

# 聖士提反女子中學附屬小學

St.Stephen's Girls' Primary School



## 周年校務計劃書

二零零三 至 二零零四年度



# 聖士提反女子中學附屬小學

## 辦學宗旨

本校為一所基督教學校，隸屬聖公會。首要辦學宗旨乃全人教育，使學生身心靈得到全面發展。本校尊重學生乃按上帝形像塑造，各有尊嚴、自由與責任，且具才幹與潛能，有待發掘及發展，更進而培養出完美的性格。

## 二零零三至二零零四年度關注項目

1. 透過「學生的人際關係與自我概念」的評估，發展學校的自我評估工作
2. 數學科課程統整
3. To establish a school-based English Curriculum for Year 1
4. To enhance the teaching and learning of critical thinking skill in Primary 4
  - a) To enhance the teaching and learning of critical thinking skill.
  - b) To develop subject-based self-evaluation on teaching of critical thinking skill.



## 周年校務計劃書 (2003 - 2004)

關注事項：透過「學生的人際關係與自我概念」的評估，發展學校的自我評估工作

策略 / 工作	時限	成功準則	評估方法	負責人員	所需資源
1. 利用「情意及社交表現評估套件」。了解小五及小六學生在情意及社交中「人際關係」及「自我概念」的現況和需要。	2003年9月至2004年6月	能利用評估套件的結果與常模數據比較，取得概括指數，反映學生在情意及社交範疇的表現。	- 利用「情意及社交表現評估套件」進行問卷調查	- 輔導小組老師 - 任教有關班級之所有老師，包括班主任、學科主任、老師等	- 印製「情意及社交表現評估」問卷
2. 匯報評估數據，提供班主任，學科老師及輔導小組有關選定學生的需要。		每兩月輔導小組及有關老師舉行小組會議、檢討現況，調節策略。抽樣及非常規性與有關學生之家長交談，了解學生在「人際關係」及「自我概念」中之情況。	- 會議 - 面談		
3. 利用評估結果，了解學生的情意及社交行為，從而策劃及推行有系統的輔導課程		就不同需要的學生，提供適切輔導及工作坊。	- 工作坊 - 個別輔導 - 小組輔導		

## 周年校務計劃書 (2003 - 2004)

### 關注事項：數學科課程統整

策略 / 工作	時限	成功準則	評估方法	負責人員	所需資源
1. 透過協作共同備課，整理小三、小四各單元內容及製定教學策略，以增強學生的概念建構及思維能力。	2003 - 04	適當地增刪及調動課程內容，訂立各單元的教授日期及時限。	每兩週一次定期會議檢討課堂教學及教學策略。	尹志華先生、何美蓮、游莉倩、胡瑞蓮	數學科課程綱要、出版社資料
2. 透過協作模式，有系統地建立思考工具，以協助學生掌握數學概念	2003 - 04	<ul style="list-style-type: none"> <li>- 70%學生能合理地表達個人的思考過程。</li> <li>- 建立適合各單元的思考工具。</li> </ul>	<ul style="list-style-type: none"> <li>- 利用工作紙測試學生是否能運用有效的數學工具分析及思考。</li> <li>- 每兩週一次定期會議檢討思考工具的有效性。</li> </ul>	尹志華先生、何美蓮、游莉倩、胡瑞蓮	工作紙
3. 透過思考富挑戰的數學難題及參與數學遊戲，刺激學生的思考能力及數學感。	2003 - 04	<ul style="list-style-type: none"> <li>- 70%學生每學期至少閱讀數學思考書籍2本。</li> <li>- 70%學生每學期至少參與「每週一問」活動5次。</li> <li>- 每學期每班至少玩數學遊戲1次。</li> </ul>	統計人數及次數。	尹志華先生、何美蓮、游莉倩、胡瑞蓮	圖書館及書袋增設數學難題或思考題書籍

## Annual School Action Plan (2003 – 2004)

### Area of Concern : To establish a school-based English Curriculum for Year 1

Strategy / Task	Time Span	Success Criteria	Evaluation methods	Participants	Resources / support needs
1. To set in place and to complete the Phonics Programme for Year 1 during the current year.	10/2003 – 6/2004	<ul style="list-style-type: none"> <li>- NET and SET teachers of Year 1 will agree the sequence and time of input for components of Phonics programme, and will follow and maintain it as agreed.</li> <li>- Children will be taught and have opportunities to practice use of phonics following the programme for Year 1.</li> <li>- As a result of End of Year testing children will show increased knowledge and use of phonics.</li> <li>- They will attempt to use their knowledge of phonics as a strategy in order to decode words for reading and for vocabulary (including high frequency phonetic words).</li> </ul>	<ul style="list-style-type: none"> <li>- Each child's existing Phonic knowledge will be tested during the early weeks of October and recorded as a 'bench mark'.</li> <li>- Each child will be tested again at the end of the programme in order to record their 'end of year' phonics knowledge.</li> </ul>	Year 1 teachers of English.	Children's own relevant phonics textbooks from Year 1 Phonics programme.

Strategy / Task	Time Span	Success Criteria	Evaluation methods	Participants	Resources / support needs
2. To set in place and then to implement the new reading programme including the new Reading and Assessment Programme for Year 1.	10/2003 – 6/2004	- Children will read at appropriate level for their ability. They will record a Reading Age in advance of the one recorded at the start of the programme.	Each child will be given the set Reading Assessment test at the start of October to act as a 'bench mark'. Each child will be given the set Reading Test again at the end of the programme in order to record their 'end of year' Reading Age.	Year 1 teachers of English together with a team of 'Reading Parents'.	The Reading Test and 'Assessment in Context' reading material.
3. To devise and trial a scheme of work based on specific units of study (topics) for Year 1 – this to stand in lieu of a 'textbook', but also to incorporate the new and appropriate 'changes in approach' in teaching and learning.	10/2003 – 6/2004	- A tried and tests new scheme of work (based upon topics) will be active and successful in Year 1 to the benefit of Year 1 children. The newly devised changes in approach will be part of this scheme.	- During the year 'topic/subject' based English materials will be compiled and trialed with the children. Teachers and children will be familiar with, and will demonstrate appropriate new 'changes in approach' day to day during lessons.	Year 1 children and Year 1 teachers of English.	Reception and Year 1 English (intellectually appropriate) worksheets, materials and classroom setting.
4. Co-teaching together with pre/post class collaboration between SET and NET teachers of English in Year 1.	9/2003 – 6/2004	-Change of approach is evident in the delivery of English in Year 1.	- Aims and objectives of relevant 'changes' in approach are understood, agreed to and are absorbed into the teaching and learning programme for all teachers in Year 1.	Year 1 teachers of English, together with the Year 1 class teachers where appropriate.	Listening Centres, Art materials, relevant reading materials (more resources will be bought when necessary to fit the development curriculum).

## Annual School Action Plan (2003 – 2004)

Area of Concern: To enhance the teaching and learning of critical thinking skill in P.4.

Strategy / Task	Time Span	Success Criteria	Evaluation methods	Participants	Resources/ support needs
<p>1. To infuse the teaching and learning of critical thinking through co-teaching of NET and SETs in Primary Four.</p>	<p>9/ 2003 – 7/ 2004</p>	<ul style="list-style-type: none"> <li>- In order to provide environment for teaching critical thinking skill, at least 50% of the comprehension exercises provide topics for in-depth discussion.</li> <li>- Activities for teaching or practising critical thinking skill must be taken place in daily teaching routine at least once in two weeks.</li> <li>- By July 2004, students are able to apply some essential critical thinking skills in their personal and study lives. They will be able to:               <ol style="list-style-type: none"> <li>1. determine the reliability of sources</li> <li>2. identify facts and opinions clarify causes and effects</li> </ol> </li> <li>- Students show the attitudes and dispositions of a critical thinker.</li> </ul>	<ul style="list-style-type: none"> <li>- Checking of comprehension folder</li> <li>- P. 4 English Scheme of work</li> <li>- P.4 English Project Work</li> <li>- Lesson observation of students' performance</li> <li>- Students and teachers' questionnaire</li> </ul>	<p>P.4 English teachers</p>	<p>HK\$1000 is needed for purchasing teaching references in critical thinking</p>



## Annual School Action Plan (2003 – 2004)

Area of Concern: To develop subject-based self-evaluation on teaching and learning of critical thinking skill in P.4.

Strategy / Task	Time Span	Success Criteria	Evaluation methods	Participants	Resources/ support needs
2. To equip teachers' knowledge and skills on self-evaluation.	9/ 2003 – 7/ 2004	<ul style="list-style-type: none"> <li>- To run at least 2 workshops to develop teachers' knowledge on self-evaluation.</li> <li>- All English teachers are able to do SWOT Analysis on the teaching of English.</li> </ul>	<ul style="list-style-type: none"> <li>- Records of workshops</li> <li>- Plans on SWOT Analysis</li> </ul>	Evaluation Team  P.4 English Teachers	HK\$500 for purchasing resources on evaluation
3. To develop evaluation instruments on critical thinking.	9/ 2003 – 7/ 2004	<ul style="list-style-type: none"> <li>- Performance indicators are developed for teaching and learning of critical thinking skill.</li> <li>- Above 75% of P.4 English teachers agree that the indicators can truly reflect students' performance</li> </ul>	<ul style="list-style-type: none"> <li>- Performance indicators</li> <li>- Teachers' questionnaire</li> </ul>	Evaluation Team  P.4 English Teachers	