

慕光英文書院



學校發展計劃
二零零九/一零至二零一一/一二年度

慕光英文書院

辦學宗旨

本校致力為學生提供一個和諧、關愛的校園，並本著因材施教的精神，培育學生在德、智、體、群、美各方面的均衡發展。讓學生達至堅毅學習，與時並進，貫徹「明理愛光」之校訓，建設大同社會。



我們的現況

強項

1. 能努力克服經費短缺情況，增添先進的設備。例：多媒體學習室、設計與工藝室電腦化、科學探究平台。
2. 訓導輔導，雙軌並行。以嚴謹的訓導措施維持校園紀律，以靈活、愛護、關懷為原則的輔導方法協助同學改進其行為偏差之處。
3. 經師生努力，校風不斷改良，校譽有所提升，獲得家長、坊眾的肯定。
4. 師生關係良好，使教學得以暢順進行。
5. 近年推行雙班主任制度，大多數班別由兩位班主任負責班務，使班務的運作更暢順，對同學的照顧更為全面。
6. 善用校園的空間，進行適度的校舍裝修工程，使校舍設施更完備。例：擴大圖書館面積，增設學生自修室，學生會辦事處，家長教師會資源中心，會議室...等。
7. 本校同學踴躍參加校外比賽，在多方面的賽事獲得獎項。例：徵文比賽、標語創作比賽、辯論比賽、數學精英比賽、足球比賽、籃球比賽、田徑比賽、跆拳道比賽、朗誦比賽、校際音樂節比賽、話劇比賽...等等。
8. 近年成立學校推廣組，致力於推動多方面社區參與及舉辦多元化的聯校活動，有效地促進本校與區內的小學交流與聯繫。
9. 校方勇於改組行政架構，知人善任，各教師能在學科及其他方面發揮所長。如增設三位副校長、一位校長行政助理及三位校長助理，職責及權限有清晰的界定，使校政的策劃與運作更為精細與有效。
10. 增設德育及公民教育組，推展多元化活動，以培養同學良好品性及灌輸公民意識為目標。另成立學生福利組，『福為民開』，盡量聽取同學心聲及需要。
11. 初中及高中同學的語文程度有所提升。教育局的數據在此方面有明晰的肯定。
12. 閱讀學會的活動及早讀時間有效地培養同學閱讀課外書籍的風氣。

弱點

1. 校舍為舊式設計，外觀簡樸，與新式校舍相比，欠缺吸引力。須多進行維修、改建及推廣工作。
2. 本校學生家長多雙職家庭，在學業方面較難達到家校合作之效果。
3. 本校同學有頗多為第三組別水平，一般程度較弱，亦欠缺自學精神。

契機

1. 社區在教育上資源的增加有助學校在協作計劃上提升學生素質。
2. 在社會環境及知識經濟的影響下，有助學生重視知識的追求。
3. 每學年的『教研日』能透過活動或講座增進教師的專業知識。
4. 頗多教師積極進修，包括修讀碩士課程，參與研討會及工作坊，有助於提高其專業知識。
5. 校方善於作遠大規劃，能因應教育界及社會需求而將課程統整。或開設新科目。例:初中級開設通識科，高中開設旅遊科，預科開設通識教育科。
6. 家長教師會成立已有十多年歷史，會務日漸多元化，有利於促進家長與學校的聯繫，對提升教育質素有正面的作用。

危機

1. 高中課程繁重亦受公開考試主導，影響師生創思空間。
2. 部分學生語文水準欠佳，改善情況緩慢。
3. 政府推行教育改革過速，使教師工作量、壓力皆有增加，身心疲累。
4. 社會引誘太多，娛樂事物太多，影響學生專注於學習。
5. 適齡學童人數減少，可能影響本校初中收生。

二零零九/一零至二零一一/一二年度關注事項
(按優先次序排列)

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學校發展計劃（二零零九/一零至二零一一/一二年度）

關注事項	預期成果 / 目標	策略	時間表		
			09/10	10/11	11/12
1. 培養關愛文化，締造和諧校園	(1) 培養學生的堅毅、誠實、重紀律和責任感	(a) 優化班級經營	✓	✓	✓
		(b) 以多樣化活動培養重紀律、公德心及守法等良好品格	✓	✓	✓
		(c) 透過制服/服務團隊及領袖訓練，培養責任感及堅毅精神		✓	✓
	(2) 培育關愛、欣賞及尊重等正確價值觀	(d) 透過不同的宣傳媒體推廣關愛的重要性	✓	✓	✓
		(e) 讓師生以實際行動，彰顯有關的價值觀	✓	✓	✓
		(f) 科、組間建立伙伴關係，協辦各類以關愛為題的比賽及活動	✓	✓	✓

	(3) 加強學生關心社會、關懷社區、以至關愛國家	(g) 以不同的活動，讓學生提高對時事的觸覺及公民意識，了解社會及社區的發展	✓	✓	✓
		(h) 讓學生身體力行，幫助他人	✓	✓	✓
		(i) 透過多元化活動，讓學生關愛祖國	✓	✓	✓
		(j) 走進社區，參與社區活動		✓	✓
		(k) 為新高中畢業生建立「社會服務」資料庫			✓

關注事項	預期成果 / 目標	策略	時間表		
			09/10	10/11	11/12
4. 照顧學生的學習差異	(1) 各科具清晰照顧學習差異政策	(a) 強化各項學務統計供學科制訂策略	√	√	√
		(b) 各科於工作計劃附頁中列明政策及措施	√	√	√
	(2) 班內學習差異縮窄	(c) 中一至中四以成績分班	√	√	√
		(d) 中、英、數評估同學實際學業水平以作適切授課	√	√	√
		(e) 中、英、數、通識按程度作分班授課	√	√	√
		(f) 高中按學生程度作分組補課	√	√	√
		(g) 各科照顧能力較弱程度同學的課業不少於整體 40%	√	√	√
		(h) 多元化課業	√	√	√

		(i) 測驗考試題目照顧能力較弱程度同學	√	√	√
	(3) 課程策劃照顧同學需要	(j) 提供應用學習供同學選擇		√	√
		(k) 新高中開辦多元化課程供同學選擇	√	√	√
		(l) 初中中、英、數開發三套不同程度的課程供分組教學			√
		(m) 中四、中五級數學科使用兩套程度不同的教科書		√	√
		(n) 提供多元化課外活動供同學參與	√	√	√
	(4) 學習能力稍遜的同學增強自信	(o) 培訓校內領袖同學	√	√	√
		(p) 教研日	√	√	√
	(5) 老師有足夠經驗照顧學習能力稍遜的同學	(q) 焦點觀課			√
		(r) 參加照顧學習差異的課程	√	√	√

	(6) 家長接納學生的學習差異	(s) 透過家教會活動推廣照顧學習差異的訊息	√	√	√
		(t) 運用社區資源進行家長教育		√	√

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			09 /10	10 /11	11 /12
3. Cultivating a favourable English Learning Environment and Enhancing Students' English Standards (English Language)	(1) Students' vocabulary knowledge is strengthened and expanded	(a) Promoting English Reading Atmosphere	✓	✓	✓
	(2) Students' reading performance is improved	(b) Enriching Classroom Teaching	✓	✓	✓
	(3) Students' writing performance is improved	(c) Mode of Assessment	✓	✓	✓
	(4) Students' speaking performance is improved	(d) Enhancing Teachers' Professionalism	✓	✓	✓
	(5) Students' attitudes towards learning English become more positive and students are more motivated in English learning	(e) Creating a favourable environment for language learning	✓	✓	✓
	(6) A positive learning environment for English is cultivated				

附錄 I

多元學習津貼-應用學習課程三年計劃書(2010-12學年)

教育局 多元學習津貼	策略及預期效益	課程名稱	課程提供機構	模式	修業期	目標學生	預計每學年涉及的學生人數			學生學習的評估/成功指標	負責教師
							09/10	10/11	11/12		
應用學習	<p>-提供受學生歡迎的應用學習課程，以照顧學生不同的學習需要及興趣</p> <p>-學生可獲得多元化的學習經歷，並發展職業抱負</p>	西式食品製作	職業訓練局	模式二	2年 180小時	中五及 中六學生	不適用	20	20	<p>-在學生學習紀錄列明學生圓滿修畢應用學習課程</p> <p>-有關學生的回饋的意見調查/評估報告</p> <p>-學生的表現評估為「達標」或「達標並表現優異」</p>	升學及就業輔導主任

附錄 II

多元學習津貼-應用學習課程三年計劃書(2011-13學年)

教育局 多元學習津貼	策略及預期效益	課程名稱	課程提供機構	模式	修業期	目標學生	預計每學年涉及的學生人數			學生學習的評估 / 成功指標	負責教師
							10/11	11/12	12/13		
應用學習	<p>-提供受學生歡迎的應用學習程，以照顧學生不同的學習需要及興趣</p> <p>-學生可獲得多元化的學習經歷，並發展職業抱負</p>	西式食品製作	職業訓練局	模式二	2年 180小時	中五及 中六學生	不適用	20	20	<p>-在學生學習紀錄列明學生圓滿修畢應用學習課程</p> <p>-有關學生的回饋的意見調查/評估報告</p> <p>-學生的表現評估為「達標」或「達標並表現優異」</p>	升學及就業輔導主任

附錄 III

校本課後學習及支援計劃 2011-2012 計劃大綱

目標：資助經濟有困難的同學參與課後多元學習活動

對象：本校中一至中七級同學

甲. 學術範疇

課後功課輔導、試前溫習計劃及覆修計劃

時間：放學後或星期六早上

地點：本校

級別：中一至中七級

科目：中文、英文、數學、通識、文科、理科及商科等。

統籌組別/老師：教務組

乙. 課外活動範疇

時間：全年不定期

地點：本校及校外

級別：中一至中七

組別：舞蹈組、流行樂隊、跆拳道班、小提琴班、結他班、話劇訓練班、籃球組、田徑組、足球組、籃球組、羽毛球組、急救訓練、歷奇訓練、制服團隊訓練，德育及公民教育有關活動等。

次數：按學生進度而定

統籌老師：課外活動主任、副校長(學生事務)

附錄 IV

優化英語能力提升計劃簡報 2011-2013

General Introduction on Refined English Enhancement Scheme 2011-2013

The Refined English Enhancement Scheme is introduced under the new MOI (Medium of Instruction) policy in Hong Kong and it will be run for two years, from 2011-2013. The maximum amount of funding allocated to each school by Education Bureau is 1 million. The amount of funding allocated to our school is \$742,400. The categories of English Enhancement Measures are as follows:

- A. School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects and so on.
- B. Enhancing the professional capability of teachers: For example, organizing professional development courses for teachers on the learning and teaching of the English language/ on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers and so on.
- C. Providing English learning activities for students: For example, organizing courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom and so on.
- D. Other support measures: For example, hiring teaching assistants and so on.
- E. Measures enriching the English language environment

The measures that our school has planned and that are approved by Education Bureau are shown in the table below:

Measure	Category	Description of Measures	Levels of students involved
1	A	<p>Development of a Language Independent e-learning programme</p> <ul style="list-style-type: none"> ✧ We want to promote reading strategies. A school-based curriculum will be developed, identifying target areas such as language focus/ knowledge structures, text types, reading and writing skills. Materials will relate to developing students': <ul style="list-style-type: none"> • reading strategies • leveled reading • extensive reading ✧ E-Reading programme: <ul style="list-style-type: none"> • English teachers will work with subject teachers to identify and develop subject-specific reading and learning materials (can be e-reading or hard copy materials) • Fictions which may cover history, social issues and so on • Non-fictions which cover social issues, science topics and so on • Training workshops will be organized to allow teachers to design how these reading materials can be used in classes (with lesson suggestions) and by students at home as extensive reading and learning materials • All e-learning materials will be co-planned, co-developed with the consultancy 	S1-S6
2	C	<p>Implementation of the Reading Pal programme</p> <ul style="list-style-type: none"> ✧ We want to implement the Reading Pal programme to extend students' reading time outside the classroom and practice their reading strategies 	S1 & S2 (around 240 students) as tutees; About 120 students from each form

		<ul style="list-style-type: none"> ✧ Teachers will be the programme advisors; Students from S.3 and S.4 will run the programme and be “reading tutors” who will be trained on how to lead a small group of younger students from S.1 and S.2 and monitor the progress of their tutees. 	<p>S3 & S4 (around 80 students) as tutors About 40 students from each form</p>
3	D	<p>Recruitment of one full-time English Language Teaching Assistant</p> <ul style="list-style-type: none"> ✧ The teaching assistant will be responsible for the administrative tasks needed in the REES programme, like arranging the schedule of the programmes, recording the students’ schedule and progress, meeting minutes, following up with consultants, data entry, developing surveys and questionnaires, video-taping lessons and related activities, progress reporting and so on. ✧ The teaching assistant can help the teachers to do the administration of the REES programme, such as coordinating, supervising and evaluating the implementation of various REES measures. 	S1 to S6
4	C	<p>Development of a Cross-curricular Drama programme for S.2</p> <ul style="list-style-type: none"> ✧ We want to design and conduct a cross-curricular drama curriculum as a bridging programme for S.2 intakes. Our goal is to provide students with extra support to ensure a smooth transition between KS2 and KS3, as well as to prepare them to learn in an English environment. ✧ We will work with a service provider to co-design a curriculum which engages students in various dramatic activities to develop their basic vocabulary, fluency and confidence in articulating English. 	S2

		<ul style="list-style-type: none"> ✧ Students will participate in Liberal Studies discussion. Through these activities, students will have ample opportunities to use English across the curriculum, communicating among themselves, as well as demonstrating what they have learned through presentation and drama performance. 	
5	C	<p>Development of a Bridging programme for S.1</p> <ul style="list-style-type: none"> ✧ We want to design and conduct a cross-curricular curriculum as a bridging programme for our S1 intakes. Our goal is to provide students with extra support to ensure a smooth transition between KS2 and KS3, as well as to prepare them to learn in an English environment. ✧ We hope that students can develop their motivation and confidence in using English, as well as their generic skills in expressing themselves in English. ✧ We will work with a service provider to design a curriculum which engages students in various activities for them to develop their basic vocabulary, fluency and confidence in articulating English: ✧ For example, we can have the theme about Liberal Studies to produce a class newspaper, students will learn about some topics about Liberal Studies and different text types. Students will also have the opportunity to participate in to use English across the curriculum, communicate among themselves, as well as demonstrate what they have learned through presentations and produce the newspaper. 	S1

Budget Planning for R.E.E.S. Programme Measures:

Measure		Budget approved by EDB
1	Development of a Language Independent e-learning programme	\$130,000
2	Implementation of the Reading Pal programme	\$60,000
3	Recruitment of one full-time English Language Teaching Assistant	\$302,400
4	Development of a Cross-curricular Drama programme for S.2	\$150,000
5	Development of a Bridging programme for S.1	\$100,000
		\$742,400

**General Introduction on School-based Assistance Scheme
2011-2012**

The duration of the “School-based Assistance Scheme” will last for 1 year, starting from September 2011 to June 2012 and the form chosen to be assisted with the officers from Education Bureau is Form 1. The aims of the scheme are to promote the sustainable development on the learning and teaching network and to enhance the professional development on teaching and curriculum design through the systematic and regular professional sharing and collaboration.

The officer from Education Bureau will come to school and have meetings with F.1 English teachers regularly, discussing the materials design as well sharing the teaching methodologies that can assist students of different abilities to learn. The materials designed will be based on the curriculum planned and will be amended for being used in future by the officer. The materials aim to improve students’ reading, writing and speaking skills. Additionally, the English classes will sometimes be co-taught by the representative from Education Bureau and the English teachers. The students’ performance will be video-taped and evaluated by teachers during the post-activity stage. The comments made will be considered for the amendments of the materials.

Learning English in an interesting way is effective in motivating students to learn. If time allows, the officer from Education Bureau will play the role as a coordinator, approaching other local secondary schools and scheduling the time period for the joint-school English-learning activities on Saturday morning.