



東華三院馬振玉紀念中學

學校周年計劃  
2013 / 2014 學年



辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮個人的潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。



東華三院馬振玉紀念中學  
學校周年計劃  
二零一三/二零一四年度

關注事項	頁數
1. 推動自主學習。	4-5
2. 提升學生英語學習的水平。	6-9
3. 建立健康校園。	10-12

1. 關注事項：推動自主學習。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
課程發展	1. 鼓勵多元化的課程設計，引發學生學習興趣、提升學生的共通能力、協作及自學的能力及推動全方位學習活動 2. 設計照顧個別差異的理念課程 3. 協助學生建立學習歷程檔案、檢視學習進度及成效 4. 英文科、中文科及數學科引入校外資源，發展教師課研及設計校本課程的能力 5. 善用評估回饋，提升學習成	1. 不少於 80%教師教學觀感提升 2. 不少於 80%學生學習觀感提升 3. 收集觀課數據，以了解教學之成效	問卷調查/觀察	全年	歐全明老師/ 各科主任/ 課任老師	---
教學策略	1. 強化以學生為主導的教學範式 2. 培養學生運用不同的學習策略，建立主動學習的習慣 3. 以「全校參予」的模式，推廣課室學習常規「課前預習、課堂專心學習、課後溫習／練習」 4. 鼓勵學生進行自評及互評 5. 鼓勵學生多閱讀報章及時事資訊，加強分析及評論能力 6. 展示及肯定不同能力學生的學習成果	4. 不少於 80%教師教學觀感提升 5. 不少於 80%學生學習觀感提升 6. 收集觀課數據，以了解教學之成效	問卷調查/觀察	全年	歐全明老師/ 各科主任/ 課任老師	---
支援課堂教學	1. 強化級教務協助/支援的角色 2. 加強各科/組之合作，以支援教學 3. 強化成功教學經驗，加強教學分享及交流 4. 廣泛推廣閱讀策略，提升學生自學能力	7. 不少於 80%教師教學觀感提升 8. 不少於 80%學生學習觀感提升 9. 收集觀課數據，以了解教學之成效	問卷調查/觀察	全年	歐全明老師/ 各科主任/ 課任老師	

中三專題研習計劃	1. 整體規劃初中專題研習學習目標 2. 舉辦工作坊，向學生講解專題研習的技巧	不少於 80%學生能掌握基本之專題研習技巧	學生學習成果滙報	全年	英/中三課任老師	
教師專業發展	1. 為教師舉辦與教學技巧相關之研討會/工作坊 2. 引入校外資源在教學上提供專業意見 3. 舉辦恆常性的觀課活動，透過觀摩、交流，提升教師專業發展	不少於 80%教師能運用不同教學策略	問卷調查 課堂觀察	十月/ 五月	陳惠芳老師/ 各科主任/ 課任老師	
照顧課堂學習差異	1. 建立「全校參予」的學習支援模式，製訂守則，釐訂各個持分者的不同職責及角色 2. 增加不同科/組對學生「個別差異」的關注 3. 加強訓輔導/社工/教育心理學家之合作 4. 按學生能力進行拔尖/增潤/特殊學習課程	1. 不少於 80%學生在校內考試之成績有所提升 2. 不少於 80%教師能靈活運用各種教學策略，以照顧學生的個別差異 3. 拔尖/增潤/特殊學習課程之整體出席率不低於 80%	學生校內考試的成績/各項課程之出席率  課堂觀察  問卷調查	全年	歐全明老師/ 冼麗玲老師/ 梁家熙老師/ 各科主任/課任老師	

**Area of concern 2: To raise students' English Language attainment level**

<b>Targets</b>	<b>Strategies</b>	<b>Success Indicator</b>	<b>Mode of evaluation</b>	<b>Schedule</b>	<b>Person-in - charge</b>	<b>Resources required</b>
2.1 To level / stream the students in form-based and class-based to cater for learner diversity	<ul style="list-style-type: none"> <li>● Review and design new English learning and teaching curriculum and materials for S1-S3 following the guidelines offered by Pathways.</li> <li>● Adopt differentiated materials on language awareness and word study in different classes in S1-S3.</li> <li>● Organize S4-S6 lunchtime and after-school speaking enhancement programmes and exam practices and provide extra support of appropriate level of materials and suggestions to help the middle-level students improve their speaking performance.</li> <li>● Develop students' reading skills through read aloud programme, leveling reading curriculum and programme.</li> </ul>	09/2013 – 06/2014	<ul style="list-style-type: none"> <li>● The new English curriculum and teaching materials are developed.</li> <li>● Differentiated materials are used in different classrooms.</li> <li>● Lunchtime and after-school speaking practices are conducted by NETs.</li> <li>● Over 90% of the speaking enhancement sessions are successfully arranged and conducted by NETs.</li> <li>● Students read different levels of English books according to their reading abilities.</li> <li>● 60% of students find the leveling reading programme positive and helpful for their English learning.</li> </ul>	<ul style="list-style-type: none"> <li>● S4-S6 speaking pre-tests and post-tests</li> <li>● Students' attendance record and portfolios of the English speaking enhancement programme</li> <li>● Hold review meetings with teachers concerned to examine the suitability and feasibility of the materials</li> <li>● Hold collaborative meetings across the forms to plan, design and manage language materials and activities</li> <li>● Students' record and portfolios of the reading award scheme and reading programme</li> </ul>	Kan, Wai, Chi (S1-S3)  S1-S3 English Teachers  AG, JM	Pathways Project  NET section (Jo)
2.2 To offer more chances to increase and improve	<ul style="list-style-type: none"> <li>● Emphasize the importance of the adaptation and use of English language curriculum and the learning activities of</li> </ul>	09/2013 – 06/2014	<ul style="list-style-type: none"> <li>● Students are eager to speak more English inside and outside the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect teachers' and students'</li> </ul>	All English teachers, other	LAC

students' performance of speaking and writing products	<p>speaking and writing production through various possible ways: e.g. having an interactive activity every English lesson, training students to give oral presentations in public and making it a habit, organizing inter-class story-telling / poem-reading (speaking-related) competitions, forming junior-form English drama team to take part in the HKSDF 2013/14, recruiting a group of English ambassadors for peer reading, morning assemblies and so on.</p> <ul style="list-style-type: none"> <li>● Work collaboratively with other subjects through LAC: e.g. singing English songs in Music lessons, teaching English vocabulary of cooking utensils and jargons in Home Economics lessons.</li> <li>● Promote English learning environment, especially on Wednesdays by gaining support from teachers other than English Language: e.g. inviting non-English teachers to share ideas and opinions in English as role models during Wednesday morning assemblies, and promoting</li> </ul>		<ul style="list-style-type: none"> <li>● Different interactive learning activities are implemented in everyday English lessons.</li> <li>● A junior-form English drama team is formed and takes part in the HKSDF 2013/14.</li> <li>● Non-English teachers also help promote and speak English on English Speaking Wednesday, and teach vocabulary in their lessons based on LAC.</li> </ul>	<p>feedback</p> <ul style="list-style-type: none"> <li>● Checking records and portfolios of the student performance</li> <li>● Recordings of the English speaking presentations of students and teachers on Wednesdays</li> <li>● Learning and teaching materials in English used by other subject teachers</li> <li>● Students' portfolios and recording of the junior-form English drama performance, and the materials used for the HKSDF 2013/14</li> </ul>	<p>subject teachers (Music, Liberal Studies, Science, Home Economics and so on)</p> <p>Drama: Carol, Yap (QEF: Chi)</p>	
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	the custom and habit for everybody to speak in English all around the campus on English Wednesdays.					
2.3 To instruct language awareness and word study explicitly	<ul style="list-style-type: none"> <li>● Instruct word study (phonemic awareness, phonics, sight words and word formation) explicitly in class to arouse students' awareness on different language items (based on S1-S3 Scheme of Work).</li> <li>● Highlight the importance of basic decoding skills, spelling rules, and different language skills to help students scaffold a more sound and comprehensive language foundation.</li> </ul>	09/2013 – 06/2014	<ul style="list-style-type: none"> <li>● Learning materials of word study are designed and used in different classrooms.</li> <li>● Students pay more attention to the word study and apply different skills in their formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect students' feedback</li> <li>● Students' feedback on their academic results</li> <li>● Improved language foundation among students</li> </ul>	Kan, Wai, Chi (S1-S3)  All English teachers	Pathways Project
2.4 To strengthen the validity of the assessment materials	<ul style="list-style-type: none"> <li>● Put emphasis on the validity of the assessments by building better links and interface between the contents learned and the assessment criteria <i>of</i> and <i>for</i> students' learning: e.g. dictation and daily speaking materials should be used in speaking exams.</li> </ul>	09/2013 – 06/2014	<ul style="list-style-type: none"> <li>● Better links and interface are bridged between the contents taught and the assessment materials and criteria.</li> <li>● Higher passing rates of students' formative and summative assessments are measured.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' feedback on their academic results</li> <li>● Valid and appropriate interface / bridge between the contents learned and the assessment criteria in different assessment papers</li> </ul>	All English teachers	Pathways Project
2.5 To implement a school-based reading curriculum	<ul style="list-style-type: none"> <li>● All English books (in English Department and library) are graded into different reading abilities, and accounting for</li> </ul>	09/2013 – 06/2014	<ul style="list-style-type: none"> <li>● A school-based reading curriculum is developed.</li> <li>● One representative</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect teachers' and students'</li> </ul>	AG  NET Section	



	<p>age. The grading system is accessible for all students and teachers.</p> <ul style="list-style-type: none"> <li>● Assess students' individual reading abilities and reading sub-skills at the beginning of the school year and run the analysis annually.</li> <li>● Assign post-reading assignments and comprehension questions to check students' understanding and ensure progression through the use of formative assessment.</li> <li>● Provide teachers' training workshops on leveling and devising assessment tools for the school-based reading curriculum for S1-S3.</li> </ul>		<p>from each class shares their reading experience in the morning assembly.</p> <ul style="list-style-type: none"> <li>● Individual reading portfolio for students and the details of the reading award scheme will be designed and developed.</li> <li>● Post-reading assignments and comprehension questions are set and printed for use.</li> </ul>	<p>feedback</p> <ul style="list-style-type: none"> <li>● Student and teacher interviews</li> <li>● Checking the performance of the students by reviewing their reading logbook</li> <li>● Records and materials used for the reading award scheme</li> </ul>	(Jo)	
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關注事項：建立健康校園。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
學校健康政策	<ol style="list-style-type: none"> <li>1. 成立健康校園小組，訂立健康教育促進的方向和政策。</li> <li>2. 統整校內所有就發展健康生活範疇的政策，並作出定期檢討</li> <li>3. 定期檢視健康校園計劃中的「六大範疇」發展和整合相關指引、活動、課程紀錄存檔</li> <li>4. 檢視各學習領域中健康教育的學習元素，灌輸有關健康的知識與概念，增強個人健康生活技能</li> <li>5. 邀請專業人士擔任顧問，協助制訂各項政策及指引，提供專業意見</li> <li>6. 配合「健康校園職安健政策」發展，製訂校本職安健政策</li> </ol>	<p>落實執行有關健康校園政策和活動</p> <p>健康校園小組能發揮功能</p> <p>符合有關健康校園計劃中表現指標要求</p>	<p>老師觀察</p> <p>檢討問卷</p> <p>小組訪問</p> <p>定期檢討健康活動及課程記錄存檔</p>	全年	戴邵聰/各科主任/各組主任	
健康服務	<ol style="list-style-type: none"> <li>1. 強化級本支援團隊，從教務、訓導及輔導等全方位協助學生身心發展</li> <li>2. 促進學校工作的成員除了學生外，還包括學校全體教職員及學校所在社區的家長和社區機構健康</li> <li>3. 引入外間資源，協助推廣健康教育</li> <li>4. 舉辦家長講座工作坊，鼓勵家長參與有關健康活動推廣</li> <li>5. 執行教育局措施，以監察、控制和應付傳染病的發生</li> </ol>	符合有關健康校園計劃中表現指標要求	<p>老師觀察</p> <p>檢討問卷</p> <p>持份者問卷及數據</p>	全年	級主任/各組主任/午膳小組	

	6. 推廣職業安全健康（職安健）策略，保障和促進學生和員工的健康 7. 提供健康飲食環境					
個人健康生活技能	1. 幫助學生發展健康生活習慣、建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧。 2. 舉辦學生健康講座，促進學生達致良好的生理、心理及社交狀態。 3. 透過多元化的活動，讓學生更有效地獲取健康生活技能 4. 提供全面正規及非正規的健康教育課程或活動（配合十大健康主題），讓學生建構所需知識、概念、技能和經驗 5. 師生將改善自身健康的實踐動力推展與他人，如家庭成員及社區人士	落實執行有關健康校園政策和活動  健康校園小組能發揮功能  符合有關健康校園計劃中表現指標要求	問卷調查 數字統計	全年	級主任/各組主任	
校風/人際關係	1. 配合學生及教職員的互動（生生、師生）及需求，建立互相關懷、彼此尊重及和諧共處環境 2. 支援有特別需要的學生、教職員及他們的家庭，尤其受社會因素影響的家庭 3. 建立良好的校風，營造健康、衛生、安全的學習及工作環境	學生情意及社交問卷調查高於全港水平	問卷調查 數字統計	全年	訓導組/輔導組/社工	
社區關係	1. 與外界緊密接觸和聯繫，每年都會安排學生不同形式的外展服務，如協助探訪區內獨居老人、協辦清洗屋村行	符合有關健康校園計劃中表現指標要求	問卷調查 數字統計 學生反思文章	全年	社工組/社區關係組/家長教師會	

	<p>動等，使他們能夠為社會作出貢獻</p> <p>2. 積極參與各機構及社區組織舉辦的健康活動</p> <p>3. 鼓勵家長參與學校活動</p> <p>4. 學校主動與其他學校和社區團體溝通，建立夥伴關係</p>	<p>學生服務出席率達 80% 或以上</p> <p>80%或以上參加者認為活動達到目標</p>				
學校環境	<p>1. 定期檢查校舍及所有設施，確保校內設施能讓學生安全使用，使學生能在一個健康和安全的環境下學習</p> <p>2. 推廣環保及綠化校園的工作</p> <p>3. 制訂校舍設施維修、檢測樹木指引，提供安全環境給全校學生及職員</p> <p>4. 配合「健康校園職安健政策」發展，舉辦教職員健康護理工作坊／講座</p>	符合有關健康校園計劃中表現指標要求	<p>每星期進行至少1次學校環境視察</p> <p>設立各項指引</p>	全年	校務組/環保小組	