

Revised and New Proposals to Improve Small Class Teaching (SCT)

Item	Original Proposal (for reference only, now replaced by Revised Proposal 1)	Revised Proposal 1 (Smaller classes at all levels, temporary reduction of intake)	Proposal 2 (Smaller classes at all levels, no reduction of intake)	Proposal 3 (Smaller classes in F.4-6, no reduction of intake)
Arrangements affecting this year's F.1-3 students	Starting from the next school year, the 5 classes in F.2-4 will be re-grouped into 6 classes, and the average class size will fall from 38-42 to 30-33. This arrangement will continue until they graduate at F.6.			The 5 classes will be re-grouped into 6 only in senior secondary, i.e. starting with F.4 next year and extending to F.6 in 2013/14. The 5-classes arrangement in F.2-3 will remain unchanged.
Arrangements for future new students	Starting from the next school year, 144 students admitted into F.1 (incl. 10 repeaters' places, same below) will be re-grouped into 5 classes, the average class size being 29. This arrangement will be extended eventually to cover F.1-6 in 2016/17.	Starting from the next school year, 144 students admitted into F.1 will be re-grouped into 5 classes, the average class size being 29. This arrangement will be extended eventually to cover F.2-6 in 2016/17 which will see a rise in the population and an increased F.1 intake of 180 grouped into 6 classes (average class size being 30). This reversal to 6 classes per level will eventually reach all levels in 2021/22.	Starting from the next school year, 180 students admitted into F.1 (same as this year) will be grouped into 6 classes, the average class size being 30. This arrangement of 180 students in 6 classes will be extended eventually to cover all levels in 2015/16.	Starting from the next school year, 180 students admitted into F.1 (same as this year) will be grouped into 5 classes, the average class size being 36. When they reach F.4, they will be re-grouped into 6 classes, and in 2015/16, the long-term arrangement of 180 students in 5 classes per junior sec. level and 180 students in 6 classes per senior sec. level will be reached.
Total number of classes in School	2010/11 : 31 2014/15 : 32 2011/12 : 36 2015/16 : 31 2012/13 : 33 2016/17 : 30 2013/14 : 33	2010/11 : 31 2016/17 : 31 2011/12 : 36 2017/18 : 32 2012/13 : 33 2018/19 : 33 2013/14 : 33 2019/20 : 34 2014/15 : 32 2020/21 : 35 2015/16 : 31 2021/22 : 36	2010/11 : 31 2011/12 : 37 2012/13 : 35 2013/14 : 36 2014/15 : 36 2015/16 : 36	2010/11 : 31 2011/12 : 34 2012/13 : 32 2013/14 : 33 2014/15 : 33 2015/16 : 33
Qualified or not to apply for the EDB's 'Voluntary Optimisation of Class Structure' Scheme?	Qualified. Under this scheme, during the period of reduced F.1 intake, the school can have a maximum quota of 6 surplus teachers each year, and receive an additional grant of \$250,000.			Not qualified.
Government funding	Grants will increase in 2011/12, and start to decrease progressively in 2012/13, reaching maximum reduction in 2016/17.	Grants will increase in 2011/12, and start to decrease progressively in 2012/13, reaching maximum reduction in 2016/17. Grants will then rise progressively, returning to original level in 2021/22.	No increase or decrease.	

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Some strengths in the original and new proposals	<p>Employment of Teachers: Employment of Teachers receiving Government-paid salaries will not be affected.</p> <p>Quality of Teaching:</p> <ul style="list-style-type: none"> ● The over-large class sizes in senior secondary will be relieved. ● In the context of all-round education, all subjects will share SCT resources, enabling non-main subject Teachers to provide better care to students, and ensuring real smaller classes instead of small split groups. <ul style="list-style-type: none"> ● All Form-Teachers will know all students in their classes. ● At least one additional group for each main subject in each form to support students who are particularly weak or strong. ● Teaching Environment and Time: Problems associated with teaching in non-standard classrooms and waste of class time during travel to and back from these rooms are greatly reduced. 			
Additional strengths	Not applicable	<p>Quality of Teaching: Outside class time, additional resources for cross-class pull-out support for gifted or weak students</p>		
		<p>Quality of Teaching: Real smaller classes can be realized at all levels</p>		
		<p>Quality of Teaching:</p> <ul style="list-style-type: none"> ● At a time when the School's subject panels and committees are beginning to improve coordinated care for students' individual needs, a temporary reduction in student intake during the population reduction can reduce the pressure on middle manager Teachers as learner diversity is prevented from increasing. After this professional capacity is enhanced, the middle management can handle the greater learner diversity brought about by an increased intake. ● No floating class in double-cohort year. 	<p>Responsibility in Student Intake: No reduction of intake, allowing existing number of new students to be admitted.</p> <p>Financial Resources: No decrease in government grants.</p>	
		<p>Financial Resources & Hardware</p> <ul style="list-style-type: none"> ● Increase in government grants in 2011/12 ● School has plenty of time to plan and prepare for the ultimate hardware requirement of 36 standard classrooms. <p>Responsibility Towards Education Community: The School can take up its responsibility towards the education community according to demographic changes, as it did in the past.</p>		

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Additional challenges	Not applicable	<p>Quality of Teaching: Need to sacrifice some special rooms to be converted into new standard classrooms.</p> <p>Re-distribution of Resources: SCT resources now shared by F.1-3 main subjects will be re-distributed among all subjects at all levels.</p>		<p>Re-distribution of Resources: SCT resources now shared by F.1-3 main subjects will be re-distributed among all subjects in senior secondary, benefiting F.1-3 students less.</p>	
		<p>Financial Resources: Gradual reduction in government grants from 2012/13, with biggest reduction in 2016/17, and gradual return to original level in 2021/22.</p> <p>Responsibility in Student Intake:</p> <ul style="list-style-type: none"> ● Reduced F.1 intake by 20% for at least 5 years. (Needs in the district) 	<p>Quality of Teaching: At a time when the School's subject panels and committees are beginning to improve coordinated care for students' individual needs, greater learner diversity resulting from the student population's decline will bring pressure to middle manager Teachers, and will challenge the quality of care received by existing students in School.</p> <p>Responsibility towards Education Community: The School cannot take up its responsibility towards the education community according to demographic changes, as it did in the past.</p>		
			<p>Classroom Hardware: Need to rush the works to for the ultimate hardware requirement of 35-36 standard classrooms.</p> <p>Quality of Teaching: At least one floating class in the double-cohort year.</p>		

改善小班教學計劃內容〔修訂及新建議〕

項目	原本建議 (只供參考，已被新建議一取代)	新建議一： 所有班級邁向小班， 暫時減少收生	新建議二： 所有班級邁向小班， 不減少收生	新建議三： 高中班級邁向小班(初中每班 維持正常人數)，不減少收生		
今年中一至中三學生將來的安排	下學年起，中二至中四每級五班分拆為六班，每班平均人數由 38-42 人下調至 30-33 人，並維持此安排至中六畢業為止。					
未來新生的安排	下學年起，中一全級 144 人(包括每班 2 個留班位，下同)分為五班，平均每班 29 人，至 16/17 學年中一至中六均採用此安排。	下學年起，中一全級 144 人分為五班，平均每班 29 人，至 16/17 學年中二至中六均採用此安排。唯 16/17 學年人口回升時，中一全級將增收學生至 180 人分為六班〔平均每班 30 人〕，至 21/22 學年達至全校每級 180 人分為六班的長遠安排。	下學年起，中一全級 180 人〔與今年一樣〕分為六班，平均每班 30 人，至 15/16 學年達至全校每級 180 人分為六班的長遠安排。	下學年起，中一全級 180 人〔與今年一樣〕分為五班，平均每班 36 人，中四起全級分為六班。至 15/16 學年達至初中每級 180 人分為五班、高中每級 180 人分為六班的長遠安排。		
全校班數	2010/11 : 31 2011/12 : 36 2012/13 : 33 2013/14 : 33	2014/15 : 32 2015/16 : 31 2016/17 : 30	2010/11 : 31 2011/12 : 36 2012/13 : 33 2013/14 : 33 2014/15 : 32 2015/16 : 31	2016/17 : 31 2017/18 : 32 2018/19 : 33 2019/20 : 34 2020/21 : 35 2021/22 : 36	2010/11 : 31 2011/12 : 37 2012/13 : 35 2013/14 : 36 2014/15 : 36 2015/16 : 36	2010/11 : 31 2011/12 : 34 2012/13 : 32 2013/14 : 33 2014/15 : 33 2015/16 : 33
是否符合教育局「自願優化班級結構」計劃條件？	符合，並在此計劃下，在減收中一學生期間，學校每年可獲提供最多 6 名過剩教師配額，並每年獲發額外 25 萬元津貼。		不符合。			
政府撥款	政府撥款於 11/12 學年會增加。由 12/13 年起，政府撥款每年遞減，至 16/17 年減幅最大。	政府撥款於 11/12 學年會增加。由 12/13 年起，政府撥款每年遞減，至 16/17 學年減幅最大，然後每年回升，至 21/22 學年回復到原來水平。	不會有增減。			
原本建議及所有新建議的一些優勢	教師聘用： 所有政府編制內教師的聘用不受影響。 教學質素： <ul style="list-style-type: none"> ● 高中班級每班人數過多問題得以舒緩。 ● 在全人教育的前題下，所有學科均獲小班教學資源，令非主科老師亦可為學生提供更佳照顧，令真正小班而非小組教學得以實現。 		<ul style="list-style-type: none"> ● 所有班主任都認識班內所有同學。 ● 每級主科均最少增加一組進行增潤教學，以支援能力較弱或較強的學生。 教學環境及時間： 用非標準課室進行教學的情況及來回分組課室所造成的時間浪費得以減少。			

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額外優勢	不適用	教學質素： 用課堂以外時間，以額外資源為有需要的同學進行「拔尖補底」。		
		教學質素： 真正的小班教學得以在所有班級實現		
		教學質素： <ul style="list-style-type: none"> 在學校於科組及委員會層面開始加強照顧學生個別需要之際，在學生人口下降時暫時減少每級學生人數，可減低更大學習差異為中層老師帶來之壓力，令在學學生得到較好照顧。在此專業能力得以提升之後，中層老師將有能力應付更多學生帶來之更大學習差異。 2011/12 學年不必有浮動班。 財政資源及硬件 <ul style="list-style-type: none"> 2011/12 學年政府撥款增加。 學校有足夠時間為最終 36 個標準課室計劃及進行改建工程。 對學界責任 <ul style="list-style-type: none"> 學校能如以往回應因人口改變帶來對學界的責任。 	收生責任： 不用減收中一學生，令現有數目的新生能入讀本校。 財政資源： 政府撥款不會減少。	教學質素： <ul style="list-style-type: none"> 2011/12 學年不必有浮動班。 真正小班得以在高中班級實現，高中所有學科的老師可為學生提供更佳照顧。 不必犧牲部分特別室作為新標準課室用途。 課室硬件 <ul style="list-style-type: none"> 學校能夠迅速地完成最終 33 個標準課室的增添硬件工程。
額外挑戰	不適用	教學質素： 要犧牲部分特別室作為新標準課室用途。 資源重組： 現時由初中主科分享的小班教學資源將由所有級別及所有科目分享。		資源重組： 現時由初中主要科目內所分配到的小班教學資源將會轉移到高中所有科目，初中學生受惠較少。
		財政資源： 由 12/13 學年起，政府撥款每年遞減，至 16/17 學年減幅最大，然後每年回升，至 21/22 學年回復到原來水平。 收生責任： 減收 20%中一新生最少五年。(區內需要)	教學質素： 在學校於科組及委員會層面開始加強照顧學生個別需要之際，因學生人口下降帶來更大的學習差異，會為中層老師帶來壓力，在學學生得到的照顧受到挑戰。 對學界責任： 學校不能如以往回應因人口改變帶來對學界的責任。 課室硬件： 須為最終 35-36 個標準課室趕快進行計劃及改建工程。 教學質素： 2011/12 學年存在最少一班浮動班。	