



**POPE PAUL VI COLLEGE**

**Annual School Plan**

**2011-2012**

## **SCHOOL MISSION**

Pope Paul VI College, established in 1969, is a Catholic EMI subsidized secondary school for girls. Its sponsoring body is the Missionary Sisters of the Immaculate (P.I.M.E. Sisters).

Our school aims to develop the full potential of the students by means of an integrated education based on Christian values, especially universal love and service. We help our students to acquire knowledge and skills, learn to think critically and independently and live a meaningful life so that they can make their contribution to society and the world as responsible individuals.

Our school motto is **“Love and Service”**.

## **SCHOOL'S MAJOR CONCERNS**

1. To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners
2. To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed

**Major Concern : To help students realize the importance of self-discipline and self-management skills so that they will become independent, self-directed learners**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Organize structured study groups in S.1 and S.2</p> <ul style="list-style-type: none"> <li>- Students have to join at least one study group in the following subjects: Integrated Humanities, Integrated Sciences and Mathematics</li> <li>- One student of each group will be chosen as the group leader who will help arrange the schedule &amp; the learning activities for her group</li> <li>- Regular meetings will be conducted</li> </ul>	<p>Throughout the year</p>	<ul style="list-style-type: none"> <li>- 80% of the students reflect that they have become more independent in learning</li> <li>- A better atmosphere of independent learning has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Teachers' &amp; students' feedback</li> </ul>	<p>Academic Committee</p>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Develop Independent Learning Skills in Junior and Senior Forms</p> <ul style="list-style-type: none"> <li>- In the Junior Forms, Note-taking, Vocabulary Scaffolding and Reading skills will be emphasized.</li> <li>- In the Senior Forms, Pre-lesson preparation, Note-making and Question Setting will be emphasized.</li> <li>- Each subject panel should develop suitable measures to help students develop the skills stated above.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>- Tasks undertaken meet the success criteria as laid down in the subject programme plans</li> </ul>	<ul style="list-style-type: none"> <li>- Methods as stated in the subject programme plans</li> <li>- Teachers' feedback</li> </ul>	Academic Committee	Resources required as stated in the subject programme plans

**Major Concern : To provide a rich collaborative learning and teaching culture in which learner diversity is acknowledged and addressed**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Arrange a joint school staff development programme with the theme of catering for learner diversity under NSS</p> <p>- The programme will include a talk and sharing sessions among teachers of participating schools</p>	<p>7 October 2011</p>	<p>- 70% of the teachers agree that the programmes can help them understand more strategies to cope with learner diversity.</p> <p>- 70% of the teachers agree that the programmes can stimulate their reflections on their existing teaching strategies &amp; enable them to make improvements</p>	<p>- Questionnaire</p>	<p>Staff Development Committee</p>	<p>Guest Speaker Mr. Morton Chan</p>
<p>2. Collaborative Teaching which focuses on addressing learner diversity will be practised.</p> <p>- Sharing of some good lesson plans among the teachers</p>	<p>September 2011 to June 2012</p>	<p>- 70% of the participants agree that their collaborative lesson plans can cater for learner diversity effectively.</p>	<p>- Teachers' feedback</p>	<p>Academic Committee</p>	

<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>
<p>3. Split class teaching will be practised in the following subjects and classes:  English Language 1C, 1D  Chinese Language 1C  Mathematics 1D, 2C</p> <p>- Subject teachers will collaborate to develop teaching strategies and materials for the classes concerned</p>	Throughout the year	- Tasks undertaken meet the success criteria as laid down in the subject programme plans	- Methods as stated in the subject programme plans	Panel chairpersons of English, Chinese, Mathematics Department	Resources required as stated in the subject programme plans
<p>4. Enhancement courses will be arranged for weaker students in the following subjects and levels/classes:  English Language S.4, S.5  Chinese Language S.4, S.5  Mathematics S.4</p> <p>- Subject teachers will collaborate to develop teaching strategies and materials for the classes concerned</p>	Throughout the year	- Tasks undertaken meet the success criteria as laid down in the subject programme plans	- Methods as stated in the subject programme plans	Panel chairpersons of English, Chinese, Mathematics Department	Resources required as stated in the subject programme plans

<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>
<p>5. Join the ‘School-based Curriculum Development Support Services for Secondary Schools’ to deal with the problem of learner diversity in junior form Mathematics</p> <p>- Discussion will be focused on a selected topic - Algebra</p>	<p>Throughout the year</p>	<p>- Worksheets, teaching materials or learning activities are prepared for the selected topic across the junior forms</p> <p>- Teachers involved agree that the teaching materials or learning activities are effective in catering for learner diversity</p>	<p>- Feedback from teachers</p>	<p>Panel chairperson of Mathematics Department</p>	<p>Representatives from the Support Section of the EDB</p>

**School-based After-school Learning and Support Programmes 2011/12s.y.  
Programme Plan**

**Name of School:** Pope Paul VI College

**Project Coordinator:** Mrs. Alice Au

**Contact Telephone No.:** 24208155

**Information on Activities to be subsidised/complemented by the grant**

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
S.1 Summer Enhancement Course	<ul style="list-style-type: none"> <li>- To boost students' confidence in learning English</li> <li>- To consolidate students' foundation in English and prepare them better for academic subjects taught in English</li> </ul>	<ul style="list-style-type: none"> <li>- Participants become more confident in learning English</li> <li>- Their learning attitudes are good and able to follow the tutor's instructions.</li> <li>- Students' attendance rate is over 90%.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor's written feedback</li> <li>- Students' attendance record</li> </ul>	25-29 July & 8-12 August 2011	12	\$ 4,750	Ms. Wong Chi Ming

<b>Name of activity</b>	<b>Objectives of the activity</b>	<b>Success criteria (e.g. learning effectiveness)</b>	<b>Method(s) of evaluation (e.g. test, questionnaire, etc)</b>	<b>Period/Date activity to be held</b>	<b>Estimated no. of target students<sup>#</sup> benefitted</b>	<b>Estimated expenditure (\$)</b>	<b>Name of partner/service provider (if applicable)</b>
S.4 Study Skills Workshops: Critical Thinking Skills	<ul style="list-style-type: none"> <li>- To equip students with critical thinking skills</li> <li>- To enhance students' capabilities in learning Liberal Studies</li> </ul>	80% of participants find the workshops useful	<ul style="list-style-type: none"> <li>- Teachers' observation</li> <li>- Questionnaire</li> </ul>	20/8/2011, 24/8/2011, 2/9/2011, 5/9/2011	58	\$ 45,500	Edvenue Limited
Counselling Team Assistants Training Course	<ul style="list-style-type: none"> <li>- To equip the members with good counseling and communication skills</li> <li>- To nurture love and insights of life among CTA members</li> </ul>	70% of participants find the course useful	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	10/9, 7/10, 8/10, 12/11, 22/12	11	\$ 1,100	YMCA (Tsuen Wan Branch)
S.1 Study Skills Workshops: Reading Strategies	<ul style="list-style-type: none"> <li>- To equip students with different kinds of reading strategies</li> <li>- To prepare them better for academic subjects and to help them become independent as well as self-directed learners</li> </ul>	80% of participants find the workshops useful	<ul style="list-style-type: none"> <li>- Teachers' observation</li> <li>- Questionnaire</li> </ul>	24/9/2011, 30/9/2011, 11/10/2011	46	\$ 32,000	Edvenue Limited

<b>Name of activity</b>	<b>Objectives of the activity</b>	<b>Success criteria (e.g. learning effectiveness)</b>	<b>Method(s) of evaluation (e.g. test, questionnaire, etc)</b>	<b>Period/Date activity to be held</b>	<b>Estimated no. of target students<sup>#</sup> benefitted</b>	<b>Estimated expenditure (\$)</b>	<b>Name of partner/service provider (if applicable)</b>
Personal Growth Group: Breaking Girls	<ul style="list-style-type: none"> <li>- To enhance participants confidence, problem solving &amp; interpersonal skills</li> <li>- To enhance participants concern for society through voluntary service</li> </ul>	70% of participants find the training course useful	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	October 2011 to June 2012	6	\$3,600	YMCA (Tsuen Wan Branch)
S.1 Mathematics Olympiad Course	<ul style="list-style-type: none"> <li>- To enrich the abler students in S.1 with more subject knowledge and problem solving skills in Math</li> </ul>	70% of participants find the training course useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> </ul>	October 2011 to April 2012	10	\$ 3,600	Profound Education
Zheng Class	<ul style="list-style-type: none"> <li>- To develop students' potential in playing Zheng</li> <li>- To boost students' self-confidence</li> <li>- To cultivate students' co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are able to play the Zheng individually and together with all other members</li> <li>- Participants become more confident and they develop the team spirit</li> </ul>	<ul style="list-style-type: none"> <li>- Instructor's assessment</li> </ul>	Mid-Oct 2011 to May 2012	4	\$ 3,520	Green Hill Anglo-Chinese Arts Performance Troupe

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Love and Service Band	<ul style="list-style-type: none"> <li>- To develop students' potential in playing musical instruments</li> <li>- To boost students' self-confidence</li> <li>- To cultivate students' co-operation with others</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are able to play the musical instruments individually and together with all other band members</li> <li>- Participants become more confident and they develop the team spirit</li> </ul>	<ul style="list-style-type: none"> <li>- Instructor's assessment</li> </ul>	Mid-Oct 2011 to August 2012	12	\$ 24,000	Qin Music Company
S.1 Camp	<ul style="list-style-type: none"> <li>- To enhance students' self confidence &amp; cultivate their sense of responsibility</li> <li>- To strengthen students' problem solving skills</li> <li>- To foster mutual support among classmates</li> </ul>	75% of participants find the program useful	<ul style="list-style-type: none"> <li>- Questionnaire</li> <li>- Advisor's observation</li> </ul>	21/10 – 22/10/2011	46	\$ 18,000	Jockey Club Cheung Chau Don Bosco Youth Centre

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
S.6 Mathematics Enhancement Course	- To familiarize the S.6 students with more examination skills in the common topics	The students attain at least Grade 4 in the HKDSE	Questionnaire, Result of HKDSE	October 2011 to February 2012	15	\$ 4,050	Profound Education
S.2-3 Mathematics Olympiad Course	- To enrich the abler students in S.1 with more subject knowledge and problem solving skills in Math	70% of participants find the training course useful	Questionnaire	November 2011 to May 2012	6	\$ 2,400	MathsLab Education Centre

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
青海互助縣青少年國內義工服務團	<ul style="list-style-type: none"> <li>- To enhance participants confidence, problem solving and interpersonal skills</li> <li>- To nurture leader qualities</li> <li>- To foster mutual support among participants</li> </ul>	70% of participants find the activity useful	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- Questionnaire</li> </ul>	10/4-14/4/2012	10	\$10,000	培苗行動

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students# benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
S.1 Enhancement Course	- To help the low achievers in S.1 further build up a better foundation in English medium subjects and get well prepared for the Final Examination	<ul style="list-style-type: none"> <li>- Students achieve better results in English, Mathematics, Integrated Humanities and Integrated Science</li> <li>- Students' attendance rate is over 90%</li> <li>- Their learning attitudes are good, able to follow the tutor's instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Their Final Examination results in the 4 subjects</li> <li>- Students' attendance record</li> <li>- Tutor's written feedback</li> </ul>	25/4 - 3/6/2012	40	\$ 18,000	

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of target students <sup>#</sup> benefitted	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
福建考察團	<ul style="list-style-type: none"> <li>- To enhance participants confidence, problem solving and interpersonal skills</li> <li>- To nurture leader qualities</li> <li>- To foster mutual support among participants</li> </ul>	70% of participants find the activity useful	<ul style="list-style-type: none"> <li>- Advisor's observation</li> <li>- questionnaire</li> </ul>	27/6-30/6/2012	20	\$ 30,000	滙盈通識教育交流中心
Wild camp / outdoor camp/ canoe camp	<ul style="list-style-type: none"> <li>- To enhance participants confidence, problem solving and interpersonal skills</li> <li>- To nurture leader qualities</li> <li>- To foster mutual support among participants</li> </ul>	70% of participants find the activity useful	<ul style="list-style-type: none"> <li>- Advisor's observation</li> </ul>	To be confirmed	10	\$ 5,000	To be confirmed

Note:

# Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

Three -Year Plan – Measures to Broaden Students’ Choices of Elective Subjects and  
Provision of Gifted Education Programme for 2011/12 to 2013/14 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	Name of programmes and Programmes	Duration of the programme	Target students	Estimated no. of students involved in each school year			Evaluation method and success indicators	Teacher-in-charge
					11/12	12/13	13/14		
Other Programmes (Network Programme)	In view of the small number of students opting for Ethnic & Religious Education (ERS), this network programme with 4 other Catholic schools can help to cater for students’ diverse needs and interest in learning	Ethnic and Religious Education (network programme)	3 years	S.4-6 students of this cohort of students	8	8	8	<ul style="list-style-type: none"> <li>✧ Assessment of students’ performance</li> <li>✧ Students will take the HKDSE Examination</li> </ul>	The ERS teachers of the 4 Catholic schools which join this network programme

DLG funded programmes	Strategies & benefits anticipated	Name of programme and provider	Duration of the programme	Target students	Estimated no. of students involved in each school year			Evaluation method and success indicators	Teacher-in-charge
					11/12	12/13	13/14		
	<p>After-school enhancement Maths. Lessons are offered to the abler students in S.4. so as to broaden their knowledge and learn extra skills in Maths. It is expected that these students can</p> <ul style="list-style-type: none"> <li>- learn some enrichment topics</li> <li>- master more techniques in problem-solving</li> <li>- have greater interest in Maths</li> </ul>	<p>Mathematics Enhancement Course provided by MathsLab Education Centre</p>	<p>From October 2011 to April 2012</p>	<p>Top 20 students of S.4 in Mathematics</p>	<p>11/12 20</p>	<p>12/13 /</p>	<p>13/14 /</p>	<ul style="list-style-type: none"> <li>✧ Questionnaires to collect students' feedback</li> <li>✧ Assessment of students' performance</li> </ul>	<p>Mr. Roger Lui</p>

Means by which teachers have been consulted: Subject Panel Meetings and Staff Meetings, plans proposed by Subject Panel Chairpersons

No. of operating classes: 31

**Chinese Language**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People responsible</b>
Curriculum development and coping with diverse learning needs of students	To facilitate the implementation of School-based Assessment (SBA) in Chinese Language  &  Territory-wide System Assessment	To employ 1 full-time teacher assistant to:  - conduct group discussion session for S.2 and S.3 (after school) to enhance students' speaking skills  - assist teachers to organize and implement learning and teaching activities  - conduct summer courses for S.3 students  - help handle clerical work of the Department	- Teachers' load in administrative work of SBA and TSA will be relieved  - Students' speaking skills will be enhanced	From 1-9-2011 to 31-8-2012	Salary of the teacher assistant- \$11,245.5 per month (including 5% MPF) for 12 months  Total: \$134,946	- Practical and flexible logistical arrangements to facilitate SBA and TSA implementation  - Students' speaking skills have been upgraded  - Most of the teachers of the Chinese Language Department agree that the TA help relieve their workload of SBA and TSA	Performance appraisal on the teaching assistant	Panel Chairperson (Mrs. J. Wong) and teachers of the Chinese Language Department

## Mathematics

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People responsible</b>
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<p>To employ a full -time teaching assistant to :</p> <ul style="list-style-type: none"> <li>- assist teachers in preparing teaching materials, especially for the NSS curriculum</li> <li>- support the junior forms teachers in handling the problems of teaching “Algebra” through the meetings with Ms Tai from the School-based Curriculum Development Support Services</li> <li>- assist teachers in organizing and conducting subject-related activities</li> <li>- conduct enhancement lessons for 1 group of S.4 students</li> <li>- supervise the weaker students to finish their homework</li> <li>- help students solve their problems in learning Math after school lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students</li> <li>- The weaker students will be given more remedial support</li> </ul>	From September 2011 to August 2012	<p>Salary of the teaching assistant - \$ 12,678.75 per month (including 5% MPF) for 12 months</p> <p>Total: \$152,145</p>	<ul style="list-style-type: none"> <li>- Most of the Mathematics teachers find the T.A. helpful</li> <li>- Positive feedback from the students</li> <li>- The learning needs of the weaker students are taken care of</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from teachers and students</li> <li>- Performance appraisal on the T.A.</li> </ul>	Mrs. R. Chan - Panel Chairperson of the Mathematics Department

## English Language

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Implementation Schedule</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Method(s) of Evaluation</b>	<b>People Responsible</b>
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<p>To employ a full-time teaching assistant to:</p> <ul style="list-style-type: none"> <li>- assist teachers in preparing teaching materials</li> <li>- assist teachers in organizing and conducting English-learning activities</li> <li>- help teachers with clerical work to reduce their workload</li> <li>- conduct remedial classes during summer holidays</li> </ul>	<ul style="list-style-type: none"> <li>- teachers can be relieved of some of their work load and can spare more time in preparing their lessons and taking care of the special learning needs of students</li> <li>- The weaker students will be given more remedial support</li> </ul>	From September 2011 to August 2012	<p>Salary of the teaching assistant: \$11,245.5 per month (including 5% MPF) for 12 months</p> <p>Total: \$134,946</p>	<ul style="list-style-type: none"> <li>- Teachers' workload is relieved and most of the English teachers find the teaching assistant helpful</li> <li>- The learning needs of both the weaker students are taken care of</li> </ul>	<ul style="list-style-type: none"> <li>- Performance appraisal on the teaching assistant</li> <li>- Feedback from students</li> </ul>	Mrs. Tso – Panel Chairperson of the English Department

## Physical Education

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Skills enhancement programme for the School Sports Teams	<ul style="list-style-type: none"> <li>- To relieve teachers' workload in after-school training of the various sports teams</li> <li>- To improve students' skills in various sports and develop their sportsmanship</li> </ul>	<p>To employ professional instructors to train the following school teams:</p> <ul style="list-style-type: none"> <li>- Basketball Team (twice a week)</li> <li>- Volleyball Team (twice a week)</li> <li>- Handball Team (twice a week)</li> <li>- Athletics Training</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' workload in after-school training of the various sports teams can be relieved so that they can concentrate more on their normal teaching duties</li> <li>- Students' sportsmanship and skills in various sports will be enhanced</li> </ul>	From September 2011 to July 2012	<p>Training fees for the instructors:</p> <ul style="list-style-type: none"> <li>- Basket Team: \$19,000</li> <li>- Volleyball Team: \$19,000</li> <li>- Handball Team: \$15,000</li> <li>- Athletics Training: \$2,400</li> </ul> <p>Total: \$55,400</p>	<ul style="list-style-type: none"> <li>- Most of the students in various school sports teams find the training programmes helpful in improving their sports skills</li> <li>- The Ball Teams show improved performance in inter-schools competitions</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from PE teachers and students</li> <li>- Observation of students' performance</li> </ul>	Ms Y.P. Ho – Panel Chairperson of the PE Department

***Total Expenses: \$477,437***

***The CEG Plan has been endorsed by the School Management Committee.***

**Refined English Enhancement Scheme  
School-based Plan A (2011-2013)**

**(I) Categories of English Enhancement Measures**

<b>Measures</b>	<b>Description of Measures</b>	<b>Levels &amp; No. of Students Involved</b>	<b>No. of teachers Involved</b>	<b>Estimated Expenditure (\$)</b>
Conducting English learning activities for students	Hiring a professional Drama group to perform an interactive drama	- S.1-S.5 - 900 students	6 Language Arts teachers in the Junior Forms, 3 Drama teachers in the Senior Forms	\$10,000 per year (2011-12 & 2012-13)  \$20,000 (2 years)
Hiring English teaching assistant	Employing an English teaching assistant to station at the Centre, develop English learning and teaching materials and conduct English learning activities	- S.1-S.7 - 1200 students	15 English teachers and 1 English Teaching Assistant	\$12,690 x 12 months \$152,280 per year (2011-12 & 2012-13)  \$304,560 (2 years)
Hiring Science teaching assistant	Employing a teaching assistant to develop school-based English learning and teaching materials related to Biology and Integrated Science	- S.1 to S.2 (Integrated Science) - S.3 to S.4 (Biology) - 800 students	2 Science teachers	\$12,500 x 12 months \$150,000 per year (2011-12 & 2012-13)  \$300,000 (2 years)

## (II) Expected Output Targets

Proposed Measure(s)	Expected Outcomes/ Deliverables Produced/ Success Criteria	Sustainability	Methods of Progress-monitoring and Evaluation
Conducting English learning activities for students	<ul style="list-style-type: none"> <li>- Students are motivated to learn English through Drama</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to produce interactive drama performances in the annual English Festival and the S.4 Musical for their fellow schoolmates to view and learn how to put on an interactive drama production.</li> </ul>	<ul style="list-style-type: none"> <li>- students' and teachers' feedback</li> </ul>
Hiring an English Teaching Assistant	<ul style="list-style-type: none"> <li>- assist English teachers in promoting English learning activities in the school</li> <li>- train English Ambassadors to organize activities and familiarize themselves with the loan service in the English Centre</li> <li>- purchase learning resources for the English Centre and oversee the Centre</li> <li>- keep track with the award scheme regarding the 4 language skills</li> </ul>	<ul style="list-style-type: none"> <li>- The trained English Ambassadors will be able to train their fellow schoolmates in the Junior Forms to help with the service and activities held in the Centre.</li> </ul>	<ul style="list-style-type: none"> <li>- feedback from teachers</li> </ul>
Hiring a Science Teaching Assistant	<ul style="list-style-type: none"> <li>- develop a set of school-based English learning and teaching materials, including worksheets, PowerPoint and lesson plans for Integrated Science and Biology</li> <li>- help conduct activities to help students grasp more language pattern in learning Science.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching and learning materials developed will be used by other Science teachers in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- feedback from teachers</li> <li>- sets of school-based English learning materials (including worksheets, PowerPoint and lesson plans) for I.S &amp; Biology</li> </ul>