



KING'S COLLEGE
School Plan

2009-2010

School Vision & Mission

School Vision & Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic domains and by providing a learning environment that is disciplined, stimulating and forward-looking.

Major Concerns

- 1. Preparation and implementation of NSS**
- 2. Enhancing students' self-discipline**
- 3. Enhancing students' initiative in learning**

Appendix

- 1. Use of TPPG, CEG and SSCSG**
- 2. School-based After School Learning & Support Programme**
- 3. Measures to broaden students' choices of elective subjects for 2009/10 to 2011/12 cohort of senior secondary students**

1. Major Concern: Preparation & Implementation of NSS

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To make final decisions on outstanding issues such as subject groupings of SS2 and SS3, class structure 	<ul style="list-style-type: none"> Carry out surveys to find out the NSS subjects that students prefer most Make final decisions on subject combinations / groupings, class structure, etc. in SS2 and SS3 Draft Time Allocation for core subjects as well as elective subjects Explore the effectiveness/ suitability of different software for time-tabling and make recommendations to the school 	<ul style="list-style-type: none"> Surveys are conducted Decisions are made Time allocation is drafted Recommendation is made 	<ul style="list-style-type: none"> Observation and Discussion Carry out the said surveys 	<ul style="list-style-type: none"> Before the end of February 2010 Before the end of April 10 Before the end of April 10 Before the end of June 10 	<ul style="list-style-type: none"> APs, NSSC Team APs, NSSC Team, Time-tabling Team 	
<ul style="list-style-type: none"> To complete developing the software system for the Student Learning Profile (SLP) To decide on the method for data collection 	<ul style="list-style-type: none"> To continue to oversee the development of the software for SLP To explore different ways for collecting data and choose the most efficient method 	<ul style="list-style-type: none"> The software system is developed The data collection method is decided 	<ul style="list-style-type: none"> Check that the development of the software is in progress and the test-runs are conducted. Check that the data collection method is decided. 	<ul style="list-style-type: none"> Before the end of February 2010 Before the end of February 2010 	<ul style="list-style-type: none"> OLE & SAMS Committees OLE Committee, ECA & clubs /societies i/c 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To educate students about the importance of a balance in the five areas of OLE To ensure that the clubs and societies organize suitable ECA for their members throughout 	<ul style="list-style-type: none"> A programme about OLE will be carried out in a form teacher period at the beginning of the school term. It consists of an explanation of the importance of OLE, ways to maintain a balance in the five areas of OLE and setting of targets and planning for OLE, etc. In the middle of the school term, a form teacher period about OLE will be carried out. Form Teachers encourage students to share their experience of OLE and guide the students to review the progress to see whether their targets have been achieved and make further planning if necessary. Before the end of the school term, a form teacher period will be conducted to provide students opportunities to evaluate their OLE plans and reflect on their interests, achievements and limitations in order to facilitate their planning in the next year. ECA Committee will check that the clubs and societies organize adequate number of activities for students periodically. The OLE Committee and the ECA Committee will jointly 	<ul style="list-style-type: none"> The special programmes are conducted Students have set realistic targets and made appropriate planning. Guidelines are issued and followed 	<ul style="list-style-type: none"> Collect and review the form of students' targets and plans. Check that club i/c and students observe the guidelines and organise 	<ul style="list-style-type: none"> Before the end of September 2009 Before the end of February 2010 Before the end of June 2010 Guidelines completed and issued before the end of Sept 2009 	<ul style="list-style-type: none"> OLE Committee & Form Teachers OLE Committee, ECA & clubs /societies i/c 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
the year and monitor the participation of students	prepare guidelines for ECA participation.		activities periodically for their members <ul style="list-style-type: none"> Students take part in activities regularly 	<ul style="list-style-type: none"> Monitoring conducted throughout the year 		
<ul style="list-style-type: none"> To further improve pedagogy 	<ul style="list-style-type: none"> Refer to Major Concern 1A: “Study on Pedagogy” Programme Plan 					
<ul style="list-style-type: none"> To strengthen the communication with Stakeholders 	<ul style="list-style-type: none"> Keep staff, School Management Committee, parents and students informed of the development and progress of the NSSC and the preparation the school has made through letters/ in staff meetings/ through staff notices/on Parents’ Days. 	<ul style="list-style-type: none"> Letters are issued and information is given through different means and on suitable occasions Relevant information uploaded to our official website 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Throughout the whole year 	<ul style="list-style-type: none"> APs, NSSC Team All staff members 	

1a. Major Concern: Study on Pedagogy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To continue to foster a culture of professional development of teachers through collaboration 	<ul style="list-style-type: none"> Encourage old and new teachers, i.e. those teaching the subject or teaching the subject at that level for the first time, to form a collaborative teaching group. Each group should choose a teaching topic from an NSS subject for the lesson study unless no one in the group teaches the NSS curriculum. If a group can't choose an NSS topic, it can consider a difficult topic or a cross curricular topic The collaborative teaching groups should design the lessons in such a way that the students have to do pre-lesson preparation and they can further pursue the studies on the topic on their initiative. At least one lesson demonstration should be conducted by each group and each teacher should observe at least 1 lesson of a subject in a key learning area which he/she is not teaching. Observers should attend the evaluation meeting and comments to achieve the objectives of the lesson study. 	<ul style="list-style-type: none"> Before the deadlines, collaborative teaching groups are formed. Teaching topics are chosen and lesson plans duly initialed by the panel heads are submitted Evaluation reports are collected. Study of the reports indicates that the objectives of lesson study are achieved. 	<ul style="list-style-type: none"> Check that all teachers have formed groups, chosen teaching topics and handed in the lesson plans before the deadline. Check that the choice of co-teaching topics has met the criteria. Require panel heads to initial on the lesson plans to indicate that they have studied the lesson plans and given advice. Collect and study the evaluation reports to see if serious discussions on how to improve the teaching materials and methods. 	Before Oct 09	Pedagogy Committee & Panel Heads	
				Nov 09 to May10	All teachers	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To encourage panel heads to take a proactive role in lesson study 	<ul style="list-style-type: none"> Pedagogy Committee Members will give advice and feedback to collaborative groups throughout the process of lesson study. Subject Panels should provide advice to the members in the lesson study exercise to ensure a more positive change in the classroom and introduce teaching strategies they would like to promote this year. 	<ul style="list-style-type: none"> Oral feedback from the Pedagogy Committee members that have joined the collaborative groups indicate that they have given advice and support. Study of the minutes of panel meetings indicates that discussions have been conducted at every panel meeting. 	<ul style="list-style-type: none"> Check that the Pedagogy Committee has joined the meetings of collaborative groups and worked with them during throughout the whole process. Study the minutes of panel meetings. 	Sept 09 to June 10	Pedagogy Committee & Panel Heads	
<ul style="list-style-type: none"> To disseminate good practices 	<ul style="list-style-type: none"> Each group should upload their collaborative teaching materials and lesson plan(s) onto the Staffshare resource folder for teachers' reference. Some exemplar lesson plans will be highlighted by Panel heads and Pedagogy Committee for promoting effective learning and teaching. Recommend teaching groups to take video recording during lesson observation for further sharing. 	<ul style="list-style-type: none"> Collaborative teaching materials and lesson plan(s) uploaded to the Staffshare. Timely dissemination of the relevant information through staff notice. At least one group has recorded their lesson for sharing 	<ul style="list-style-type: none"> Check that all groups have uploaded soft copies of teaching materials/ lesson plan(s) onto the Staffshare resource folder for teachers' reference. Check that the relevant information has been put on the Staff Notice. Make sure at least one group has recorded their lesson. 	Sept 09 to June 10	Pedagogy Committee & Panel Heads	

2. Major Concern: Enhancing Students' Self-discipline

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To nurture students' awareness of self-discipline and to empower them to be self-disciplined	During the revision of the school regulation and dress code, students will be provided with an opportunity to express their views, as a learning process to understand the meaning of school regulations, the rationales behind the making of the school regulations	<ul style="list-style-type: none"> Students understand the school regulations and agree with the rationales behind the making of the school regulations 	<ul style="list-style-type: none"> Student survey 	Sept 09	Discipline Committee, Prefect Body, SU	Human resources
	<p>To organize activities designed to help students understand the core values that constitute self discipline and how self-discipline contributes to a harmonious class/school and enable students to experience and share ways to achieve self-discipline.</p> <p>a) Classroom Code – Guided by the Form Teacher, each class composes its own Classroom Code (by agreeing on certain core values which constitute self discipline), which the class would pledge to observe throughout the school year. The class would adopt self-monitoring measures while the Form Teacher and subject teachers review the performance of the class periodically and give feedback to the students.</p>	<ul style="list-style-type: none"> Programmes accomplishing their respective objectives Students' self-discipline is improved 	<ul style="list-style-type: none"> Evaluation of respective programme plans Observation by teachers Student survey 	Throughout the school year	Form Teachers, Discipline Committee, Counselling Committee, C&M Committee	Human resources

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	b) Navigator Challenge Project 2009 c) Fig Boy Scheme d) Self-Management Programme e) 好人好事計劃					
	<ul style="list-style-type: none"> • A Self-Discipline Campaign / Inter-class Self-Discipline Competition Aspects to cover include: <ul style="list-style-type: none"> • Classroom cleanliness • Classroom discipline • Student s' appearance • Student Punctuality • Sharing in Morning Assembly • Essay competition The winning classes will be publicly acclaimed and presented with prizes in the morning assembly.	<ul style="list-style-type: none"> • The campaign has been successfully organized • Students show improvement in self-discipline 	<ul style="list-style-type: none"> • Classroom Diary • Teachers' observation • Spot checks • Attendance record and lateness record • Classroom cleanliness record • Morning Assembly Reports • Essay competition report and result 	Whole year	Discipline Committee, Prefect Body, Counselling Committee Form teachers and subject teachers, Morning Assembly Committee, Subject Departments, Janitor staff (for the classroom cleaning part)	Classroom diary, Certificate & gifts
	<ul style="list-style-type: none"> • To organize activities or functions such as talks on violence, drug abuse, gambling; sharing by rehabilitated offenders or Secondary School Liaison 	<ul style="list-style-type: none"> • More than 70% of the participants agree that the talk or visit is useful in raising 	<ul style="list-style-type: none"> • Response and feedback from students 	Throughout the year	Discipline teachers	Honorarium for speakers, transport fees

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Officer from the Police Force and visits to Detention Centre, Drug InfoCentre to strengthen student discipline awareness.	their awareness of self-discipline				for visits \$3000
2. To enhance student discipline as the fundamental step towards developing students' self-discipline	To adopt a whole school approach to enforce school regulations: <ul style="list-style-type: none"> Inform all teachers and students on the School regulation & Dress code so that everyone has a clear idea on what is acceptable in school All teachers are requested to implement school regulations to ensure uniformity Briefing for new teachers during staff induction Briefing for all teachers in Staff Development Day 	<ul style="list-style-type: none"> All teachers work as a team to maintain the school discipline Individual teacher plays an active role in school discipline 	<ul style="list-style-type: none"> Collect feedback from teachers & Staff Development committee 	Aug to Sept 09	Discipline Committee, Staff Induction Committee & Staff Development Committee	Human resources, hardcopy of school regulations
	<ul style="list-style-type: none"> Teachers and prefects on patrol duties within the school premises at specified time 	<ul style="list-style-type: none"> Students behave properly during recess & lunch breaks 	<ul style="list-style-type: none"> Feedback from teachers & prefects 	Whole year	All teachers, Prefect body	Human resources
	<ul style="list-style-type: none"> A briefing on the expectation on students' discipline will be given to new S.1 students and their parents on S.1 Parents' Day and Orientation Day. S.2-7 parents are briefed on the students' discipline on respective Parent's Day. 	<ul style="list-style-type: none"> All students are willing to sign on the pledge to follow the classroom code Students reflect on their behavior in class and make improvement 	<ul style="list-style-type: none"> Class and subject teachers' observation and feedback 	Whole year	Discipline Committee, Class and subject teachers	Human resources, Hard copy of classroom code for pledging

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		throughout the school year				
	<ul style="list-style-type: none"> A briefing on the expectation on students' discipline will be given to S.6 students on S.6 Orientation Day 			Aug 09	Discipline Committee	Human resources
	<ul style="list-style-type: none"> To recognize students' good behaviour: Awarding students with record of "no conduct mark deduction" 	<ul style="list-style-type: none"> Over 60% of the students are awarded for keeping a clean conduct record (no conduct mark deduction throughout the whole year) 	<ul style="list-style-type: none"> Checking the conduct mark deduction record and the number of awards granted 	Sept 09 - June 10	Discipline Committee, Form teachers	Human resources
	<p>'Self-Improvement Scheme'</p> <ul style="list-style-type: none"> Invite offenders to participate in the scheme to help them reflect on their weaknesses, and encourage them to take initiative in improving their behaviour and serving in school Offenders can have a reduction of punishment after achieving their goals. 	<ul style="list-style-type: none"> More than 70% of the participants achieve their goals 	<ul style="list-style-type: none"> Calculate the number of successful participants 	Whole year	Discipline Committee	Application forms

3. Major Concern: Enhancing students' initiative in learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. Our students develop a proactive attitude towards learning and take on the responsibility to monitor and evaluate their own learning progress</p>	<ul style="list-style-type: none"> • Launch a Target Achievement Programme to help students set goals, monitor their own progress and conduct self-reflection at the year end <p>Target Domains:</p> <ul style="list-style-type: none"> (a) Positive Learning Attitude (S1-2) (b) Subject-based academic achievement (S1-7) (c) OLE and ECA achievements (S1-7) <p>Awards will be given to students showing outstanding improvement (to be nominated by class teacher and subject teachers)</p>	<ul style="list-style-type: none"> • Students' targets are realistic; their assessment of their progress and self-evaluation and reflection are serious. • A change in students' learning initiative is shown gradually in the school year. • Over half of the students achieve their set targets at the end of the school year. 	<ul style="list-style-type: none"> • Students' Target Achievement Records (STAR) • OLE and ECA records • Teachers' observation and survey • Parents' survey 	<p>Throughout the whole school year</p>	<p>Enhancing Students' Learning Initiative Committee (ESLIC), OLE Committee, i/c of ECA clubs/societies, Class Teachers, Subject Teachers,</p>	<p>Manpower Awards / certificates (Class Teachers / Subject Teachers nominate students with positive learning attitude after each term.)</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Coordinate with various committees to organize talks and/or workshops or compile Form Teacher Period materials on promoting positive learning attitude, balancing academic and non-academic pursuits, time management, etc 	<ul style="list-style-type: none"> Programmes organized and students find them useful Students display a change in attitude and adopt the skills acquired 	<ul style="list-style-type: none"> Programme evaluation record, Teachers' observation and survey Students' feedback 		ESLIC, C&M Committee, OLE Committee Class Teacher (where applicable)	Guest speakers, Assistance of TA in preparing FP materials
2. Our subject curricula to incorporate study skills, critical thinking skills, and presentation skills etc. that facilitate enhancement of students' learning initiative	<ul style="list-style-type: none"> Coordinate among subject departments to ensure that necessary self-study skills (such as note-taking, scanning and skimming, vocabulary building, information search and sorting, etc.) are taught at different levels in the school curriculum Mobilize subject departments to incorporate pre-lesson preparation in their lesson plans and design assignments that require extended learning on students' own Mobilize language teaching departments to give more practices on 	<ul style="list-style-type: none"> Teachers of departments concerned incorporate teaching relevant study skills in the subject curriculum, pre-lesson preparation and assignments requiring extended self-learning in their lesson planning; language teachers giving sufficient practices for students to exchange their ideas and views Students are equipped with necessary study skills and are confident in applying them in self-learning and expressing and exchanging their ideas Students show good effort in their pre-lesson preparation and the assignments display good use of the study skills acquired. S1 and 2 students apply the learned study skills, critical thinking skills 	<ul style="list-style-type: none"> Programme Plan of subject departments Pedagogy Committee's Report Students' assignments Feedback from teachers and students 	Throughout the whole school year	ESLIC, Prefect of Study, Pedagogy Committee, HODs and subject teachers Curriculum-I	Guest speaker. Awards / certificates will be given to students showing outstanding performance in

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	oral and written presentation skills (e.g. while discussing current issues)	and presentation skills in the curriculum-integrated project learning	<ul style="list-style-type: none"> Teachers' assessments of project learning 		Integrated Project Committee,	applying the skills in project learning (to be nominated by mentor teachers)
3. The culture of using IT for self-learning will be further enhanced.	<ul style="list-style-type: none"> Teach S1 students to use IT to search library materials at the beginning of the school term and adopt relevant strategies to enable students of other levels to revise these skills. 	<ul style="list-style-type: none"> Students apply such skills effectively in project learning and doing extended learning assignments. 	<ul style="list-style-type: none"> Library Record Teachers' Observation 	Sept09 and other suitable periods	School Librarian, Project learning mentor teachers and subject teachers	Awards / certificates will be given to students with initiative in using IT in self-learning activities
	<ul style="list-style-type: none"> Encourage teachers and students to use e-learning platform to enhance students' initiative in learning 	<ul style="list-style-type: none"> Subject departments provide self-access learning materials and assignments on the e-learning platform. Subject departments encourage students to communicate with teachers and fellow students on the e-learning platform. 	<ul style="list-style-type: none"> IT Committee Record 	Throughout the whole school year	IT Committee, HODs and subject teachers	
4. Students' initiative in learning will be sustained.	<ul style="list-style-type: none"> Conduct a survey on students' own perception of their learning initiative and invite suggestions of measures for sustainment 	<ul style="list-style-type: none"> Survey conducted which helps the school to make future plan on sustaining students' learning initiative 	<ul style="list-style-type: none"> Scrutiny of survey documents 	Before the end of the first term	ESILC	Assistance of the TA

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Provide opportunities to display good examples of assignments of extended self-learning, • Provide opportunities for students to share their experience and feelings of successful self-learning work and project learning • Video-record the sharing sessions to be uploaded on the Campus TV platform for other students' viewing • Provide support to students' self-learning initiatives (external competitions and projects, OLE or any other activities which enhance initiative in learning) 	<ul style="list-style-type: none"> • Increased number of students showing eagerness to take initiative in learning and engage in independent learning, compared with the previous school year 	<ul style="list-style-type: none"> • Teachers' observation, • Records of display and sharing, • Campus TV Records, • Records of students' participation in external self-learning activities 	At appropriate intervals	ESILC, HODs, i/c of committee or subject teachers concerned, i/c of Campus TV, Finance controller	Tapes for video-recording, Subsidies for learning activities concerned

Plan on Use of Teacher Professional Preparation Grant, Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant, 2009-2010 school year

Means by which teachers have been consulted: Staff meetings and opinion survey

No. of operating classes: 33

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
<p>1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching</p> <p>2. To enhance students' English learning proficiency</p> <p>3. To assist teachers in preparing teaching and learning materials and form- teacher period materials (civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE</p>	<p>(a) Employment of a temporary teacher</p> <p>(b) Direct Re-appointment of 4 Teaching Assistants Duties include assisting teachers in:</p> <p>i. implementing and developing the Learning English Through Drama programme</p> <p>ii. preparation of teaching and form-teacher period materials</p> <p>iii. organization of ECAs and OLEs</p> <p>iv. NSS curriculum development</p> <p>v. conducting remedial classes for the weaker students</p> <p>vi. other activities organized by the school</p> <p>vii. lesson substitution</p> <p>viii. helping in examination invigilation, etc.</p>	<p>1. Teachers can have more time for curriculum development, planning and implementation of OLEs.</p> <p>2. The Learning English Through Drama programme can be sustained in school.</p> <p>3. Teachers' workload in other non-teaching duties can be relieved.</p>	Sept 2009 to August 2010	<p>Salary of Temporary Teacher (Pt 20) (\$26,585x12x1.05) =<u>\$334,971</u></p> <p>Salaries of 4 Teaching Assistants (\$11,160x12x1.05) x 4 =<u>\$562,464</u></p>	<p>With the assistance of the additional temporary staff, teachers have more time on</p> <ul style="list-style-type: none"> - Implementing & evaluating on Major Concern programme plans & the respective programme plans of subject departments & committees - curriculum development - catering for learners' diversity - enhancing the English language environment <p>(Incorporation of the Learning English Through Drama programme to be incorporated in the S1 English language curriculum.)</p>	<p>Feedback from all teachers</p> <p>Performance appraisal of the temporary staff</p> <p>Evaluation reports of the programme plans</p>	<p>APs, Major Concern Programme Plan, i/c HODs and i/c of committees</p>

Task Area	Implementation	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
4.To take up some of the administrative and other non-teaching duties of teachers	Direct Re-appointment of an Administrative Assistant Duties include (a) secretarial duties (b) assisting in preparation of school and student documents (c) assisting in liaising with old boys (d) assisting in PTA activities (e) assisting in all examination-related matters	Teachers have more time for 1. curriculum development planning 2. implementation of OLE 3. catering for learning diversity 4. taking care of SEN students 5. handling student discipline 6. counseling and giving guidance to students	Same as above	Salary of the Administrative Assistant (\$16,230x12x1.05) + \$9,738 (Gratuity) = <u>\$214,236</u>	Same as above	Same as above	Same as above

**二零零九/一零學年校本課後學習及支援計劃
活動計劃表**

學校名稱：英皇書院

計劃統籌人姓名：林之鎭老師 (學校輔導主任)

聯絡電話：2547 0310

計劃理念：生涯規劃(Career Life Planning) 的四個方向：學習、工作、消閒及關係及其他學習經驗(OLS)：的其中三個範疇：個人學習經驗、社區服務、職業相關經驗為計劃藍本。

預算之款項：\$ 17200

A. 獲本津貼資助/補足的各項活動資料

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對 象學生人數#	預計開支 (\$)	合辦機構/服務 供應機構名稱 (如適用)
【自我挑戰】 成長訓練計劃	<p>此計劃會透過與人合作、個人的能力的發展及義工服務的體驗中,擴闊學生在常規課堂以外的學習經驗及視野,從而達致:</p> <ul style="list-style-type: none"> • 認識自己的強項和可改善的地方、與人合作和溝通的重要性。 • 提昇同學面對困難及不熟識的處境中的抗逆力。 • 透過學生的學習及籌備義工服務過程中,領略人與人之間互相關懷和支持的重要性。 • 發展個人潛能、自信心、培養自信。 	<ul style="list-style-type: none"> • 提昇課堂外的學習經驗,並提昇個人的抗逆力及解難能力。 • 能把活動內的個人自我成長、發展及自我認識的經驗應用於日常生活及學習之中。 • 學生自信心增強。 • 學生與人溝通、社交技巧和合作的能力提昇。 • 學生對社會歸屬感及關心他人能力感增強。 	<ul style="list-style-type: none"> • 活動表現觀察 • 問卷 • 檢討會 • 評估學生表演時的表現 	<p>12/2009 - 8/2010</p> <p>(包括:體驗訓練營、義工服務)</p>	<p>25人 (中一學生)</p>	\$7000.00	

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對象 學生人數#	預計開支 (\$)	合辦機構/服務 供應機構名稱 (如適用)
彩虹職志特工隊	<p>讓學生為自己訂立在學業上的長遠計劃或是未來具職業取向的發展目標,透過學生走訪不同行業及大專院校,參觀及與有關人士交流,初步認識不同的行業世界、副學士的特色及要求,從而達致:</p> <ul style="list-style-type: none"> 讓學生認識生涯規劃的重要性及幫助他們建立正確的生涯規劃方向。 讓學生擴闊視野,這個視野包括認識他們有興趣投身的職業,擴闊他們的社交圈子及接觸不同文化的人和事。 透過中五會考模擬放榜活動,讓同學對放榜日之情境有基本認識和體驗,作好心理準備及透過比較及分析(IVE、升中六、社區學院)三者的特色與利弊,考慮不同因素及角度去作出自己出路選擇。 	<ul style="list-style-type: none"> 提昇課堂外的學習經驗。 學生對生涯規劃的經驗及個人職志的觀念更掌握。 學生更了解大專院校的有關資訊,如:課程銜接、教學內容等。 學生更了解行業的入職資料,如;入職要求;工作環境、工具及職責等。 學生更認識自我個性與能力取向,增進不同行業和院校的認識及建立對未來事業或學業發展的目標。 從活動中學會如何準備及面對中五會考放榜。 	<ul style="list-style-type: none"> 活動表現觀察 問卷 個人職志興趣測試 	1/2010 - 7/2010 (包括:工作坊及出外參觀)	40人 (中四至五學生)	\$4000.00	

活動名稱	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計受惠對象 學生人數#	預計開支 (\$)	合辦機構/服務 供應機構名稱 (如適用)
一人一夢想學習計劃	<ul style="list-style-type: none"> • 增強學生的學習能力及學習技巧。 • 發掘及發展學生學業以外的能力和興趣。 • 提升學生的領導才能。 • 提昇者於學業上及興趣發展上的自我效能感 	<ul style="list-style-type: none"> • 學生學會學習技巧後再向服務對象傳授有關的學習知識。 • 學生的領導才能提昇。 • 學生與人溝通、社交技巧和合作的能力提昇。 • 學生自信心增強。 • 學生發展自我的興趣能力。 	<ul style="list-style-type: none"> • 活動表現觀察 • 問卷 • 檢討問卷 	10/2009 - 8/2010 (包括:參加不同訓練和興趣小組,將成果和其它同學分享。例如:光學課程、力學課程、海洋生態課程...。)	20 人	\$6000.00	

備註:# 對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生.

**Three-year plan – Measures to broaden students’ choices of elective subjects
for 2009/10 to 2011/12 cohort of senior secondary students**

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme	Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programmes/ courses and providers	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student / success indicators	Teacher i/c
					09/10	10/11	11/12		
ApL	<ul style="list-style-type: none"> To offer a range of ApL courses for students with different learning needs & interests; Students acquire diversified learning experiences and develop career aspirations Students develop life-long learning skills, especially careers-related competencies, through participating in ApL courses 	Courses in the following areas of studies <ul style="list-style-type: none"> Creative Studies Media and Communication Business, Management and Law Services Applied Science Engineering and Production 	180 hours in 2 years	S5 & S6 students of this cohort of students	0	10	10	<ul style="list-style-type: none"> Students successfully completing ApL courses as shown in the record of student learning Survey/ evaluation report on students’ feedback; Assessment of students’ performance 	Career Teacher i/c of ApL