

保良局李城璧中學
2016-2017 學年
學校周年計劃

關注事項(一)：推廣及發展「全校參與模式」的生涯規劃教育

目標	具體策略	時間表	成功準則	評估方法	負責人	所需資源
1. 建立「全校參與模式」的生涯規劃教育行政架構	學校發展部及成長教育部檢視現有的生涯規劃架構，分析當中的優點及不足，並參考相關的文獻及友校的模式，重新整理不同部門及組別在生涯規劃教育的相互關係以及支援架構，以加強生涯規劃教育的全校參與性。	全學年	85%或以上的教師表示所建立的行政架構有助推行「全校參與模式」的生涯規劃教育。	教師意見收集 問卷調查	成長教育部 發展部	校內資源(例如會議室) 討論及製定問卷調查時所需的文儀器具、影印等
2. 釐定學校不同層面、單位及相關教師在生涯規劃教育的角色及責任	學校發展部及成長教育部透過專業分享及交流，讓教師了解不同崗位在生涯規劃教育中擔任的角色及責任。例如：領導層、管理層、生涯規劃統籌主任及輔導員、升學及就業主任及輔導老師的領導角色；班主任及科任老師的前線輔導角色；訓輔導組及聯課活動組老師的多元智能輔導角色；以及其他教職員的行政支援等等，以便為學生提供有效的生涯規劃教育輔導及支援。	全學年	85%或以上的教師能明晰在生涯規劃教育中各崗位的角色及責任，並理解如何在自己的崗位上提供適切及有效的輔導及支援予學生。	教師意見收集 問卷調查	成長教育部 發展部 教師 職員	校內資源(例如禮堂、課室、會議室等) 討論及問卷調查時所需的文儀器具、影印等

<p>3. 為教師組織生涯規劃專業發展活動，並善用資源，提升他們在有關方面的知識和推行技巧，鞏固生涯規劃之理念</p>	<p>按學生及教師需要，組織一至兩項與生涯規劃教育相關的教師專業發展活動，加強不同崗位的老師在推行生涯規劃活動及服務時的認知和技巧，並安排老師作反思及檢討，促進持續的專業發展。</p>	<p>全學年</p>	<p>85%或以上的教師表示有關的專業發展活動能使他們更清楚明白相關生涯規劃活動的理念，並提升他們對推行此等活動時的認知和技巧。</p>	<p>教師意見收集 反思及檢討會議</p>	<p>成長教育部 發展部 教師</p>	<p>校內資源(例如禮堂、課室、會議室等)</p>
<p>4. 優化現時提供予學生的生涯規劃活動及措施，令學生們更能從活動中認識自我，盡早訂立目標，為自己的升學或就業作出明智的抉擇，進而定下適切的個人發展規劃。</p>	<p>選擇一至兩項現有的生涯規劃活動及措施，如升輔教育課程、中三選科活動、中六模擬放榜輔導活動、不同行業的經歷和體驗活動等，檢視有關活動的理念和目的、改良活動的設計、提出方案解決活動推行時所預計的困難等等，令學生有效地從活動中認識自我、清楚形勢、訂立目標，為自己的個人發展作適切的規劃。</p>	<p>全學年</p>	<p>85%或以上的教師及學生表示改良了的活動及措施能更有效協助同學認識自我、清楚形勢、訂立目標，有助定下個人發展的規劃。</p>	<p>教師及學生意見收集 問卷調查</p>	<p>成長教育部 教師</p>	<p>聘請生涯規劃輔導員/行政助理協助推行及處理相關的活動和服務</p> <p>校內資源(例如禮堂、課室等)</p> <p>問卷調查及活動時所需的文儀器具、影印等</p>

2. 關注事項(二)：促進初中跨科協作的英語學習

目標	具體策略	時間表	成功準則	評估方法	負責人	所需資源
1. 增加不同學科的跨科協作機會，使他們能為學生提供不同類型的跨科英語活動予學生參與和經歷	學校發展部及學務部策劃教師專業發展活動，透過專業分享及交流，讓以英語為教學語言的科目探討適切的課題，與其他一至兩科科組進行協作教學或活動，並透過不同學科之間的特質，令學生明白及掌握科與科之間的互補關係，從而提升他們學習相關科目的效能。	全學年	85%或以上的教師及同學表示有關的活動能提升學生學習相關科目的興趣、語言能力和學習效能。	教師意見收集 學生意見收集	學校發展部 學務部 科主任及教師	校內資源(例如禮堂、課室、電腦設施) 討論時的文儀器具、影印等
2. 透過具趣味性的跨科日常英語活動，提升學生學習英語的動機和興趣，逐步建立他們對英語學習的正面態度	英文科與不同的科組合作，舉辦恆常的跨科協作英語學習活動，例如：班際多媒體英語廣播製作、運動會啦啦隊活動、英語茶座、英語烹飪班、英語日營等，並在活動中提高學習英語的趣味元素，令學生在不同的語境下學習，營造英語學習氣氛，提升學習英語的動機和興趣。	全學年	85%或以上的教師和同學表示跨科協作英語學習活動，能加強學生對學習英語的動機和興趣。	教師意見收集 相關學科的學生意見收集	學務部 科主任及教師	跨課程語文學習活動所涉及的資源(例如文儀器具、影印等) 校內資源(例如禮堂、課室、電腦設施等)

PO LEUNG KUK LEE SHING PIK COLLEGE

附件一

Three-year Plan (2016-2019) for Measures to Broaden Students' Choices of Elective Subjects and Provision of Gifted Education Programmes for 2016-17 to 2018-19 Cohort of Senior Secondary Students

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

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 16/17 s.y.	the 17/18 s.y.	the 18/19 s.y.		
Other Programmes (Gifted Education in Mathematics and Science)	Provide extra learning and experiencing opportunities for students with good potential in science and Mathematics to participate in external sciences competitions, advanced programs or courses, etc. It is expected that students would be enlightened and their exposure to Mathematics and science can be widened.	Tertiary courses, workshops, seminars or competitions for gifted students in mathematics and science (Service providers of gifted education programmes and institutions or organizations of Mathematics and science studies)	3 years (a year-by-year approach to the selected students)	NSS students	20-30	20-30	20-30	Students successfully complete the courses, seminars or programmes with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the courses, seminars or programmes with valuable product and reflection on knowledge, attitude and skills.	Department Heads of Mathematics and Sciences (Mr. Cheng W.M. and Mr. Chan T.T.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 16/17 s.y.	the 17/18 s.y.	the 18/19 s.y.		
Other Programmes (Gifted Education in Senior Leadership Training Programmes	Senior form students with good potential in leadership qualities would be recommended to attend relevant leadership programmes for gifted students. It is expected that the leadership potentials of students can be explored and uncovered.	Enrichment on students' leadership capability (Service providers or organizations providing gifted education program on leadership)	3 years (a year-by-year approach to the selected students)	NSS students	30-40	30-40	30-40	Students successfully complete the courses or programmes with at least 90% of attendance rate shown in the record of student learning. Over 85% of the students indicate that the activities enhance their leadership knowledge and skills.	Head of Activity Board (Mr. Yeung K.Y.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 16/17 s.y.	the 17/18 s.y.	the 18/19 s.y.		
Other Programmes (Gifted Education in Activity Lessons)	<p>a) Employ part-time instructors to allow more varieties of choices for gifted NSS students in both the Activity Lessons and after school programmes.</p> <p>b) Employ an activity assistant to support the administrative work arising from offering the activity lessons / after school programmes.</p> <p>c) It is expected that students' experiences in different kinds of activities can be enriched. Teachers' team-teach with the instructors to gain expertise on teaching gifted students in selected areas of concern.</p>	Different varieties of activities for gifted NSS students during Activity Lessons.	3 years (a year-by-year approach to the selected students)	NSS students	60	60	60	<p>a) Over 85% of participants indicate that they are interested in the activities.</p> <p>b) Over 85% of participants indicate that the tutors / instructors help improve their skills required for the activities.</p>	Head of Activity Board (Mr. Yeung K.Y.)

DLG funded Programmes	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each NSS year			Evaluation of student learning / success indicators	Teacher-in-charge
					the 16/17 s.y.	the 17/18 s.y.	the 18/19 s.y.		
Other Programmes (Gifted Education in developing students' academic and multiple intelligences)	<p>NSS teachers will observe the academic and multiple intelligences of their students and make recommendations for them to attend gifted education program / courses / competitions, participate in social and interschool activities, etc. which match with their specific intelligences.</p> <p>It is expected that the potentials of students with different intelligences can be explored and further enriched.</p>	<p>Exploration and enrichment on students' academic and multiple intelligences</p> <p>(Service providers or organizations providing gifted education program on different multiple intelligences)</p>	3 years (a year-by-year approach to the selected students)	NSS students	10-20	10-20	10-20	<p>Students successfully complete the courses or programmes with at least 85% of attendance rate shown in the record of student learning.</p> <p>Over 85% of the students indicate that the activities enhance their knowledge and skills in their specific areas of intelligences.</p>	<p>Coordinator of Academic and Curriculum Committee</p> <p>(Ms Lo P.S. & Mr. Cheung Y.F.)</p>

Po Leung Kuk Lee Shing Pik College

School-based After-school Learning and Support Program 校本課後學習及支援計劃 (2016-2017)

<i>Activity</i>	<i>Objectives</i>	<i>Implementation Plan</i>	<i>No. of students subsidized</i>	<i>Amount of Subsidy per student</i>	<i>Performance Indicators</i>	<i>Assessment Mechanism</i>	<i>Committee in Charge</i>
F.5 Taiwan Tour (Early to Mid-April, 2017, about 5-6 days)	To study sustainable development and tertiary studies in Taiwan	5-6 days tour to Taiwan with 3-4 pre-tour workshops and after-tour dissemination	4 fully subsidized students	HK\$4,000 X 8 (Total: HK\$32,000)	Over 80% of the subsidized students indicate that the subsidy can help them overcome the financial burden and focus on their learning through the tour	Collection of feedback from the subsidized students	Mr Fong K. L. (Deputy subject head of Liberal Studies)
Music Instrumental classes for interested F.1-6 students (Sep/Oct 2016 to May 2017)	To let students acquire instrument performing skills and broaden their experience in performing arts.	9-10 months to learn an instrument and have 2-3 performances in the school and outside.	8 fully subsidized students	HK\$4,700 x 15 (Total: around HK\$70,500)	Over 80% of the subsidized students indicate that the subsidy can help them overcome the financial burden and focus on their learning through the courses.	Collection of feedback from the subsidized students.	Ms Lo T. K. (Subject head of Music)
F. 4-5 Performing Art Tour to Europe (Spring 2017)	To let students expose to indigenous art atmosphere and learn from master teachers in local areas	8-10 days tour to middle and/or eastern Europe	2-8 partially subsidized students	Total: HK\$17,500 (depending on individual financial situation)	Over 80% of the subsidized students indicate that the subsidy can help them overcome the financial burden and focus on their learning through the tour.	Collection of feedback from the subsidized students.	Mr. Yeung K. Y. (Head of Activity Board)

The total grant for 2016-2017 is about HK\$120,000 and the total budget for this grant is also HK\$120,000.

PO LEUNG KUK LEE SHING PIK COLLEGE

DLG – Other Programme: Gifted Education for the 2016/17 school year

Domain	Programme/Budget	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation of student learning / success indicators	Teacher-in-charge
Science	Tertiary courses, workshops, seminars or competitions for gifted students in science <i>Budget:</i> \$14,500	To provide extra learning opportunities and experience for students with good potential in Science to participate in external competitions, advanced programs or courses, etc.	• 20-30 S4 and S5 students nominated by Science teachers	A: One Science competition / one course within the academic year B: A course of 4 day programme in summer holiday C: 1 whole day programme in summer holiday	A: <i>sharing of experience to schoolmates after the competition / course</i> B&C: have certificate of completion and has to give a brief sharing in school.	Students successfully complete the competition or they have to complete the course / programme with at least 85% of attendance rate shown in the record of their learning. Over 85% of the students successfully run through the competition, course and programmes with valuable product and reflection on knowledge, attitude and skills.	Department Heads of Sciences (Mr. Chan T.T.)

Domain	Programme/Budget	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Evaluation of student learning / success indicators	Teacher-in- charge
Senior Leadership Training Programmes	Enrichment on students' leadership capability <u>Budget:</u> \$32,000	Senior form students with good potential in leadership qualities would be recommended to attend relevant leadership programmes for gifted students. It is expected that the leadership potentials of students can be explored and uncovered.	<ul style="list-style-type: none"> 40-50 S4 and S5 students nominated by ECA Clubs 	3 days' training camp in late September / early October	1-3 <i>Adventure-based Counselling activities to be conducted and sharing of experience to schoolmates after the camp</i>	Students successfully complete the camp with at least 90% of attendance rate shown in the record of the camping activities. Over 85% of the students indicate that the activities enhance their leadership knowledge and skills.	Head of Activity Board (Mr. Yeung K.Y.)

Domain	Programme/Budget	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation of student learning / success indicators	Teacher-in-charge
Activity Lessons	<p>Different varieties of activities for gifted NSS students during Activity Lessons.</p> <p><u>Budget:</u></p> <p>\$36,450 – Instructors</p> <p>\$82,000 – 7 months for Activity Assistant</p>	<p>a) Employ part-time instructors to allow more varieties of choices for gifted NSS students in both the Activity Lessons and after school programmes.</p> <p>b) Employ an activity assistant to support the administrative work arising from offering the activity lessons / after school programmes.</p> <p>c) It is expected that students' experiences in different kinds of activities can be enriched. Teachers' team-teach with the instructors to gain expertise on teaching gifted students in selected areas of concern.</p>	<ul style="list-style-type: none"> 60 S4 to S6 students enrolled in Activity Lesson 	15-28 lessons in 10 months	One assignment (either reading, writing or classwork in whatever formats, e.g. music piece or dance enchainment) for each lesson	<p>Over 85% of participants indicate that they are interested in the activities.</p> <p>Over 85% of participants indicate that the tutors help improve their skills required for the activities.</p>	Head of Activity Board (Mr. Yeung K.Y.)

Domain	Programme/Budget	Objective(s)	Targets (No./level/ selection)	Duration/ Start Date	Deliverables	Evaluation of student learning / success indicators	Teacher-in- charge
Academic and multiple intelligences	Exploration and enrichment on students' academic intelligence <i>Budget:</i> <i>\$14,000</i>	NSS teachers will observe the academic and multiple intelligences of their students and make recommendations for them to attend gifted education program / courses / competitions, participate in social and interschool activities, etc. which match with their specific intelligences. It is expected that the potentials of students with different intelligences can be explored and be further enriched.	<ul style="list-style-type: none"> 10-20 S4 to S6 students nominated by Subject Panel Heads 	Any appropriate time in the whole school term	Sharing of learning experiences to schoolmates	Students successfully complete the courses or programmes with at least 85% of attendance rate shown in the record of student learning. Over 85% of the students indicate that the activities enhance their knowledge and skills in their specific areas of intelligences.	Coordinators of Academic & Curriculum Committee (Mr. Cheung Y.F. & Ms Lo P.S.)

Under the Diversity Learning Grant, the subsidy of Other Programmes for all NSS gifted students in 2016-2017 is \$84,000. The total budget in 2016-2017 is HK\$178,950 with a deficit budget of HK\$94,950 anticipated with the above plan. It will be covered by the rolled-over of surplus Expanded Operating Expenses Block Grant (EOEBG) of the school (about HK\$3,500,000 by the end of the academic year 2015-16).