

English Department
Annual Report

Teachers: LWP, WYK, YLW, LYF, LSW, NMC, WMH, LSY, CHW, LCK, PL, HWL, TWL

Subject Coordinator: LWP

Year: 2012-2013

I. Mission

To provide students with the opportunity to develop the maximum degree of functional competence in English Language and to enable them to use the language as a tool for communication, study, pleasure and work.

II. Vision

To arouse students' interest and build up their confidence in learning English and equip them in all forms with appropriate levels of English skills by emphasizing school-based teaching materials, the consolidation of knowledge and the use of extra-curricular activities.

III Internal Analysis

A. Strengths:

1. Additional resources are given by school to reduce class size, and thus relieve the problem of students' learning diversity and reduce teachers' workload. Various support programmes are also provided such as the English Summer Course to further cater for learners' different ability.
2. Students' learning attitude is on the whole positive and they are generally cooperative. When they are given chances to learn with fun, they display
3. motivation and creativity.
4. There is a strong sense of responsibility among colleagues. Their good rapport with students helps establish a relaxed atmosphere for English learning.
5. Good attempts have been made to introduce task-based projects to develop students' language and generic skills.
Co-curricular activities including English Morning Assemblies, Lunchtime broadcast and English Language Club activities are well-structured with clear focuses and targets to strengthen English learning environment in school.

B. Weaknesses

1. Students have inadequate exposure to English in their daily lives. Most junior form students and some senior ones lack confidence in using English for interaction.
2. Their pronunciation, communication and collaboration skills are generally weak. Senior form students are weak in logical, critical and analytical thinking.
3. There is inadequate professional sharing within the panel for effective implementation of curriculum initiatives e.g. strategies to promote reading.
4. Surface learning is resulted with a lack of consolidation of learning and room for students' application of knowledge learnt. When teaching grammar, more attention to the contextualized learning of grammar, the language function and use is required.
5. Remedial support for the less able students needs strengthening.
6. Establishment of classroom routines and development of students' collaboration skills need to be strengthened. Students' independent learning habits needed to be fostered.
7. Assessment for learning including peer and self assessment has to be further facilitated.

IV. Objectives aligned with the school's major concerns

1. To implement the approved measures in English Enhancement Scheme
2. To raise teaching and learning effectiveness, and cater for learner diversity-
3. To enhance learning motivation and self-learning ability
4. To care about the health of teachers and students

V. Focused Objectives, Implementation Plans and Strategies:

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	Evidence	Rating	Related Documents
1. To implement the approved measures in the EES	i. Develop our curriculum and build a rich English learning Environment	Whole year	<ul style="list-style-type: none"> - 80% of the teachers showing a positive response about the effectiveness of the curriculum (re)development and improvement of students' learning autonomy, confidence and motivation - 70% of the teachers' work commented as effective in teaching pedagogies and the quality of materials design - 50- 60% of the students finish 20 book reports a year - TSA and HKDSE results increase by 5-10% by 2014 	<ul style="list-style-type: none"> - teachers' feedback - Panel heads' and Curriculum Leaders' comments based on book scrutiny, collaborative meeting and lesson observation performance - ERS statistics - TSA & HKDSE results 	<ul style="list-style-type: none"> - teachers agreed that the curriculum is effectiveness - teaching with the use of the core materials showed effectiveness in building foundation and confidence 	2	Record of book scrutiny and lesson observation, meeting minutes, ERS statistics report, TSA & HKDSE results
	ii. Reinforce our school wide English activities		A variety of activities collated and monitored by the NET are held. New activities include vocabulary competitions, monthly mini-activities, training of media groups, etc.	Students participation and award record	- students' participation still needed to improve	2	English Language Club minutes, students participation record

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	Evidence	Rating	Related Documents
2. To raise teaching and learning effectiveness, and cater for learner diversity	<p>i. Join the School-based Support Program for Learning Diversity</p> <p>ii. Carry out a holistic remedial plan</p> <p>iii. Reinforce teachers' and Form Coordinators' role in the design of class / group based Scheme of Work and form-based materials</p> <p>vi. Enhance the effectiveness of meetings</p> <p>v. Curriculum leaders conduct professional training to teachers</p>	Whole year	<p>i. Meetings with Chinese University are arranged to improve our F.1 curriculum and teaching strategies</p> <p>ii. Remedial programs focusing on grammar, ERS, vocabulary and other weaknesses are implemented after school, on Saturday and in summer holiday, and with the other 3 major subjects if possible.</p> <p>iii. Each teacher submits the Scheme of Work for their own class / group for the Form Coordinators' approval and monitoring. At least one set of material pack tailored by each junior form teacher is submitted for sharing in collaborative meeting.</p> <p>vi. Collaborative Meetings are held with the aim to promote classroom interaction by reviewing the design of materials tailored by teachers. Meeting with Junior and Senior coordinators are held for better monitoring work. All the meetings involve curriculum leaders and Panel Heads.</p> <p>v. Training sessions by curriculum leaders are conducted in Panel Meetings.</p>	Feedback from CU, students, teachers, form coordinators; teaching materials saved in the resource folder; Panel heads' and Curriculum Leaders' comments based on book scrutiny, collaborative meeting and lesson observation performance	<p>- meetings with CU were held throughout the year</p> <p>- remedial programs were held</p> <p>- co-planning meetings were held every cycle in every form for sharing</p>	3	Meeting minutes, schemes of work, report on books scrutiny and book scrutiny, teaching materials

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3. To enhance learning motivation and self-learning ability	<p>i. Further improve our school-based materials to replace textbooks previously used</p> <p>ii. Lesson observation and book scrutiny further refined</p>	Whole year	<p>i. Grammar packs consisting of classroom notes, activities and drills are developed for junior and senior forms. Senior form materials including writing skills and topics pack, grammar usage pack, listening and speaking practice packs are developed</p> <p>ii. Curriculum leaders and NET are invited to the lesson observation and post-lesson discussion with the focus on classroom interaction and effective use of materials</p>	Feedback, students and teachers; teaching materials saved in the resource folder; Curriculum Leaders' and NET's comments based on lesson observation performance	<p>- packs were developed for senior forms</p> <p>- vocabulary and structure lists were developed</p>	3	Materials,

Objective	Measures	Time Scale	Success Criteria	Methods of Evaluation	Evidence	Rating	Related Documents
4. To care about the health of teachers and students	Further promote assessment for learning and formative assessment	Whole year	Panel based in-class formative assessment is conducted for some papers in form test and exam for each form to reduce students' pressure and teachers workload	Students test and exam results	- formative assessment was conducted in different levels for Speaking and listening	2	---