writer.	KS2	9/2011 to 6/2012	- Assessment criteria for 6 writing tasks developed for each level. - Students know the assessment criteria before writing so that they can follow what is expected for them and focus on these areas in their learning process.		<ul style="list-style-type: none">Review co-planning records. In the co-planning records, teachers state their difficulties encountered or successful teaching strategies. Then, level teachers organize peer observation lessons and/or review pupils’ assignment to verify the report on pupils’ progress and provide suggestions for improvements
3. Purchase books to set up a class library for the Literacy Programme					
-Purchase learning and teaching resources for developing a literacy programme. -Readers (class sets to be purchased and stored in the classroom for pupils’ use) (of a	KS2	9/2011 to 6/2012	Each student will read 3 titles each year.	Long-lasting impact on teachers’ professional	Inventory of readers Reading record and book report (oral) Students and teachers’

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>variety of text types and titles) to be placed in classrooms for pupils to borrow home and use in literacy lessons.</p> <p>9 titles (to be used in 6 Literature Circles) x 8 copies each x 4 classes per level [the titles will be swapped with other classes].</p> <p>The text types e.g. narratives, exposition will be aligned with the text types in the coursebook.</p> <p>They are both for class and home reading.</p> <p>Graded readers given to students of different reading levels.</p> <p>Students will be formed into 6 Literature Circles.</p> <p>In each Circle, students are assigned with different roles: <i>The Group Manager, The Reading Summarizer, The Literary Luminary, The Reading Connector, The Questioner, The Word Wizard and the Illustrator</i>. (Not all roles have to be used. The manager will have two roles).</p>			<p>Pupils' reading interest and the range of reading will be enhanced.</p>	<p>development.</p> <p>English teachers will continue to conduct the same activities with the newly acquired resources in the future.</p>	<p>evaluation/questionnaire to be done.</p> <p>-Observation in class</p> <p>-Reviewing the Literature Circle's group folder which will contain the <i>manager's</i> assessment of the group, the self-assessment sheet of each group member and the previous week's work.</p> <p>-Group presentations of the reader.</p> <p>- Teachers check the reading record at least once a month and conduct oral presentations in class so as to monitor pupils' progress.</p>

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>The teachers will model the technique using a short story. The students will practice each role in groups until all the roles have been covered.</p> <p>Teachers sit into the Circles to monitor. The observations of the teachers will be recorded in meetings. Teachers will concentrate on areas of weakness and provide support to students on an ad hoc basis.</p> <p>Literature Circles will be conducted once a week for 30 minutes during lesson time.</p> <p>Gradually the reading process will be part of the students' homework and the presentation will be done in class time.</p>					

(E) Budget

Proposed measure(s)	Estimated cost
1. Employ a full-time qualified supply teacher to release the core team teachers for developing the literacy programme	\$209,423
2. Subsidize the salary of a native English speaking teacher	\$178,577
3. Purchase of books	\$112, 000
Total:	\$500,000

Remarks: The plan was approved for 2011 – 2012 and will be continued in 2012 – 2013.