



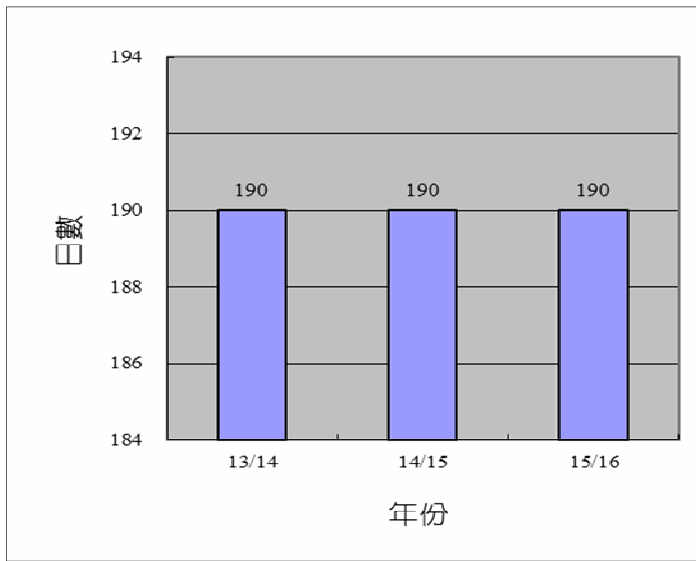
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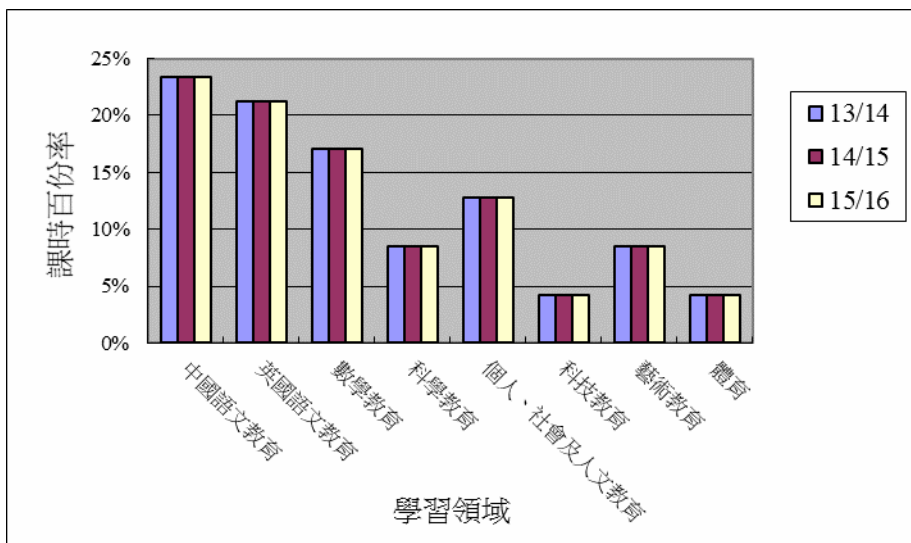
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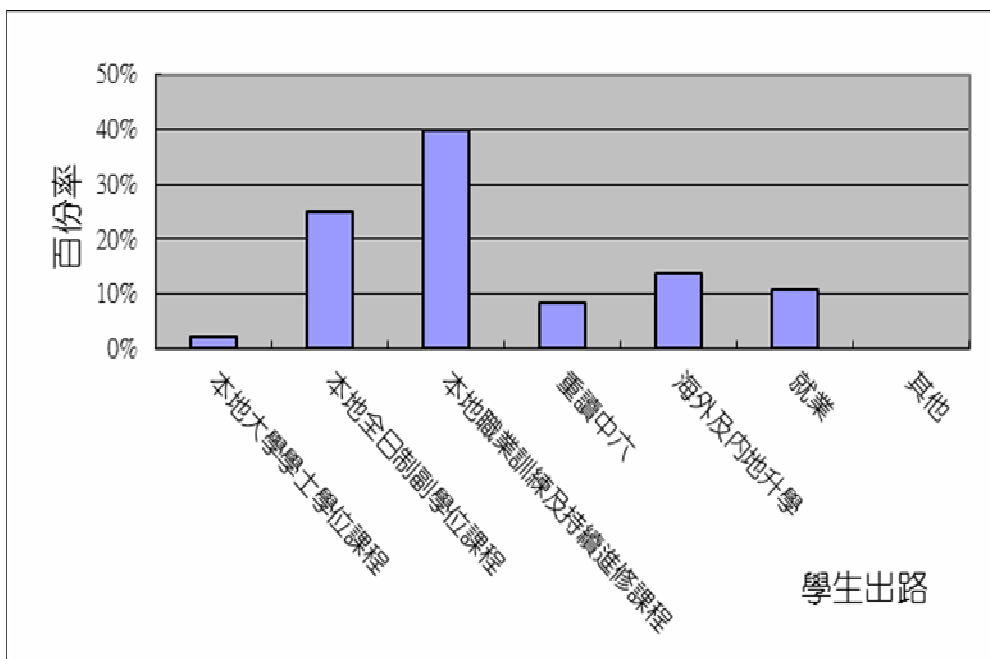
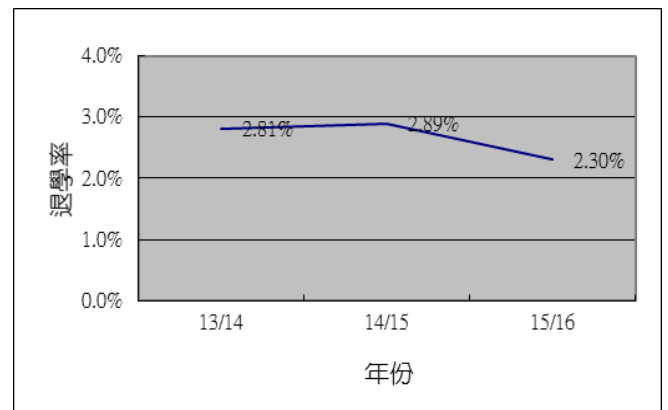
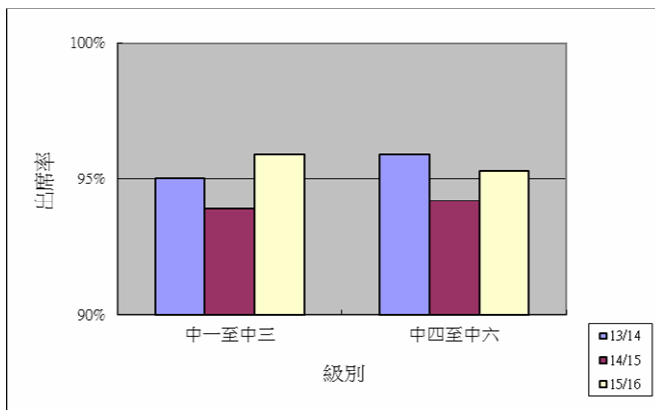
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Use of Capacity Enhancement Grant in 2014/15 School Year		93
2014 - 2015		94



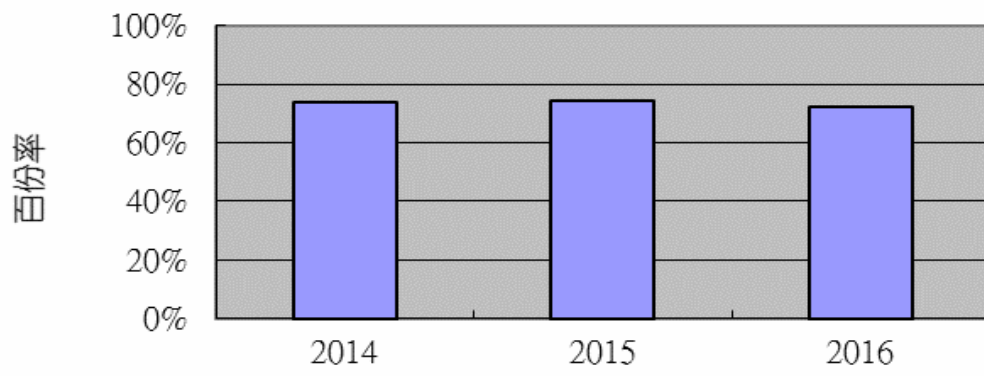
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香港中學文憑考試成績平均合格率



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English Department

Major concern 1: To meet community needs, optimize teaching and learning, promote proactive learning and expand students' horizons

Targets	Strategies	Achievements	Reflection	Actual Expenses
To strengthen teachers' Continuous professional development	Encouraging peer lesson observation, experience sharing and collaborative lesson planning to enhance teaching effectiveness	All Ts agreed that the experience sharing activities / meetings helped them enhance teaching effectiveness.	<ul style="list-style-type: none"> Ts agreed that the meetings helped them reflect on their own teaching. Ts agreed that peer lesson observation helped facilitate professional development. 	----
	Encouraging teachers to attend relevant seminars / workshops	<ul style="list-style-type: none"> All Ts attended relevant seminars / workshops. 83% of Ts found the workshops effective in enhancing teaching and learning. 	<ul style="list-style-type: none"> Ts reported that some seminars and workshops were not suitable for our school. Ts suggested sharing good teaching methodologies in the common preparation meetings. 	----
To create an English-rich learning environment in school	English Corner <ul style="list-style-type: none"> iPads Movies Books Board games 	80% of Ss were willing to speak English in the English Corner.	Ts suggested introducing new activities such as learning English culture.	\$1996 (NAC Grant)
	English Week	90% of the participants were willing to speak English.	<ul style="list-style-type: none"> Ts agreed that the participants performed well in the activities. Ts agreed that the majority of Ss enjoyed the activities. 	\$609.2
	Morning & Lunchtime activities <ul style="list-style-type: none"> One-minute English Morning assembly English ambassadors Song dedication Oral practice (S.5-6) 	75% of the participants agreed that the activities helped them gain more confidence in speaking English in public.	Ts agreed that the new One-minute English programme was effective in helping students learn more English words.	\$1177.7
	<ul style="list-style-type: none"> Cross-curricular activities e.g. Language Day 	86% of the participants agreed that the activities helped them gain more confidence in using English.	Ts suggested organizing more cross-curricular activities to motivate Ss to use English.	----

Targets	Strategies	Achievements	Reflection	Actual Expenses
To help students develop proficiency in English	Catering for student diversity through small class teaching (S.4-S.6: streaming 5 classes into 6-7 groups according to Ss' English proficiency)	All Ts agreed that the learning and teaching tasks adopted helped cater for the diverse learning needs of Ss.	Ts agreed that teaching effectiveness was enhanced in elite groups.	----
	Arousing Ss' interest in reading <ul style="list-style-type: none"> English reading reports Thursday morning reading 	30% of Ts agreed that the activities help Ss improve English reading skills.	<ul style="list-style-type: none"> Ts reported that Ss found the books in the library old and boring. Ts suggested that all class teachers encourage Ss to read the English newspaper during the morning reading session. 	----
	Conducting supplementary lessons	94% of the participants agreed that supplementary lessons helped them develop proficiency in English.	Ts agreed that the supplementary lessons helped Ss to learn better.	----

Major Concern 2: To extend a caring culture, enhance students' self-image and nurture students' positive values and attitudes

Targets	Strategies	Achievements	Reflection	Actual Expenses
To enhance a caring culture among students	Incorporating elements of moral values into curriculum and morning assemblies Bi-monthly themes of the school: <ul style="list-style-type: none"> Love & Caring (Sep – Oct) Commitment (Nov – Dec) Perseverance (Jan – Feb) Respect (Mar – Apr) Honesty (May – Jun) 	73% of Ts agreed that the activities helped extend a caring culture among students.	Ts suggested inviting Ts and Ss to share their stories / experiences in the morning assemblies / lessons.	----
	Enhancing interaction among students to foster love and caring in class	73% of Ts agreed that Ss were more willing to help one another.	Ts reported that the junior form Ss were more willing to help on another.	----
To enhance students' self-image	Displaying and publishing students' good works	90% of Ts agreed that Ss gained more self-confidence.	Ts agreed that Ss were motivated to work better.	----

Major concern 3: To utilize information technology effectively, enhance training in performing arts and develop students' multiple intelligences

Targets	Strategies	Achievements	Reflection	Actual Expenses
To boost students' interest in English drama	Incorporating drama skills training into junior form curriculum by teaching basic drama skills in English lessons	85% of Ss agreed that the drama curriculum helped them develop an interest in English drama.	Ts agreed that Ss learned more drama-related vocabulary and were more motivated to learn English.	----
	Encouraging S.1-3 students to perform a 10-minute drama	All junior form classes performed a 10-minute drama.	<ul style="list-style-type: none"> Ts agreed that Ss were benefited from the experience. Ts agreed that the experience was useful as a lead-in to the SBA. 	--- (All props were borrowed from Ts and Ss)
	Watching a theatre production	All participants agreed that the activity helped them develop an interest in English drama.	Ts suggested that more students should be invited to watch the production.	\$117 (Ts' tickets)
To utilize information technology effectively in teaching and learning	Using iPads in junior form speaking lessons	93% of Ss agreed that the use of iPads helped them improve English speaking skills.	Ts found the use of iPads effective in helping Ss search for information.	----

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	<ul style="list-style-type: none"> • e-class 	<ul style="list-style-type: none"> • 100% 	<ul style="list-style-type: none"> • 	---
	<ul style="list-style-type: none"> • IPAD 	<ul style="list-style-type: none"> • e-class 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • IPAD 		

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	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">•••	---

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			<ul style="list-style-type: none">••	---
		<ul style="list-style-type: none">••		
	()	<ul style="list-style-type: none">•• e-learning•	<ul style="list-style-type: none">••	
		<ul style="list-style-type: none">••		---
	()	85 %		
			<ul style="list-style-type: none">••	

) (---
		<ul style="list-style-type: none"> • • • • <p style="text-align: center;">ipad</p>	<ul style="list-style-type: none"> • • 	
		<ul style="list-style-type: none"> • • 		---

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		<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • 	---

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[:	/	<ul style="list-style-type: none">••	---

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		<ul style="list-style-type: none">••• 74.5%	<ul style="list-style-type: none">••••	-----
		<ul style="list-style-type: none">• 3-4• 80%	<ul style="list-style-type: none">• 81%• 85%	
		S1A	74% 73%	86%

(2)

		<ul style="list-style-type: none">• 31/10/2015 2015• 2015/16• (28/11/2015)• (3/3/2016)• 86%• 2016• - (27/2)• (8/5)		-----
			()	

(3)

():

	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • (81.3%) () 6 • 9 (78.2%) • 5 (63.2%) • 85% • • () 	<ul style="list-style-type: none"> • • • 	-----
		<ul style="list-style-type: none"> • 84% • 	<ul style="list-style-type: none"> • • • what's app 	
	()	75%		
	e-class e-class	<ul style="list-style-type: none"> • • what's app 		

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		<ul style="list-style-type: none">• 87%• — <p style="text-align: center;">2 24 (6) 3 (10) \$500 11 12 3</p>	<ul style="list-style-type: none">••	\$300
		82%		-----

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		2016	<ul style="list-style-type: none">••	-----

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		<ul style="list-style-type: none"> view youtube 		---

		<ul style="list-style-type: none"> (10) (19), (10) 		\$2351.3
		<ul style="list-style-type: none"> 80% 		----
	5 :	<ul style="list-style-type: none"> 5 		----

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		4		---
		<ul style="list-style-type: none">• 100%•		---

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		<ul style="list-style-type: none">• 91.8%• 91.8%		-----
		<ul style="list-style-type: none">• 80.6%• 86.7%		
		<ul style="list-style-type: none">• 27/4/2015• 86.7% <p>78.9%</p>	<ul style="list-style-type: none">••	

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		17/4		-----

	<ul style="list-style-type: none"> • • 	83.9%	<ul style="list-style-type: none"> • • 	-----

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		78%		---
		74%		---
		77%		---
		82%		---
		• • • • •	68%	\$148
				\$185
				\$145
			10	---

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		73%		---
		<ul style="list-style-type: none">••		---

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	lpad	76%		---
		70%		---
		71%		---

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	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 2015 10 • 2016 6 • 2015 7 	<ul style="list-style-type: none"> • • 	---
	<ul style="list-style-type: none"> • () • • • () • 	<ul style="list-style-type: none"> • • 3 shop : '3' • () 50% • : DHL • 7 DHL • () 100% • • 90% • 9 10 • 90% 	<ul style="list-style-type: none"> • • • 	---

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	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">• 90%• 80%• 80%	<ul style="list-style-type: none">•••	---

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		<ul style="list-style-type: none">• 16 1• 80%• 95%•	<ul style="list-style-type: none">••	$\$ 460 \times 5 \times 16 = \$36,800$

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		<ul style="list-style-type: none">••	<ul style="list-style-type: none">••••	---

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		<ul style="list-style-type: none"> Ukulele 28 8 6 48 A Cappella 34 	-----	-----
				\$460x20x4 = \$36,800
		Ukulele : Ukulele		\$460x20x2 = \$18,400
		:		\$430x20x2 = \$17,200
		A Cappella :		\$ 18000x2 =\$ 36,000
		<ul style="list-style-type: none"> 88% 	<ul style="list-style-type: none"> 	\$600x20 = \$12,000
		<ul style="list-style-type: none"> 27/12 28/12 2014 		---

		<ul style="list-style-type: none"> • 4 13 3 		\$2,051.80
		<ul style="list-style-type: none"> • 5 • 5 • 6 OK 		---
<ul style="list-style-type: none"> • • 		<ul style="list-style-type: none"> • (Rap) • RAP • MV • 95 % 	<ul style="list-style-type: none"> • • • 	---
		<ul style="list-style-type: none"> • 11 • 98 % 		
		<ul style="list-style-type: none"> • 11 • 95 % • 5 10 • 100% • 6 EMPTY • 98 % • 6 • 83 % 	<ul style="list-style-type: none"> • • Empty • • • 	

		<ul style="list-style-type: none">• 4	20	<ul style="list-style-type: none">••
		<ul style="list-style-type: none">• 100%		

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	()-	<ul style="list-style-type: none"> 3 JCCAC W-studio 15 	<ul style="list-style-type: none"> 	\$33000 +\$4000 (DLG) \$3600 \$400

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	-	<ul style="list-style-type: none"> 1000 (102) 100% 87% 	<ul style="list-style-type: none"> 	\$600 \$1500 \$1500 \$500 \$500 \$100

		6	10	3
				5
				30
			18	
			2250	
			1020	
			Go Green, Art Green	
			(30
) 91%	
			35	95%
		3		4

\$270

():

		80%		-----
			75%	
		() _80%_		-----
		80%		
	--	-- 40 95%		-----
		-- 45 90%		
		-- 40 95		
		-- 16 80		
		-- 12 85		
		-- 10 9%		
		25		
		2		
		12		
		38		

():

	--	--	8	80%
		--	40	95%
		--	45	90%
		--	40	95%
		--	16	80%
		--	12	85%
		--	10	90%
	--	--	30	
		—		20
		—	K-league 3 on 3	20
		--	45	
		--		45
		--	10	
	--			
	--			
		20	12	
	--	--	400	
	--	--	140	
		--	100	
	--	90%		

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			10	80%
	--	--	140	
	--	--	100	
				\$40,000

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	<ul style="list-style-type: none">••	<hr/> <ul style="list-style-type: none">••• 5 , (175)• <u>93%</u>• <u>92%</u>• <u>87%</u>• <u>91%</u>	<ul style="list-style-type: none">•• /	() \$3200
		<ul style="list-style-type: none">••• (Rap) RAP••• 98%• 95%	<ul style="list-style-type: none">••	-----

		_82%__		\$11010()
			_78%__	
		_82%__	()	\$1000()
	--	-- 40 95%		\$84624()
		-- 45 90%		
		-- 40 95		
		-- 16 80		
		-- 12 85		
		-- 10 80%		
		25		---
		2		
		12		
		38		\$16080()

		<ul style="list-style-type: none"> • 90% • IVE • 82% • MCC 	<ul style="list-style-type: none"> • 2016 • 	\$12445.2
		<ul style="list-style-type: none"> • 94% • • 		\$21065

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			(175)		----
		• <u>92%</u>			
		• <u>89%</u>			
		• <u>88%</u>			
		• <u>83%</u>			
		• <u>83%</u>			
	--	• -- 40 80%			\$17277(
		• -- 40 95%)
		• -- 40 90%			
		• -- 45 90%			
		• -- 10 85%			
		• -- 12 85%			
		• -- 10 80%			
	--	• -- 500			---
		• -- 30			
		• -- 40			
		• -- 45			
		• -- 4			
		• -- 10			
	--	•			----
		• 4X100			
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		• 8 20			

	--	<ul style="list-style-type: none"> -- 140 -- 100 		\$40000()
	<ul style="list-style-type: none"> 参 2016 	<ul style="list-style-type: none"> 		---
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 80% 	<ul style="list-style-type: none"> () 	\$1059.3
		<ul style="list-style-type: none"> 90% 90% 		\$13128

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/	<ul style="list-style-type: none"> • • 	11 MCC	5	\$2000
		<ul style="list-style-type: none"> • 11 • 95 % 		\$2000
		<ul style="list-style-type: none"> • 11 • 98 % 		\$2000
		<ul style="list-style-type: none"> • 4 20 ” ” • 100% 		
		<ul style="list-style-type: none"> • 5 10 • 100 % 		
		<ul style="list-style-type: none"> • 6 EMPTY • 98 % 	• Empty	
		<ul style="list-style-type: none"> • 11 • 83 % 	•	

	Rap 16	<ul style="list-style-type: none"> • 100% 16 • MV 		-----
		10		\$40000(
	--	80% <ul style="list-style-type: none"> • -- 140 • -- 100 • --2)
		<ul style="list-style-type: none"> • 10 16 • 95 % 		\$16400

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	<ul style="list-style-type: none">••	/	/	

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	<ul style="list-style-type: none">••	<ul style="list-style-type: none">• 70%•	<ul style="list-style-type: none">••	-----	
	<ul style="list-style-type: none">••				
		9			
	/	/	/		/

(ASLG)

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23800241

A. () 328 (A. 60 B. 202 C.
66)
 B.

* /	#				/	(\$)	()	(/)	(:)
	A	B	C						
(IELTS)	2	15	5	80%	17/10-12/12/2015	842.00			
()	2	9	4	84%	17/10-12/12/2015	5,365.00			
()	1	10	4	92%	17/10-12/12/2015	9,525.00			
()	3	5	3	82%	17/10-12/12/2015	6,825.00			
()	2	9	3	89%	5/3-7/5/2016	2,560.00			
()	2	13	4	88%	5/3-7/5/2016	2,761.00			
()	2	13	4	86%	5/3-7/5/2016	3,362.00			
	46	143	0	100%	5/11/2015	14,556.00			
	39	129	42	100%	2015/2016	16,800.00		Wiseman Education Limited	
	8	42	0	100%	12/10-6/11/2015	650.00			
~	10	41	0	100%	16/10/2015	3,315.00		Chung Ying Theatre Co (HK) Ltd	
	12	33	0	100%	29/10-8/12/2015	922.50			
	3	8	0	100%	2/2/2016	605.00			
	7	4	0	100%	28/3-1/4/2016	17,358.00			
	1	12	0	100%	28/3-1/4/2016	13,000.00		Youth Overseas Exchange Centre	
	8	0	0	100%	15/4/2016	2,256.00		Hongkong International Theme Parks Ltd	
	0	9	0	100%	27/4/2016	504.00		Yau Luen (Brothers) Bus Co Ltd	

* /	#				/	(\$)	()	/)	(:)
	A	B	C						
	2	12	0	100%	13/5-14/5/2016	2,940.00			Community Sports Ltd
	2	2	0	100%	2015-2016	8,016.00			Hui Yuen Man
	1	4	3	100%	1/5-4/6/2016	13,448.00			
	4	14	0	100%	2015-2016	10,188.00			Music Collection Ltd
	10	29	14	100%	4/7/2016	7,914.00			
22									
@	167	556	86			151,712.50			
**	809								

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: (A)

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(B)

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25%

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(DLG)

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(IELTS)	IELTS	IELTS	2015 10 12		100% 100% 96%	\$4558
()			2015 10 12		100% 100% 100%	\$4725
()			2016 3 5		100% 100% 92%	\$1579
()			2015 10 12		100% 100% 100%	\$6885

		(/ /)	/		/	
()			2016 3 5		100% 100% 100%	\$1980
()			2015 10 12		100% 100% 100%	\$7225
()			2016 3 5		100% 100% 90%	\$1978
			2015 9 2016 6		91%	25053.4
						: \$53983.4

/ (NAC)
- ()

: 统 : 23800241

	2015 12 2016 6		24	80%	100%	\$6883.1	,
	2015 10 2016 6		24	80%	100%	\$92824	Shooting Technologies Ltd, Senco-Masslink Technology Ltd
	2016 7	,	5	80%	100%	\$747	
	2015 10 12		10	80%	94%	\$4350	
	2015 9 2016 3	,	26	80%	100%	\$26400	
						\$131204.1	:

Use of Capacity Enhancement Grant in 2015/16 School Year

Name of School: Chan Shu Kui Memorial School

Means by which teachers have been consulted: Opinion poll during staff meeting

No. of classes: 29

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	Person(s) Responsible	Actual Expenditure
Curriculum development, I.T. for interactive learning	Better use of I.T. in lessons	To employ one I.T. Assistant to assist teachers to build up a school resources database and internet resources	Better use of school I.T. resources	From September 2015 onwards for one year	Salary of one I.T. Assistant for one year inclusive of MPF. A total of \$158,180	Satisfactory maintenance of the school intranet and school resources database	Performance assessment of the I.T. Assistant	Panel Head of I.T.	\$85,677.35 (9/2015-3/2016)
Incorporating Reading to Learn, one of the four key tasks, into the NSSC	To foster students' reading habits through a school-based reading scheme	To employ one Library Assistant and one part-time library clerk in order to relieve the workload of the Librarian	More time for the Librarian to promote and coordinate the Chinese / English Reading Scheme	From September 2015 onwards for one year	Salary of one Library Assistant for one year inclusive of MPF and hourly wages of one part-time library clerk. A total of \$135,732	Compilation of statistics of the reading schemes	Performance assessment of the Library Assistant	Librarian	\$136,557.15
Curriculum development	To allow teachers more time to enhance their teaching effectiveness	To employ one Clerical Assistant to relieve teachers' clerical workload	Teachers will be relieved of certain clerical and typing duties	From September 2015 onwards for one year	Salary of one Clerical Assistant for one year inclusive of MPF. A total of \$143,842	Completion of assigned task within three working days	Teachers' feedback	Activities Master	\$143,841.60
Curriculum development	To allow more time for the Mathematics teachers to enhance their teaching effectiveness	To employ one full-time Associate Teacher (Mathematics)	More time for the Mathematics teachers to prepare for their lessons, attend seminars and courses, etc.	From September 2014 onwards for one year	Salary of one Teaching Assistant for one year inclusive of MPF. A total of \$170,100	Efficient compilation of teaching materials, resources, references, etc.	Positive feedback from the Mathematics teachers	Panel Head of Mathematics	\$173,663.56

CEG received - Total resources required = \$557,512.00 - \$607,854.00 = (\$50,342.00) (estimated deficit 2015-2016)

Actual CEG received + Previous surplus - Actual expenditure = \$517,525.00 + \$40,065.68 - \$539,739.66 = \$17,851.02 (surplus carried forward to 2016-2017)

2014 / 2015

()		
()	93.41 %	
		5.59 %
()		0 %
()		1.00 %
	93.41 %	6.59 %
()		
		79.35 %
()		5.02 %
1		0.89 %
		0.35 %
		1.12 %
		13.27 %
		100 %
#		0.06
#		4.64
#		

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¹ 學費減免／獎學金的開支百分比，是根據學校的全年整體開支計算。有關百分比，與教育局要求學校根據學費收入計算的學費減免／獎學金撥款百分比(不得少於 10%)不同。

現確認本校已按教育局要求，預留足夠撥款作學費減免／獎學金計劃之用(如適用，請在方格內加上「」號)。