

**Department of English**  
**2007-2008 Year Plan**

**1. Strengthening Teaching and Learning**

<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Res-ponsible</b>	<b>Resources Required</b>
1. Strengthening writing skills amongst junior formers (S.1-S.3) ➤ Introduce a genre-based writing approach	The whole school year	➤ Students should be able to express themselves in simple but accurate sentence structures ➤ Students should have better results in their writing tasks and examinations ➤ Students should enhance their vocabulary size	➤ Students' writing assignments ➤ Writing papers of examinations ➤ Writing paper in public ➤ examinations: Territory-wide System Assessment (TSA), Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination	Panel Heads for junior forms S.1 co-ordinator All junior form English teachers	N/A

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
			(HKALE) ➤ Publishing three issues of English Newsletter, Close Up and receiving positive feedback		
2. Fostering reading culture at school	The whole school year	➤ There is a higher frequency of students borrowing English books from the school library ➤ Junior form students should finish reading at least 10 readers and completing 10 tasks in reading log per school year ➤ Students should get higher scores in reading	➤ English books on loan to students from school library ➤ Students' performance in reading examination ➤ Students' performance in TSA reading	ERS teachers: Ms Carol Chan & Ms Connie Kan All junior form English teachers	Readers that are suitable to students' level

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<ul style="list-style-type: none"> <li>➤ 8 groups of students are involved in good book sharing in morning assembly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' performance in reading log</li> </ul>	The school librarian	
<p>3. Integrating Language Arts in the junior form curriculum</p> <ul style="list-style-type: none"> <li>➤ Learning English through songs</li> </ul>	The whole school year	<ul style="list-style-type: none"> <li>➤ The English school choir should have at least two performances at school functions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of entrants and the performance at Speech Festival and other territory wide competitions</li> </ul>	Coordinator for Language Arts: Ms Carrie Wong	N/A
<p>4. Using drama methods and techniques to raise junior formers' interests in learning English (English Enhancement Scheme)</p>	October to July	<ul style="list-style-type: none"> <li>➤ 70% of students displaying positive feedback</li> <li>➤ 70% of teachers involved displaying positive feedback</li> <li>➤ All classes involved having drama performance at the post exam period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' evaluation on drama lessons</li> <li>➤ End of term performance at school hall</li> <li>➤ Teachers' evaluation on the drama course</li> </ul>	English Drama teachers from a program provider (Funded by EES) Drama course co-ordinator:	EES fund

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
				Ms May Wong All English teachers of junior forms	
5. Integrating self-accessing learning program into English curriculum (EES)	October 2007 to September 2008	<ul style="list-style-type: none"> <li>➤ 70% of students are frequent users of the online program</li> <li>➤ A 10 to 15 % increase in scores between the pre-test and post-test</li> <li>➤ 70% of teachers and students display positive feedback on the program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly reports of students' performance provided by the program provider</li> <li>➤ Built in pre-test and post-test results</li> <li>➤ Evaluation from students and teachers</li> </ul>	Coordinators for online program: Mr. John Man and Ms May Wong Program provider (Funded by EES) All English teachers	EES fund

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
6. Teaching Phonics in S.1 (EES)	September to December 2007 and July to August 2008	<ul style="list-style-type: none"> <li>➤ 80% of S.1 students and parents recognize the importance of learning Phonics</li> <li>➤ 70% of teachers and students have positive feedback on Phonics classes</li> </ul>	<ul style="list-style-type: none"> <li>➤ S.1 students' performance in speaking</li> <li>➤ Evaluation from teachers and students</li> </ul>	Coordinator for Phonics workshops : Ms Julietta Yu Program provider (Funded by EES) S.1 co-ordinator All S.1 English teachers	EES fund
7. Preparing students for the New Senior Secondary (NSS) Curriculum	The whole school year	<ul style="list-style-type: none"> <li>➤ 50% of English teachers complete courses regarding NSS</li> <li>➤ The elective modules are included in the scheme of work of S.1 to S.3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frequency of English teachers attending seminars for NSS</li> </ul>	English panel heads and co-ordinators	N/A

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
			<ul style="list-style-type: none"> <li>➤ The development of NSS modules in the junior form English curriculum</li> <li>➤ Results of TSA</li> </ul>	All English teachers	
8. Class observation and mentoring new English teachers	The whole school year	<ul style="list-style-type: none"> <li>➤ 80% of both observers and observees regarding class observation beneficial</li> <li>➤ 50% of teaching materials across all forms are shared amongst form teachers</li> <li>➤ New teachers finding the mentorship helpful</li> <li>➤ All English teachers being observed once by English panel heads</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation form of class observation</li> <li>➤ Formal and informal sharing of teaching experience</li> <li>➤ Collaboration in preparing teaching material</li> </ul>	English panel heads and mentors All English teachers	N/A
9. Catering learners' diversity	The whole school year	<ul style="list-style-type: none"> <li>➤ 10 % increase in the number of students reaching proficiency level in TSA</li> <li>➤ 20% decrease in the number of candidates getting unclassified in Cert level</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uniformed tests and school exams</li> <li>➤ Public examinations: TSA, HKCEE</li> </ul>	English panel heads and co-ordinators	N/A

<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Res-ponsible</b>	<b>Resources Required</b>
		➤ 10% increase in the passing rate of Cert level	and HKALE	All English teachers	

## 2. Life-wide learning activities

<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Res-ponsible</b>	<b>Resources Required</b>
1. Promoting speaking activities	The whole school year	<ul style="list-style-type: none"> <li>➤ Students' willingness to converse with English teachers in English outside classroom</li> <li>➤ 5% increase in students' performance in school oral exams</li> <li>➤ 5% increase in the passing rate in the oral papers in TSA, Cert..Level and U.E.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The results of oral paper in all forms</li> <li>➤ The results of oral papers for S.3, S.5 &amp; S.7 in TSA, Cert. Level and UE</li> <li>➤ The number of students taking part in the internal speaking activities</li> </ul>	English panel heads Teaching Assistants (TAs) Lunchtime Activity Team All English teacher	N/A

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
			<ul style="list-style-type: none"> <li>➤ The number of students taking part in the territory wide competitions, e.g. Speech Festival</li> </ul>		
<p>2. Students and teachers experiencing new teaching and learning skills through short courses (EES)</p>	<p>The whole school year</p>	<ul style="list-style-type: none"> <li>➤ The turn-out rate of all courses not less than 75%</li> <li>➤ All S.1 students equipped with the phonics skills in the first school term</li> <li>➤ 75% of S.1 students can recognize the phonetic symbols taught in phonics workshops</li> <li>➤ 5% increase in the number of students taking part in territory wide public speaking and debate competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Qualitative and quantitative feedback collected from participants</li> <li>➤ Evaluation forms provided by program providers</li> <li>➤ Writing assignments of participating students</li> </ul>	<p>Panel Chairs Coordinators for short courses: Magdalene Chan &amp; Julietta Yu TAs &amp; program provider All English teachers</p>	<p>EES fund</p>

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3. Publishing three issues of English Newsletter ‘Close Up’ for the whole student body and the local primary school	December, April and July	<ul style="list-style-type: none"> <li>➤ Three issues of Newsletter published on schedule</li> <li>➤ The number of submissions increased in 10%</li> <li>➤ 5-10% increase in primary school students and parents receiving the English Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>➤ The formal and informal feedback from the local educationalists, the school board members, , students, and the community</li> <li>➤ The number and variety of articles submitted by students</li> <li>➤ The quality of the Newsletter</li> </ul>	John Croft All English teachers	EES fund
4. Enriching English environment at school premises <ul style="list-style-type: none"> <li>➤ Organizing inter-class activities</li> <li>➤ Putting up posters and signs on special occasions or school functions</li> <li>➤ Playing English movies or videos at</li> </ul>	The whole school year	<ul style="list-style-type: none"> <li>➤ All activities held as scheduled</li> <li>➤ Signs and quotes in English displayed at the school premises all year round</li> <li>➤ 10% increase in students taking part in the Say Out Loud</li> </ul>	<ul style="list-style-type: none"> <li>➤ The turn-out rate of participants</li> <li>➤ The feedback from students</li> <li>➤ The number of viewers watching the English programs at</li> </ul>	Co-ordinators of different functions English Society members	N/A

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
covered playground			lunchtime	TAs All English teachers	
5. Exploiting community resources to broaden students' learning experiences	The whole school year	<ul style="list-style-type: none"> <li>➤ 75% of entrants of the Speech Festival achieving merits or above</li> <li>➤ 5% increase in the number of students taking part in various functions or competitions</li> <li>➤ 5% increase in the number of awards or certificates received</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' performance in all competitions</li> <li>➤ Invitations from primary schools</li> <li>➤ Formal or informal feedback from the community</li> </ul>	English panel heads Co-ordinators for different functions TAs Mr. Stephen Kai, Community Relations Officer All English teachers	Fiscal resources for entering Speech Festival

<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Res-ponsible</b>	<b>Resources Required</b>
6. Strengthening and enhancing co-operation with local and overseas sister schools	The whole school year	<ul style="list-style-type: none"> <li>➤ The Inter-city Online English Debating Competition held on schedule</li> <li>➤ The number of participants and guests increased by 5%</li> <li>➤ 3 class observations via AVcon with Sabah Tshung Tsin Secondary School</li> <li>➤ Receiving students from STTSS in December</li> <li>➤ 3 visits to local primary schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ The performance of students in the Inter-city Online English Debating Competition</li> <li>➤ The frequency of co-operation between LKYMS and sister schools</li> <li>➤ The frequency of teleconferencing between LKYMS and sister schools</li> <li>➤ The number of primary school students taking part in the Inter-city Online English Debating Competition</li> </ul>	Panel heads Special function co-ordinators TAs All English teachers	IT support

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
			<ul style="list-style-type: none"> <li>➤ The feedback from the guests and students</li> </ul>		
7. Overseas study tour—two weeks immersion programme	July	<ul style="list-style-type: none"> <li>➤ 80% of participating students and their parents displaying positive feedback</li> <li>➤ All participants accomplish the project</li> <li>➤ 2 students sharing their experience with parents at the 1<sup>st</sup> Parents Day</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from participating students</li> <li>➤ Parents' comments</li> </ul>	John Croft One English teacher	Monetary substitution to students
8. Summer courses and tutorial classes for S.1 to S.6 students	July to August	<ul style="list-style-type: none"> <li>➤ The turn-up rate across all classes reaches 80%</li> <li>➤ 70% of all students attending summer tutorials and workshops displaying positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ The turn-up rate in summer tutorials</li> <li>➤ Results in public examinations</li> <li>➤ Feedback from students and parents</li> </ul>	English panel heads S.1—S.6 Coordinators Program provider All English teachers	N/A

### 3. Peer Observation/ Collaboration and Self-evaluation

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
1. Cultivating the atmosphere of peer observation	October to June	<ul style="list-style-type: none"> <li>➤ All class observations conducted as scheduled</li> <li>➤ 70% of panel members regarding peer observation and class visits meaningful</li> </ul>	<ul style="list-style-type: none"> <li>➤ Standardized evaluation form</li> <li>➤ Verbal feedback from panel members</li> </ul>	Principal Vice principal Two panel chairs & panel heads for senior and junior forms All English teachers	N/A
2. Establishing collaborative relationship amongst English panel members and with the other subject panels	The whole school year	<ul style="list-style-type: none"> <li>➤ 70% of the panel members satisfied with the collaboration amongst the panel members</li> <li>➤ 5% increase in co-operation with the other subject panels or teams</li> <li>➤ A written report analyzing the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation form measuring the effectiveness of the English panel</li> <li>➤ Collaborative opportunities</li> </ul>	Vice Principal Panel Chairs & form co-ordinators	N/A

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Res-ponsible	Resources Required
		benefits of collaborative teaching	within the English panel ➤ Collaborative opportunities between the English panel and other subject panels ➤ The written report from teachers	All English teachers	
3. Fostering the culture of self-evaluation through book inspection and students' evaluation	October to June	➤ All kinds of evaluations conducted as scheduled ➤ Lower formers giving 1 grade higher in English teaching ➤ Keeping a positive value added report in Cert. level and UE	➤ Standardized forms for evaluation and book inspection ➤ Self-evaluation form ➤ Students' evaluation on the effectiveness of teaching and learning	Principal Panel chairs Mentors and form co-ordinators All English teachers	N/A

<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
			<ul style="list-style-type: none"> <li>➤ Public exam results</li> <li>➤ Report on value-addedness</li> </ul>		