



**Nam Wah Catholic Secondary School**  
**English Enhancement Scheme: Proposal and Budget Plan**  
**19 February, 2008**

**A. Current State of Play**

***Intensified Learning Diversity among Students***

Nam Wah Catholic Secondary School is a co-educational subsidized CMI school serving the less privilege students at Sham Shui Po and Sheung Sha Wan areas. These students are mainly the bottom 10s and 25s with very weak learning motivation and foundation and with no sufficient family support for their learning. Many of them are New Arrival children from the mainland. They have high learning motivation but very weak in language foundation and cultural exposure. We have tried out different measures and here comes out our holistic plan for the future to address the learners' diversity.

***Experience and Devoted English Panel***

Twelve experienced English teachers in the panel, including one NET and one TA, are very keen to provide the best environment and teaching to students. Teachers generally are willing to co-develop and share their teaching materials. However, overwhelming dependence on textbooks has been our general practice. Textbooks offered from the market could not really address our school's need and our students' interest. They are either too generic or too difficult for our students. Therefore, the need to develop a school-based and students-centred curriculum is urgent and the help from professional parties is needed.

***School-based NSS Curriculum***

To cope with our students' learning diversity, we need a tailor-made, school-based and practical curriculum. We have been working on the curriculum adaptation from a traditional textbook driven approach to a task-based thematic approach for our junior forms since August 2006. However, we are facing two barriers: (1) Teachers are too much engaged in daily teaching and administration work, which make the extra-work in curriculum adaptation impossible and (2) Teachers are in lack of certain curriculum design skills for the newly introduced elements under the NSS, such as Drama, Short Stories, Poems and Songs, and etc.

***School Culture and Language Environment***

We have introduced a series of games and activities based on the Western and Chinese Festivals in the school since 2006. "Talk to me in English" and "Trilingual Weeks" (a cross-subject event) are introduced to provide students with more opportunity to learn and to apply English in our daily lives. However, the existing measure is a project with no clear learning objectives and with no systematic planning. As such, we need to design and harvest a more interesting and well-structured language-rich environment with an aim to incubate a sustainable culture.

**In short, our 6-year plan lies on the following core objectives:**

1. To motivate and stimulate interest in learning English for both low and high learners
2. To provide an English-rich learning environment
3. To boost our teachers' capacity in curriculum design and implementation of NSS topics
4. To develop a holistic activities plan to incubate a language-rich environment

## Our core objectives can further be explained as follows:

Key Areas	Challenges	Needs & Objectives
Teachers	Inadequate resource and time for curriculum adaptation	<ul style="list-style-type: none"> <li>To employ an additional GM to free up our core panel faculty to focus on curriculum design and preparation</li> </ul>
	Inadequate support and experience in NSS elements	<ul style="list-style-type: none"> <li>To provide professional training in NSS language arts and non-language arts</li> <li>To develop a school-based and students-centred curriculum to inspire students' learning interest</li> </ul>
Students	Extensive Learners' Diversity	
	<ul style="list-style-type: none"> <li>Weak in Language foundation and low in motivation (some may even refuse to learn English)</li> </ul>	<ul style="list-style-type: none"> <li>To design student-centred programs (Comic Stories, Written Structure, Phonics) to inspire students' learning and build language foundation in an innovative way</li> </ul>
	<ul style="list-style-type: none"> <li>Weak in Language foundation but high in motivation (NAC - New Arrival Children)</li> </ul>	<ul style="list-style-type: none"> <li>To design a multi-level programme that allows them to excel and accelerate their learning</li> </ul>
	<ul style="list-style-type: none"> <li>Weak in confidence but high in potential (Elite students from both local and new arrival students)</li> </ul>	<ul style="list-style-type: none"> <li>To provide a series of elite programmes to boost up their development and learning and provide a stage for them to perform and to share</li> </ul>
Curriculum	Traditional textbook-based curriculum cannot cater the need of our diverse learners in learning approach, topics and difficulty.	<ul style="list-style-type: none"> <li>To develop a school-based and NSS-driven curriculum that best fit our school's need and students' need.</li> <li>To leverage the edge of publishers and content providers to design a series of school-based and engaging learning materials and subject curriculum (e.g. Drama, Comic, Movie Review)</li> </ul>
School Culture and Language Environment	<ul style="list-style-type: none"> <li>Lack of resource support and holistic planning in language activities</li> <li>Only motivated students will participate</li> </ul>	<ul style="list-style-type: none"> <li>To design and develop a well-structure, interesting and practical language activities with measurable and sustainable outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>Lack of alternative learning experience, exposure and language environment to students</li> </ul>	<ul style="list-style-type: none"> <li>To introduce an NSS interactive learning programme to all students as part of their assignment and to boost their learning interest and habit.</li> <li>To enrich the English Corner with various activities and resources.</li> </ul>

## B. 6-Year Holistic Plan

Items	Target Groups	Year	Objectives & Initiatives
Hiring a GM	All	① ② ③ ④ ⑤ ⑥	<ul style="list-style-type: none"> <li>■ To free up our team members on teaching so that they can be more focus on the adaptation of the curriculum</li> <li>■ To allow our teachers to participate in co-teaching and to acquire the new skills on NSS</li> <li>■ To promote the interactive learning and incorporate the lesson plans into our existing curriculum</li> <li>■ To assist the team to launch, promote and co-ordinate the EES new initiatives</li> </ul>
Online Learning	All	① ② ③ ④ ⑤ ⑥	<ul style="list-style-type: none"> <li>■ To build up students' integrated skills through an interactive and structured programme English Builder</li> <li>■ To extend students' exposure to NSS core and elective topics (with the intermediate level)</li> <li>■ To incorporate the online learning materials to our classroom teaching</li> <li>■ To build up students' self-learning skills ultimately</li> </ul>
English Corner	All	① ② ③ ④ ⑤ ⑥	<ul style="list-style-type: none"> <li>■ To provide a dedicated area that students can meet up for language learning and for regular English Club activities.</li> <li>■ To equip the room with variety of language learning products, Big Books, Games, Movies, Songs.</li> <li>■ To employ a part-time NET to facilitate a series of language learning activities.</li> </ul>
Learning Written Structure and Grammar through real-life content	S4-5 S1 S2 S3	① ② ③ ④	<ul style="list-style-type: none"> <li>■ To develop a written structure and grammar school-based programme suitable for our students.</li> <li>■ To provide teachers the programme to build up students' language foundation.</li> <li>■ To identify all new arrival students and needed students and classes to have at least 2 period per 2 cycle weeks at MMLC to learn and complete the programme.</li> <li>■ To be used systematically for all of our Saturday extension programme.</li> </ul>
Learning English through Comic	S1 S2 S3	① ② ③	<ul style="list-style-type: none"> <li>■ To develop a series of comic stories that include listening and reading elements.</li> <li>■ Focus on school-life, relationship and Hong Kong popular culture that will easily engage students' interests.</li> <li>■ To engage non-motivate students to learn English in an interesting way.</li> <li>■ All the teaching and learning materials developed will be incorporated into the curriculum.</li> </ul>
Phonics Courseware	S1 + All	①	<ul style="list-style-type: none"> <li>■ To develop a Phonics Courseware for all S1 students as the bridging program to build their foundation in Phonics</li> <li>■ To provide all NAC and students who are interested in this a Phonics courseware to learn at MMLC and at home.</li> <li>■ To provide teachers a basic Phonics courseware and they can integrate it into the classroom teaching</li> </ul>
NSS Curriculum on Workplace English	S5-6	② ③	<ul style="list-style-type: none"> <li>■ To invite professional parties to design and develop an curriculum with lesson materials on Workplace English OR purchase the Longman English Interactive- Talking Business and Business Connection</li> <li>■ To build students' practical workplace English in communication for S5 &amp; S6</li> <li>■ All the teaching and learning materials developed will be incorporated into the school-based curriculum</li> </ul>

Teacher Training on 1. Short Stories 2. Pop. Culture 3. Workplace English 4. Social Issues	All teachers	① ② ③ ④	<ul style="list-style-type: none"> <li>■ To equip teachers with NSS new elements and teaching skills and enhance their confidence to meet the NSS challenge</li> <li>■ To assist our teachers to cope with NSS curriculum, particularly on some elective topics on language-arts and non-language arts.</li> <li>■ All the training materials, notes, lesson flow will be documented and video-typed for future internal training.</li> </ul>
NSS teaching Resource Centre	All teachers	① ② ③ ⑤ ⑥	<ul style="list-style-type: none"> <li>■ To purchase NSS and SBA materials</li> </ul>
Language-Arts: Story Telling Workshop	S2 -200 students 2 NETs	①	<ul style="list-style-type: none"> <li>■ To boost S2 students' language skills and learning interest through story telling</li> <li>■ To provide opportunity for our teachers to co-teach and acquire the related skills with hands-on experience on teaching story telling</li> <li>■ All the teaching and learning materials developed will be incorporated into the curriculum for the next year</li> <li>■ All the key teaching and technical elements will be recorded and documented for future reference.</li> <li>■ Review and adjustment will be conducted by the end of the 1st year so that the programme for the following year can be more effective and efficient.</li> </ul>
Language-Arts: Drama Workshop	S1 -40 students 2 NETs	②	<ul style="list-style-type: none"> <li>■ To boost students' language skills and learning interest through Drama</li> <li>■ To provide opportunity for our teachers to co-teach and acquire the related skills with hands-on experience on teaching drama</li> <li>■ All the teaching and learning materials developed will be incorporated into the curriculum for the next year</li> <li>■ All the key teaching and technical elements will be recorded and documented for future reference.</li> <li>■ Teachers will sit in and observe the teaching process to learn the skills for their teaching for the following years.</li> <li>■ Review and adjustment will be conducted by the end of the 2<sup>nd</sup> year so that the programme for the following year can be more effective and efficient.</li> </ul>
Non-Language Arts: Presentation & Discussion	S4-80 Students 4 teachers	②	<ul style="list-style-type: none"> <li>■ To develop students' presentation and discussion skills in current issues, movie and documentary reviews.</li> <li>■ To help students understand the assessment criteria and let them to be the assessors so that they can be more aware of their presentation manner.</li> <li>■ To build students' confidence through their interested topics</li> <li>■ Teachers will sit in and observe the teaching process to learn the skills for their teaching for the following years.</li> <li>■ The first and the last workshop will be video-typed as the comparison. The outstanding performers will be uploaded to the school website to share to the other students.</li> </ul>

Fly High Programme Speaking Public Speech Leadership Training	S1-2 (x20) S3-4 (x 20) S4-6 (x30)	<p>① ② ② ③ ④</p>	<ul style="list-style-type: none"> <li>■ To develop elite students' speaking skill and confidence starting in year 1 for S1-2 elite students</li> <li>■ To further sharpen their speaking skill and transform to a Public Speech for S3 to S4</li> <li>■ To develop a Leadership training programme in English and establish the English Ambassador team to lead the junior form students and teach them the related skills.</li> <li>■ To showcase their improvement and achievement to the other students to build up the school culture</li> <li>■ To participate in inter-school competitions</li> <li>■ To conduct interviews with participated students and their recorded performance will be posted on the school website to promote the showcase to the other students.</li> </ul>
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## C. Output targets and Sustainability

### 1. *Deliverables & Sustainability*

#### ■ **6-year English Builder:**

- ☑ Upon 6 years' consecutive subscription, the school will be granted a perpetual license which allows the school to use English Builder platform and 40 selected lessons for the future.
- ☑ English Builder will be updated every year and after 6 years, the school will compile about 480 NSS-driven lesson plans, which will be stored in our Teacher Resource Centre for future use.

■ **Compiling the tailor-made curriculum and programme “Written Structure and Grammar** through an interactive and real-life content” to all the supplementary and remedial classes and for New Arrival students.

■ **Compiling “A Series of Stories** in comics' format about school-life, relationship and Hong Kong Popular Culture with listening and reading elements for future use.

■ **Compiling “A School-based Curriculum and Teaching Guides on Workplace English”** in both Communication and Problem Solving for future use. Listening, Vocabulary, Reading and Writing materials will be included.

■ **Integrating the Phonics Courseware to the school-base curriculum and incorporate it into the S1 and NAC bridging program.**

■ **Teacher Training** on Short Stories / Phonics / Popular Culture, Workplace English and Social Issues will be documented and video-typed for future use.

- **Collecting Teaching Notes and Materials** on Student Workshop on Language Arts such as Drama, Story-telling, Presentation and Discussion, which will be adapted as our NSS resources.
- **Organizing A Fly High Programme:** Our teachers will compile Teaching and Workshop materials, notes and lesson design for future use. Outstanding performance will be video-typed to share and to be showcase to the whole school. The Leadership Training Programme will set up the English Ambassador team to lead the junior forms students and teach them the related skills.

## 2. *Quantitative Evaluation*

- Students (about 70%) are expected to meet the school target at English Builder.
- Students participating in workshops (about 70%) are expected to show improvement in their language learning.
- Teachers (90%) participating in teacher training programmes are expected to achieve 80% or above attendance rate, and to find these programmes useful for them in acquiring skills for the NSS elective and core topics.
- Students' passing rate of English in public assessment and examination (TSA and HK Diploma of Secondary Education) will increase by 5-8% every year in the 6-year period and will be progressively higher after the 6-year period.

## 3. *Qualitative Evaluation*

- **Teacher Focus Group Discussion:** 80% of the teachers are more confident of meeting the challenge of NSS curriculum and the need of addressing the learners' diversity
- **Student Focus Group Discussion:** Selected students for both low-achievers and high-achievers are expected to show positive improvement in language learning and progressive increment in learning motivation.
- **School Culture from observation:** Students are more active in learning and confidence in their potential. Teachers are more willing to co-plan and co-teach for some new NSS topics.

## D. Budget Plan (EES)- Nam Wah Catholic Secondary School

continued employment of this GM is cost-effective / benefit the students

\*approved if necessary on condition that the School must show

Holistic Plan	1 <sup>st</sup> Year 2008-2009	2 <sup>nd</sup> Year 2009-2010	3 <sup>rd</sup> Year 2010-2011	4 <sup>th</sup> Year 2011-2012	5 <sup>th</sup> Year 2012-2013	6 <sup>th</sup> Year 2013-2014	Item Total (HK\$)
<b>Language-rich Environment (School &amp; Home Learning)</b>							
<b>Hiring 1 GM</b> to replace our core panel team members 30 lessons per week (10 lessons per week per core team member) so that our core team members can be more dedicated on (a) Project planning, design and review; (b) NSS curriculum preparation, and (c) monitoring the progress of the plan	\$274,000	\$274,000	\$274,000	\$274,000*	\$274,000*	\$274,000*	<b><u>\$1,644,000</u></b>
Online Learning for all students (English Builder) 6-level, 4-skills learning and NSS-driven curriculum HK\$45/student/year (NSS content updated every week)	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	<b><u>\$288,000</u></b>
English Corner (a) Purchase of Big Books, Games, Movies, Songs (b) Language Activities by NETs (Movie / Songs appreciation, English is Fun)	\$20,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	<b><u>\$95,000</u></b>
<b>Breakdown figures for each year needed and specify how to ensure the user rate</b>							
<b>School-based Teaching and Learning Support for Diverse Learners</b>							
<b>Learning Written Structure and Grammar</b> through an interactive and real-life content with particular focus <b>for Students weak in Language Foundation and New Arrival Children (NAC)</b> : (one-off school-based curriculum, content development on written structure) for NAC and motivated learners 6 learning modules for each year for each group	<b>One-off Teacher Professional Development Programme : details needed</b>						<b><u>\$20,000</u></b>

<p><b><u>Learning English through a series of tailor-made and interesting Comic stories about school-life, relationship and Hong Kong popular culture</u></b> with focus for students weak in language foundation &amp; refuse to learn English:</p> <ul style="list-style-type: none"> <li>- 6 stories per year for each Form</li> <li>- with print-copy and interactive lesson (characters, scripts, audio and exercises)</li> </ul>	<p><b>One-off Teacher Professional Development Programme: details needed</b></p>					<p><b><u>\$20,000</u></b></p>	
<p><b><u>Phonics Curriculum &amp; Courseware (Beginner)</u></b> Basic Phonic skill, materials development and teacher guide and software development (with video, exercise, assessment) for bridging program for all S1 students AND all NAC</p>	<p>\$80,000</p>	<p><b>Condition: Everything done (materials development, teacher guide and software development) must be integrated into the curriculum</b></p>				<p><b><u>\$80,000</u></b></p>	
<p><b>Professional Development</b></p>							
<p>Teacher Workshop on NSS Topic: Short Stories 5 sessions x 2 hrs x all English teachers</p>	<p>\$25,000</p>				<p><b>Condition: Must match with NSS</b></p>		<p><b><u>\$120,000</u></b></p>
<p>Teacher Workshop on NSS Topic: Popular Culture 5 sessions x 2 hrs x all English teachers</p>		<p>\$25,000</p>					
<p>Teacher Workshop on Workplace English 5 sessions x 2 hrs x all English teachers</p>			<p>\$25,000</p>				
<p>Teacher Workshop on Social Issues</p>				<p>\$25,000</p>			
<p>NSS Teaching Resource Centre : Purchase of NSS materials, software, books, movies</p>	<p>\$5,000</p>	<p>\$5,000</p>	<p>\$5,000</p>		<p>\$5,000</p>	<p><del>\$5,000</del></p>	
<p><b>Student Workshop (integrated into curriculum and conducted at school-hours)</b></p>							
<p>Language Arts workshop – Drama<sup>1</sup></p> <ul style="list-style-type: none"> <li>■ S1 x 20 students x 2 classes</li> <li>■ HK\$20,000 / class x 2 classes x <b>10 – 15 hours</b></li> </ul>		<p>\$40,000</p>				<p><b>Conditions:</b></p>	<p><b><u>\$316,000</u></b></p>

<sup>1</sup> We consider **Drama** as one of the interesting program and channel to engage students to learning English. However, it is only effective for some of our students and therefore, we will group 2 classes of students for this workshops during the normal school-hour.



Language Arts workshop – Story Telling <sup>2</sup> ■ S2 x 200 students x <b>10 – 15 hours</b>	\$100,000						<b>1. At least 10-15 hrs</b> <b>2. Not the same group of students to attend the course</b> <b>3. Greater no of student to take part in the programs</b> <b>4. Details of each workshop or program needed</b>
Non-Language Arts Workshop-Presentation and Discussion ■ S4 x 80 elite students (20 students / class) ■ H\$19,000/class x 4 classes x <b>10 – 15 hours</b>		\$76,000					
Fly High Programme: 20 students / class / year x <b>10 – 15 hours</b> (for extra-curriculum activities) ■ Motivated Students / NAC ■ S1-2 Speaking Programme (20 students x 2 yrs) ■ S3-4 From Speaking to Public Speech (20 students) ■ English Leadership Training Programme (30 students)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000		
<b><u>Total Budget (HK\$)</u></b>	<b><u>\$572,000</u></b>	<b><u>\$503,000</u></b>	<b><u>\$387,000</u></b>	<b><u>\$382,000</u></b>	<b><u>\$362,000</u></b>	<b><u>\$337,000</u></b>	<b><u>\$2,579,000</u></b>

## Budget Allocation

- 67%** Language-rich Environment Cultivation (School & Home Learning)
- 14%** School-based Teaching & Learning Support for Diverse Learners
- 7%** Professional Development
- 12%** Student Workshops

<sup>2</sup> **Short Stories** is one of our confirmed elective modules for our NSS curriculum. Therefore, we put the focus on Story Telling as the foundation for our students to build up their interest and to extend their exposure on this language-art.