

Ying Wa College

(Founded 1818)



Annual Plan

(2011-2012)

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中華基督教會辦學使命

中華基督教會香港區會相信培育下一代是上帝交託給我們的使命，也是回應社會的實際需要。本會的辦學目的是「透過學校、傳道服務」，以結合事奉上帝、見證主道、服侍人群、造福社會、貢獻國家的信念去履行教育的神聖任務。又以基督教訓，有教無類，以人為本的教育原則，提供多元化的教育服務，使不同學習程度的青少年都能享有平等機會接受優質教育。

本會奉行的教育哲學是「全人教育」，肯定教育的真正意義在於生命的造就及人格的建立。除培養青少年有優良品德、高雅情操與豐富學識外，亦致力啟發他們不同的潛能及興趣，更期望青少年有健康的人生態度，正確的價值觀，及強烈的社會意識；效法基督，嚮往公義，追求真理，得著豐盛的生命。

本會同意教育是一個不斷演變的過程，願意各屬校以積極進取的態度，盡力自我提升，追求卓越，尋求革新，致力民主、開放，為這時代培養出勇於承擔、樂於服務、甘於委身的良好公民。

願景

並肩培育豐盛生命

使命宣言

我們願以基督愛心為動力，以人為本的信念，積極進取的態度；
提供優質教育，啟發學生潛能，分享整全福音；
培育學生成為良好公民、回饋社會、貢獻國家。

核心價值

傳道服務、愛心關懷
有教無類、全人教育
積極進取、勇於承擔

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CHAPTER I

School Mission

School Goals

School Development Plan 2008-2012

Annual School Plan 2011-2012

Supplement to Annual School Plan 2011-2012

School Mission Statement

Ying Wa College is an Anglo-Chinese school for boys. The school traces its history back to 1818 when Dr. Robert Morrison, a noted missionary of the London Missionary Society, founded the Anglo-Chinese College (Ying Wa being the translation of "Anglo-Chinese") in Malacca. In 1843 the school was moved to Hong Kong by the renowned missionary and Sinologist, Rev. James Legge. The school is at present operated by the Hong Kong Council of the Church of Christ in China.

According to the College Deed of 1821, the objective of Ying Wa College was the reciprocal cultivation of English and Chinese literature and the diffusion of Christianity. These aims remain today in the context of a very different world.

We are committed to a policy of providing a free and positive learning environment that students could develop into healthy and responsible citizens through a balanced educational programme which recognizes the needs of young people in all areas covering ethics, intellect, physique, social skills and aesthetics.

It is our aspiration that our students will be

- Willing to learn
- Skilful to communicate
- Eager to serve and contribute
- Brave to show innovation and creativity

With the school motto: “Steadfast faith, beneficent deeds ”, we encourage our students to live a meaningful life.

辦學宗旨

英華書院是一所西式書院，她的歷史追溯到一八一八年，倫敦傳道會馬禮遜牧師在南洋馬六甲創立 **Anglo-Chinese School**，華文譯為英華書院。直到一八四三年，著名漢學家理雅各牧師將掌領的英華書院由馬六甲遷到香港。經過多番轉變，學校已發展成中華基督教會香港區會屬下的有關中學，由獨立的校董會負責管理。

根據一八二一年發表的學校約章，英華書院創立的目的是溝通中西文化和廣傳耶穌基督的福音。雖然學校經歷了個多世紀的變遷，這個辦學宗旨卻是堅定不移的。

除此之外，學校又致力培育社會人才和優秀公民。所以，我們努力營造充滿自由、民主、公義、團結的優良學習環境，使同學五育並重，全人發展。

我們期望英華書院的學生都

樂於學習

善於溝通

勇於承擔

敢於創新

並活出校訓「篤信善行」的真諦。

School Goals

(一) 與學生個人成就有關的目標

Goals relating to outcomes for students

1. 訓練學生的漢語能力,使掌握閱讀、聆聽、寫作、演說的技巧,進而探求本國源遠流長的文化寶庫。

Develop individual student's ability in the four skills (reading, listening, writing and speaking) of the Chinese language, and in using the language to explore the long and profound culture of our own nation.

2. 訓練學生的英語能力,使掌握閱讀、聆聽、寫作、演說的技巧,進而認識世界、探求西方文明,加強對各國社會文化的認識。

Develop individual student's ability in the four skills (reading, listening, writing and speaking) of the English language, and in using the language to better understand our world, the western civilization and different cultures of other countries.

3. 為學生提供廣泛的學科知識和技巧,包括數學、科學、經濟及公共事務、中國歷史、西史、地理、電腦等,為學生升學及選科提供選擇及基礎。

Give students knowledge and the choice in learning the skills of a wide range of subjects, including mathematics, science, economic and public affairs, Chinese history, history, geography, computer studies, etc. and to help them lay a sound foundation for future careers.

4. 培養學生的藝術情操,讓他們具備欣賞音樂、美術和工藝的基本能力和掌握基本的技巧。

Develop in students the ability to express themselves aesthetically, help them to appreciate and learn the skills in music, art, design, crafts and technology

5. 啟導個別學生發展其音樂、美術或其他藝術範疇之才華。

Enlighten each student's creative talents in music, art and other aesthetic fields.

6. 培養學生的體育精神,並瞭解此種精神對生活之作用。
Develop in students an appreciation of sportsmanship and the understanding of the need to exercise such a spirit in their daily life.
7. 輔助個別學生發展體能和運動技巧。
Develop individual student's physical capacity and general sporting skills.
8. 訓練學生掌握運用資訊科技的知識、技巧和操守,從而懂得借助資訊科技自學。
Help students acquire the knowledge, skills and attitudes they need to meet the challenges of life-long learning through information technology.
9. 培養學生求知的熱誠,並掌握找尋、瞭解和運用資料方面的技能。
Develop in students an inquiring mind, and the ability to find, evaluate and use information.
10. 幫助學生尋求真理、認識基督,確立人生目標。
Help students to find the meaning of life and to learn about Jesus Christ.
11. 培養學生分析和解決問題的技能。
Develop students' analytical power and decision making skills.
12. 教導學生認識人和環境的關係,瞭解環境保育之重要性。
Promote students' awareness of the relationship between man and the environment, and the importance of environmental conservation.
13. 培養學生的公民意識和愛國心。
Nurture students' civic awareness and their love and respect of our nation and cultural heritage.

(二) 與學生求學經驗有關的目標

Goals relating to learning experiences for students.

1. 透過學生會活動、社際比賽、聯校活動等,培養學生的辦事能力、責任感和團隊精神。
Provide experience for students in a wide variety of activities (Student Council's activities, inter-house competition, joint-school function, etc.) to enable them to develop their organisational power, their sense of responsibility and team work.
2. 透過聯校活動、週年舞會等,發展學生的社交能力。
Develop in students a more constructive interpersonal relationship through joint-school activities, Annual Ball, etc.
3. 透過各項義務工作、社區服務、為慈善機構籌款等活動,讓學生認識社會,關心他人,建立對社會的責任感。
Provide students with opportunities to understand the society in which we live, to care for others and to establish a sense of responsibility to the society through voluntary services, community work, and other charitable services.
4. 透過全校性的大型活動,增加學生對學校的歸屬感。
Provide opportunities for students to participate in school-wide activities to promote a sense of belonging.
5. 透過各項校內的服務,培養學生互助互愛的精神,並學習彼此欣賞,彼此尊重。
Provide various kinds of services for students so as to instill the idea of mutual love and support; and to teach them to appreciate and respect others.
6. 透過樂器班和各項美術及工藝活動,讓學生認識個人興趣和能力,增強自信心。
Provide learning opportunities for students in musical instruments, art and craft activities, so that they can gain an awareness of personal interest and strength in order to increase self-confidence.

7. 盡可能讓學生透過親身體驗來求取學問。
Ensure that students learn through direct experience whenever possible.
8. 透過合理的校規和公平的獎懲制度,讓學生體驗規律化生活之和諧性和穩定性,從而學會自尊和自律。
Develop students' self-respect and self-discipline by giving them a fair and just school system, which is designed to foster harmony and stability in school life.
9. 透過不同的參觀活動,增強學生對社會和大專院校的認識,從而計劃個人的發展方向。
Provide a wide variety of seminars, talks and visits to enrich students' understanding of society and knowledge of tertiary institutes so that they can plan for their individual future.
10. 透過基督化的校園生活,讓學生感受到基督徒的團契精神和活在耶穌基督裏的安全感。
Through a Christian school environment, enable students to experience Christian fellowship and the sense of security by following Jesus.

(三) 與學校資源有關的目標

Goals related to provision of resources

- 1 適當地運用校友和社會人士的捐贈,確保按捐贈人的意願或學生的需要合理地運用此等資源。
Promote the appropriate use of donations and sponsorship from alumni and society, ensure that the resources are used in accordance with the donors' wishes and the needs of the students.
- 2 根據教育署規定之用途運用由教育署獲得之資源。
Ensure that the resources from the Education & Manpower Bureau are used in accordance with the relevant regulations.
- 3 按年增添設備,提升教育質素。
Continually update equipment to promote quality of education.
- 4 爭取額外資源,推行有助達成本校教育宗旨之大型計劃。
Acquire additional resources to promote specific projects that help to fulfil the mission of the school.

- 5 按本校每年的關注事務及工作計劃之優先次序分配資源。
Prioritise resources according to the annual school plan.

(四) 與管理有關的目標

Goals related to management

- 1 讓家長、教師、校友和辦學團體共同參與校政的決策。
Involve parents, teachers, alumni and sponsoring body in decision-making in school policy.
- 2 培養校政民主化的精神,讓教職員積極參與校務策劃、政策和預算的制訂等實務。
Promote the ideas of democratization and actively involve staff members in programme planning, policy-making and budgeting, etc.
- 3 培養團隊精神,共同分擔各項事工。
Promote a team spirit to share work and responsibility.
- 4 加強教師和家長的聯繫和合作,讓家長有更多機會參與學校活動。
Increase links and cooperation between staff and parents to provide more opportunities for parental involvement in the activities of the school.
- 5 加強與家長間的溝通,定期將學校事務和學生的學習進度告知家長。
Increase communication with parents and keep them informed regularly about the school and the progress of their children.

- 6 推行校本管理,制訂週年校務計劃書、校務報告、學校簡介、學校政策文件等供家長及社會人士索閱。
Develop school-based management and prepare documents such as annual school plan, annual report, school profile, and school policy and procedure manual for consultation of parents and the general public.
- 7 向家長和社會人士作出服務承諾,追求卓越服務。
Make performance pledge to parents and people in society to pursue excellence of service.
- 8 盡量採用學校行政管理系統的功能處理行政事務。
Adopt as far as possible SAMS in school administration and management.
- 9 致力建立一個協諧、愉快、安全、自由的學習環境。
Ensure that students study in a harmonious, pleasurable, secure and liberal school environment.
- 10 建立有效的評估方式,發展教職員評估工作計劃的技能。
Establish an effective appraisal system and develop skills in staff evaluation.

YING WA COLLEGE

School Development Plan 2008-2012

Background

As recommended in the External School Review (ESR) Report, two rounds of staff consultation/discussion were held on 29 February and 28 March 2008. Questionnaires were also used to gauge staff opinions on core values and SWOT analysis prior to group discussions. This active consultation process resulted in the formation of the following Core Values, Key Challenges, SWOT Analysis Results and Strategies to meet challenges.

Core Values

In order of priority, the top five core values are:

- MORALS
- ACADEMIC EXCELLENCE
- SELF DISCIPLINE
- CHRISTIAN FAITH
- GLOBAL VISION

Key Challenges

After thorough consideration, the three key challenges ahead are:

- 2007 THROUGH-TRAIN
- 2008 DIRECT SUBSIDY SCHEME
- 2009 NEW SENIOR SECONDARY CURRICULUM

SWOT Analysis

Using a questionnaire, a SWOT analysis came up with the following results:

Strengths

- The school has a long history and a good reputation.
- The School Board and School Administration take a liberal approach. Teachers and students have ample room for innovative ideas and experimentation.
- Most teachers show an enthusiasm in the teaching profession. They have a sound knowledge in their subject matters and are well-qualified as professional teachers. The school structure is well-organised and leaders of Teams and Departments are well-experienced and dedicated. They provide good leadership in their panels.
- Students have strong sense of belonging and are willing to serve the school.
- The socio-economic status of parents is relatively high. Parents are in

general supportive and cooperative.

- The OBA is strong and always willing to support the school.
- Partnership with YWPS in the Through Train mode, we have a better understanding of the majority of the S1 intakes.
- The new campus provides students with better facilities and more space for learning.
- PTA is very supportive and takes initiative to help the school.

Weaknesses

- The whole-school strategic planning cannot meet the rapid changes in society and education reforms.
- School level coordination needs to be strengthened.
- High teacher-student ratio reduces chances for teachers to give individual care to students.
- Heavy administrative work leaves teachers less time on teaching and lesson planning.
- The school has opted for EMI. It cannot be denied that at least a small group of students do not have the language ability to learn and study in English effectively.
- Due to limited resources, the school is not able to give students freer choice of subjects.
- The school lacks a culture of active collaboration among teachers.
- School lacks an atmosphere of interactive learning in classes and few students have the practice of cooperative studies.

Opportunities

- The school is given DSS status that means more freedom in planning and more resources to carry out new plans.
- DSS status provides flexibility to recruit students from all over the territory.
- Education reforms and NSSC provide the school with opportunities to re-evaluate curriculum, teaching paradigm, students' needs and school future development of the school, etc.

Threats

- From 2007-2014 most S1 intakes from YWPS come from Shamshuipo district. This may result in a change of the socio-economic status of the parents and consequently family support to the students.
- The Through Train mode brings in wider learning diversity among the students.
- A number of good and experienced teachers will retire in the near future. Replacement is not easy.
- NSSC creates problems in re-deployment of teachers.
- DSS School status may create the feeling of insecurity among teachers and staff.
- Integrated Education brings new challenges.

Strategies

Based on the above information, the three key challenges were closely examined on 28 March 2008 with an aim to shed light on strategies to tackle the problems anticipated.

Issue/Problem	Strategy
Through Train	
a. Through Train enables continuity in curriculum planning for primary and secondary education and for all round and balances learning experiences so as to develop students' potential to the full.	<ul style="list-style-type: none"> ● closer collaboration on moral education and religious education ● through train curriculum ● bridging P6 and S1
b. Through train arrangement strengthens the schools' understanding of and attention for students.	<ul style="list-style-type: none"> ● strengthen communication between YWC and YWPS
c. Through Train intensifies learning diversity. The school will have to invest huge amount of resources, e.g. teaching staff and classrooms, for remedial teaching.	<ul style="list-style-type: none"> ● establish high academic standards in both YWC and YWPS ● rationalise class sizes between primary and secondary ● prepare primary students early for secondary learning style ● allocate more resources on academic measures
d. Parents and students have acquired a set of norms in primary school: e.g. classroom learning, homework rules and school management participation, etc. These may result in cultural conflicts between two schools.	<ul style="list-style-type: none"> ● share core values, culture with primary parents ● PTAs to share experience and align expectations ● review teaching and learning strategies for P1 to S6
e. Secondary school has to take all SEN students from primary six. This may exert pressure on teachers who have no proper training and affect learning effectiveness.	<ul style="list-style-type: none"> ● share experience between P6 and S1 teachers ● teacher training ● educate students
f. Through Train is successful only when teachers of both schools have mutual understanding and good team spirit	<ul style="list-style-type: none"> ● exchange school development plans ● share major concerns
g. Strong leadership is essential in the part of the secondary school so as to direct both schools to achieve their common goals.	<ul style="list-style-type: none"> ● share goals, cultures, and core values ● secondary academic goals to serve as target of primary students ● strengthen communication

	between primary and secondary administration
Direct Subsidy Scheme	
a. The school can enjoy high financial autonomy and flexibility.	<ul style="list-style-type: none"> ● manage parent expectations ● prioritise resources to strengthen academic enhancement ● attend to both high achievers and low achievers
b. The school can have greater freedom in the admission of students (both territorially and socio-economically)	<ul style="list-style-type: none"> ● better publicity to recruit better students for both P1 and S1 ● jointly recruit P1 students to share the work and strengthen collaboration
c. The school can have greater flexibility in the design of curriculum for the fulfillment of school motto.	<ul style="list-style-type: none"> ● focus on academic improvement in the first five years ● more resources for academic enhancement
d. Difficulties may arise in sustaining the sense of unity to school.	<ul style="list-style-type: none"> ● treat all students equally ● maintain the morale of teachers ● promote unity for all school members
e. Managerial difficulties may arise in balancing the interests of different stakeholders.	<ul style="list-style-type: none"> ● parent director in the school board ● use the code of aid as the major reference ● provide more opportunities for teachers to channel their opinion
f. DSS brings challenges to the existing teacher-student relationship.	<ul style="list-style-type: none"> ● educate parents through PTA ● set clear moral standards for students ● zero tolerance for unruly students with school support ● establish effective communication between different stakeholders
NSSC	
a. OLE (Other Learning Experience) is not merely a collection of ECA, moral and civic education, services, etc.	<ul style="list-style-type: none"> ● tap into community resources and partner with service centres ● set school expectations ● co-work with YWPS
b. Liberal Studies widens students' horizon, cultivates their generic skills and strengthens their morals.	<ul style="list-style-type: none"> ● start with YWPS to promote high order thinking ● promote learning autonomy ● careful planning of teacher-student ratio and pedagogy
c. One public examination creates bigger stress to both students and teachers.	<ul style="list-style-type: none"> ● help students with stress management ● consider split class at upper forms ● strengthen pastoral care
d. Students have a freer choice of	<ul style="list-style-type: none"> ● guide students to make

subjects which may result in better examination results.	<p>appropriate subject choices</p> <ul style="list-style-type: none"> ● clarify university requirements ● review add/drop mechanism for subject change
e. Student Learning Profile (SLP) promotes self-discipline and autonomy in students' learning and school life.	<ul style="list-style-type: none"> ● begin SLP with primary school ● record academic and non-academic performance ● determine SLP format and make it user-friendly
f. NSSC calls for changes in curriculum content but not school culture and pedagogy.	<ul style="list-style-type: none"> ● promote peer-observation between primary and secondary teachers ● co-plan curriculum for 12 years ● support curriculum change with hardware
g. The introduction of SBA in NSSC creates heavy burden to both teachers and students.	<ul style="list-style-type: none"> ● prioritise assessment goals and implement by stage ● simplify assessment tasks ● allocate sufficient resources
h. NSSC is of equal concern to junior form teaching and learning.	<ul style="list-style-type: none"> ● review teaching pedagogy for both primary and secondary schools ● start curriculum and pedagogical change at junior secondary ● collaborate with YWPS to share expectations
i. Learning diversity.	<ul style="list-style-type: none"> ● consider applied learning for the needy ● gifted education programmes for the talented ● remedial programmes for the under-achievers
j. Leaders in S4 and S5 will not be mature enough.	<ul style="list-style-type: none"> ● train student leaders early ● mentorship between junior and senior secondary

ESR Recommendations

Recommendation	Action
1. Enhancing SSE (School Self Evaluation) for sustainable school development	<ul style="list-style-type: none">● consensus building● cross-level alignment● setting development priorities● clear focuses● school level strategies● SIT to coordinate evaluation work and follow-up planning
2. Strengthening school-level coordination and professional collaboration	<ul style="list-style-type: none">● professional autonomy to be balanced by school-level alignment● identify good practices and support needs● cross-panel collaboration
3. Whole-school approach to promoting pedagogical change to address the shared concern about learning autonomy and learner diversity	<ul style="list-style-type: none">● in-depth exploration of teaching strategies● cater for learner diversity through questioning, class activity and feedback● pedagogical change

Targets to be reached by 2012

The three key challenges will serve as over-riding principles when planning ahead to maintain and strengthen the core values of Ying Wa.

Over-riding Principles	
THROUGH TRAIN	DIRECT SUBSIDY SCHEME
NEW SENIOR SECONDARY	Target by 2012
Core Value	Target by 2012
Morals	<ul style="list-style-type: none"> ● Good manners in school and outside ● Respect classmates and teachers in school ● Respect others in the community ● Empathy towards others and ready to show a caring attitude ● Willing to serve the community and contribute personal efforts ● Take up social responsibilities and earn the respect of others
Academic Excellence	<ul style="list-style-type: none"> ● Through train collaboration to promote academic excellence ● Enhancement of teaching effectiveness through peer-observation ● Narrow diversity gradually until full conformity by 2012 ● Academic potential to be complemented by holistic development ● Academic talents and gifted students to be identified and developed
Self Discipline	<ul style="list-style-type: none"> ● Classroom discipline to promote effective learning ● Individual discipline in school and at home in accordance with school rules ● Teacher training and school rule review ● A mature personality with high self-esteem and personal motivation to succeed ● To be a mature and responsible citizen
Christian Faith	<ul style="list-style-type: none"> ● Celebration of Ying Wa tradition (190th, 200th) ● Christian faith to underline the through train philosophy ● Religious education for all students under NSSC
Global Vision	<ul style="list-style-type: none"> ● Awareness of global issues through Liberal Studies and reading ● Development of a self-reflective attitude towards life ● Exposure to world culture through school-based programmes and learning tours ● Immersion in school with visiting students from other parts of the world ● Participation in civic education programmes

School Development Plan 08-12

Major Concerns	Intended Outcome by 2012	Time-Table					Strategy Outline
1. Maintenance of student performance under Through Train with YWPS	<ul style="list-style-type: none"> ● Morals <ul style="list-style-type: none"> - students have good manners and respect of school rules, respect to teachers - collaboration with parents and adopt whole school approach in Moral Education - formulation of school SEN policy - students serve the community voluntarily and are socially responsible ● Academic Excellence <ul style="list-style-type: none"> - students perform outstandingly in TSA and HKDSE - students actively participate in academic activities outside school ● Self Discipline <ul style="list-style-type: none"> - students set goals, aim high and strive for their best - students have efficient time management both in school and at home 	08 √	09 √	10 √	11 √	12 √	<ul style="list-style-type: none"> ● Discipline and counselling teams, Moral Education Committee & all teachers to formulate moral programmes ● Home-school Cooperation Committee & Careers Team to engage parents ● YW Church support ● Split class teaching to overcome learning diversity ● Elite learning programmes for gifted students ● Peer-observation & professional sharing ● Mentoring & Sweet campus scheme ● Self access learning facilities in the library
		√	√	√	√	√	
		√	√	√	√	√	

Major Concerns	Intended Outcome by 2012	Time-Table					Strategy Outline
2. Smooth transition and operation of DSS	<ul style="list-style-type: none"> ● Teacher Professionalism <ul style="list-style-type: none"> - teachers cater for learning diversity effectively - teachers adequately update themselves with effective teaching methodologies ● Global Vision <ul style="list-style-type: none"> - students engage in world affairs through reading and discussion - students experience global culture through exchange programmes ● Learning Support <ul style="list-style-type: none"> - school is equipped with effective learning and teaching hardware and software - school personnel is effectively deployed to meet the needs of different stakeholders 	√	√	√	√	√	<ul style="list-style-type: none"> ● Split class teaching ● Peer-observation & professional sharing ● Reading period for newspapers & news magazines ● Student exchange programmes overseas ● Visiting students from other countries ● Tutorial rooms for LS & projects ● Wireless learning facilities ● Extra manpower for OLE programmes ● Parents and old boys mobilised to serve students' learning needs

Major Concerns	Intended Outcome by 2012	Time-Table					Strategy Outline
3. Effective implementation of NSSC	<ul style="list-style-type: none"> ● Holistic Curriculum <ul style="list-style-type: none"> - a good balance between academic and non-academic pursuits - choice of subjects and electives reflect students' needs ● Paradigm Shift <ul style="list-style-type: none"> - teachers equipped with knowledge of new syllabuses - teachers acquired teaching skills to achieve academic excellence ● Christian Faith <ul style="list-style-type: none"> - students supported spiritually in school with Christian values - students developed spiritual home at church to meet life-long challenges 	08	09 √	10 √	11 √	12 √	<ul style="list-style-type: none"> ● Wide consultation of elective subjects among teachers, students & parents ● 3X for all with sets of options to link between arts and science ● continual teacher training to update subject knowledge ● peer-observation & professional sharing ● cross-subject collaboration ● whole person development including spiritual growth ● collegial support among staff at all levels ● Ying Wa Church to provide long-term follow up

Improvement measures Underpinning the Core Values

Improvement Measures	Application/Implementation
a. peer lesson observation/sharing	<ul style="list-style-type: none"> ● sharing of good practices ● paradigm shift for NSSC ● intra-discipline and inter-discipline ● through train
b. school-level administration	<ul style="list-style-type: none"> ● build on consensus ● top-down and bottom-up ● supportive and developmental ● accountability
c. staff appraisal for development	<ul style="list-style-type: none"> ● evidence-based ● developmental and supportive ● progression related ● collaborative assessment

Ying Wa College
Annual School Plan 2011–2012

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To modify the junior form curriculum, pedagogies and assessment to cater for learning diversity	Modification of curriculum <ul style="list-style-type: none"> Adjusting KS3 curriculum with flexibility to fit students' need 3-year progressive curriculum planning for step-by-step improvement Receiving curriculum advices from QSIP 	<ul style="list-style-type: none"> School-based junior form curriculum being reviewed and modified 	<ul style="list-style-type: none"> Documents of subject plans and teaching schedules 	9/2011–12/2011	Curriculum Committee, KLA coordinators and subject heads	SMC funding to support QSIP
	Improvement in pedagogy <ul style="list-style-type: none"> Developing subject-based and form-based L&T strategies Receiving training from QSIP, such as lesson studies 	<ul style="list-style-type: none"> Subject-based L&T strategies being developed Students showing improving engagement during lessons Training being held 	<ul style="list-style-type: none"> Subject documents revealing subject-based and form-based L&T strategies Lesson observation Student survey on L&T evaluation Teachers' self-reflection survey Training record 	9/2011–7/2012	Academic Committee, KLA coordinators and subject heads, Staff Development Committee	SMC funding to support QSIP
	Modification of assessment policy <ul style="list-style-type: none"> Adoption of 3-tier difficulty levels (from easy to difficult) of examination papers Inclusion of bonus marks in examination papers Increasing the proportion of continuous assessment in term total marks 	<ul style="list-style-type: none"> Examination papers revealing the appropriate design Students showing improvement in examinations and term marks Appropriate proportion of continuous assessment being observed 	<ul style="list-style-type: none"> Examination papers Examination results Documents of subject plans concerning assessment policy 	9/2011–7/2012	Academic Committee, KLA coordinators and subject heads	
	Strengthening the management skills and leadership of KLA coordinators and subject heads <ul style="list-style-type: none"> Staff development on relevant areas Receiving focused training from QSIP 	<ul style="list-style-type: none"> Training being held Modification in the above 3 strategies being carried out by KLA coordinators and subject heads 	<ul style="list-style-type: none"> Training record Appraisal on KLA coordinators and subject heads 	9/2011–7/2012	Staff Development Committee, Dean of Studies	SMC funding to support QSIP

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance the effectiveness of L&T in small classes	Changes in teaching strategies and assessment scheme, including the design, quality and quantity of assessment tasks during and after lessons <ul style="list-style-type: none"> • Receiving relevant advices and training from QSIP • Developing subject-based and L&T strategies • Developing students' good learning habits 	<ul style="list-style-type: none"> • Training being held • Students showing improving engagement during lessons • Students showing good learning habits • Students showing improvement in examinations and term marks 	<ul style="list-style-type: none"> • Training record • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection survey • Examination results 	9/2011–7/2012	Academic Committee, subject heads, Staff Development Committee	SMC funding to support QSIP
	Improving classroom discipline <ul style="list-style-type: none"> • Teacher receiving relevant training • Developing rules to be followed • Form meetings being held to review the situation and to share good practices 	<ul style="list-style-type: none"> • Training being held • Rules being developed • Improving classroom discipline being observed 	<ul style="list-style-type: none"> • Training record • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection survey 	9/2011–7/2012	Discipline Team, Staff Development Committee	
To enhance the implementation of SBA	Preparatory work to be started in S4 <ul style="list-style-type: none"> • Pre-SBA practice through trials and formative assessments 	<ul style="list-style-type: none"> • Pre-SBA practice being implemented in the subjects concerned 	<ul style="list-style-type: none"> • Improved performance in SBA 	9/2011–7/2012	Academic Committee, subject heads	
	Strengthening the coordination among different subjects on the arrangements of SBA <ul style="list-style-type: none"> • Working out the schedule • Developing rules to be followed 	<ul style="list-style-type: none"> • Well-planned SBA schedules and rules being made and implemented 	<ul style="list-style-type: none"> • School and subject schedules, rules and regulations of SBA 	9/2011–7/2012	Academic Committee, subject heads	

Major Concern 2: Preparing Students for Public Examinations (HKDSE & HKAL)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To prepare S6/7 students for successful transition in their study path	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement <ul style="list-style-type: none"> • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications 	<ul style="list-style-type: none"> • Stronger sense of students in individual planning and better sense of preparation for their future 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs 	9-2011-7/2012	Careers Guidance Committee, JUPAS Application Committee	
To enhance S6/7 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations <ul style="list-style-type: none"> • Enhancement classes • Study centre • Study groups • Sharing from graduates on study / examination skills 	<ul style="list-style-type: none"> • Enhancement classes of various subjects being held • Study centre being implemented • Study groups being formed within classes • Sharing sessions and channels being arranged • Students showing progress in tests and examinations • Students showing stronger confidence in face of public examinations 	<ul style="list-style-type: none"> • Documents of subject plans • Attendance and progress record of enhancement classes • Records of form meetings of S6 and S7 on the promotion and evaluation of study groups and study climate • Records of sharing sessions • Students' survey • Results of school and public examinations 	9-2011-5/2012	Academic Committee, subject heads, class teachers	Budgeted academic support from SMC
To foster emotional well-being of S6/7 students in face of pressure and anxiety brought by public examinations	Showing care and support to S6/7 students so as to foster wellness and appropriate attitude in face of public exams: <ul style="list-style-type: none"> • Reflection activities: predicting grades & class teacher debriefing • Class visits • Promotion of encouragement from junior form students, teachers, peers, old boys and parents 	<ul style="list-style-type: none"> • Positive attitude among students being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies, class visits and relevant activities 	9/2011-7/2012	Counseling Guidance Committee, class teachers, subject teachers	

Major Concern 3: Fostering of Student Morale, Integrity and Sense of Belonging

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To cultivate the integrity of individual students	Organizing various programs led by Student Support Groups, morning assemblies, class teachers, etc. focusing on morale building in the order of: <ul style="list-style-type: none"> • politeness • respect for others • civic conscientiousness 	<ul style="list-style-type: none"> • Improved politeness and personal qualities being observed • Improved discipline record being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs • Record of disciplinary cases 	9-2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, class teachers	
To strengthen the work of class cultivation	Re-emphasizing the roles of class teachers and subject teachers <ul style="list-style-type: none"> • Training and sharing of class cultivation • Holding form meetings 	<ul style="list-style-type: none"> • Training and sharing sessions being held • Form meetings being held 	<ul style="list-style-type: none"> • Record of training and sharing sessions • Record of form meetings 	9/2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, class teachers	
	Promoting and enhancing class cultivation <ul style="list-style-type: none"> • Promotion of teacher-student relation • Promotion of class unity through class-based activities (including ECA and class assemblies) 	<ul style="list-style-type: none"> • Improved climate of teacher-student relation being observed • More class-based activities being held 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of class-based activities • Record of form meetings 	9/2011-7/2012		
To foster the ambiance and sense of belonging of the whole school	Promoting and enhancing sense of belonging <ul style="list-style-type: none"> • Various activities aiming at mass participation 	<ul style="list-style-type: none"> • Positive ambiance being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies and activities organized by various committees 	9/2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, OLE Committee	

Ying Wa College
Supplement to Annual School Plan 2011–2012

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To modify the junior form curriculum, pedagogies and assessment to cater for learning diversity	Modification of curriculum <ul style="list-style-type: none"> Adjusting KS3 curriculum with flexibility to fit students' need 3-year progressive curriculum planning for step-by-step improvement Receiving curriculum advices from QSIP 	<ul style="list-style-type: none"> School-based junior form curriculum being reviewed and modified 	<ul style="list-style-type: none"> Documents of subject plans and teaching schedules 	9/2011–12/2011	Curriculum Committee, KLA coordinators and subject heads	SMC funding to support QSIP
	Improvement in pedagogy <ul style="list-style-type: none"> Developing subject-based and form-based L&T strategies Receiving training from QSIP, such as lesson studies 	<ul style="list-style-type: none"> Subject-based L&T strategies being developed Students showing improving engagement during lessons Training being held 	<ul style="list-style-type: none"> Subject documents revealing subject-based and form-based L&T strategies Lesson observation Student survey on L&T evaluation Teachers' self-reflection survey Training record 	9/2011–7/2012	Academic Committee, KLA coordinators and subject heads, Staff Development Committee	SMC funding to support QSIP
	Modification of assessment policy <ul style="list-style-type: none"> Adoption of 3-tier difficulty levels (from easy to difficult) of examination papers Inclusion of bonus marks in examination papers Increasing the proportion of continuous assessment in term total marks 	<ul style="list-style-type: none"> Examination papers revealing the appropriate design Students showing improvement in examinations and term marks Appropriate proportion of continuous assessment being observed 	<ul style="list-style-type: none"> Examination papers Examination results Documents of subject plans concerning assessment policy 	9/2011–7/2012	Academic Committee, KLA coordinators and subject heads	
	Strengthening the management skills and leadership of KLA coordinators and subject heads <ul style="list-style-type: none"> Staff development on relevant areas Receiving focused training from QSIP 	<ul style="list-style-type: none"> Training being held Modification in the above 3 strategies being carried out by KLA coordinators and subject heads 	<ul style="list-style-type: none"> Training record Appraisal on KLA coordinators and subject heads 	9/2011–7/2012	Staff Development Committee, Dean of Studies	SMC funding to support QSIP

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance the effectiveness of L&T in small classes	Changes in teaching strategies and assessment scheme, including the design, quality and quantity of assessment tasks during and after lessons <ul style="list-style-type: none"> Receiving relevant advices and training from QSIP Developing subject-based and L&T strategies Developing students' good learning habits 	<ul style="list-style-type: none"> Training being held Students showing improving engagement during lessons Students showing good learning habits Students showing improvement in examinations and term marks 	<ul style="list-style-type: none"> Training record Lesson observation Student survey on L&T evaluation Teachers' self-reflection survey Examination results 	9/2011–7/2012	Academic Committee, subject heads, Staff Development Committee	SMC funding to support QSIP
	Improving classroom discipline <ul style="list-style-type: none"> Teacher receiving relevant training Developing rules to be followed Form meetings being held to review the situation and to share good practices 	<ul style="list-style-type: none"> Training being held Rules being developed Improving classroom discipline being observed 	<ul style="list-style-type: none"> Training record Lesson observation Student survey on L&T evaluation Teachers' self-reflection survey 	9/2011–7/2012	Discipline Team, Staff Development Committee	
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	Strengthening the coordination among different subjects on the arrangements of SBA <ul style="list-style-type: none"> Working out the schedule Developing rules to be followed 	<ul style="list-style-type: none"> Well-planned SBA schedules and rules being made and implemented 	<ul style="list-style-type: none"> School and subject schedules, rules and regulations of SBA 	9/2011–7/2012	Academic Committee, subject heads	

Major Concern 2: Preparing Students for Public Examinations (HKDSE & HKAL)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To prepare S6/7 students for successful transition in their study path	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement <ul style="list-style-type: none"> • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications 	<ul style="list-style-type: none"> • Stronger sense of students in individual planning and better sense of preparation for their future 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs 	9-2011-7/2012	Careers Guidance Committee, JUPAS Application Committee	
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To foster emotional well-being of S6/7 students in face of pressure and anxiety brought by public examinations	Showing care and support to S6/7 students so as to foster wellness and appropriate attitude in face of public exams: <ul style="list-style-type: none"> • Reflection activities: predicting grades & class teacher debriefing • Class visits • Promotion of encouragement from junior form students, teachers, peers, old boys and parents 	<ul style="list-style-type: none"> • Positive attitude among students being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies, class visits and relevant activities 	9/2011-7/2012	Counseling Guidance Committee, class teachers, subject teachers	

Major Concern 3: Fostering of Student Morale, Integrity and Sense of Belonging

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To cultivate the integrity of individual students	Organizing various programs led by Student Support Groups, morning assemblies, class teachers, etc. focusing on morale building in the order of: <ul style="list-style-type: none"> • politeness • respect for others • civic conscientiousness 	<ul style="list-style-type: none"> • Improved politeness and personal qualities being observed • Improved discipline record being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs • Record of disciplinary cases 	9-2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, class teachers	
To strengthen the work of class cultivation	Re-emphasizing the roles of class teachers and subject teachers <ul style="list-style-type: none"> • Training and sharing of class cultivation • Holding form meetings 	<ul style="list-style-type: none"> • Training and sharing sessions being held • Form meetings being held 	<ul style="list-style-type: none"> • Record of training and sharing sessions • Record of form meetings 	9/2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, class teachers	
	Promoting and enhancing class cultivation <ul style="list-style-type: none"> • Promotion of teacher-student relation • Promotion of class unity through class-based activities (including ECA and class assemblies) 	<ul style="list-style-type: none"> • Improved climate of teacher-student relation being observed • More class-based activities being held 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of class-based activities • Record of form meetings 	9/2011-7/2012		
To foster the ambiance and sense of belonging of the whole school	Promoting and enhancing sense of belonging <ul style="list-style-type: none"> • Various activities aiming at mass participation 	<ul style="list-style-type: none"> • Positive ambiance being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies and activities organized by various committees 	9/2011-7/2012	Moral & Civic Education Committee, Discipline Team, Counseling Team, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee, OLE Committee	

CHAPTER II

(Programme Areas)

**Programme Plans of
Special Committees and Teams**

Academic Committee Programme Plan 2011-2012

I. Purposes

The Academic Committee is to coordinate all the subject panels and related committees to provide quality teaching and learning in the school.

II. Issues to be addressed

A. Strength

1. All teachers show enthusiasm in teaching. They have sound knowledge in their subject matters and are well-qualified as professional teachers.
2. Most of the of subject department heads are well-experienced and dedicated. They demonstrate good management and leadership skills in their panels.
3. The school has a long history and a good reputation. It attracts academically able students from many primary schools.
4. The school administration takes a liberal approach and all teachers have ample room for innovative ideas and experimentation.
5. Teachers are supported by a cooperative clerical team.
6. The socio-economic status of parents is comparatively high.

B. Weaknesses

1. The teacher-student ratio is high. Most classes have more than 40 students. Teachers have heavy workload.
2. The school is using English as the medium of instruction for non-Chinese subjects. It cannot be denied that a small group of students do not have the language ability to learn and study in English effectively.
3. The school is saddled with financial burden as the expenses of upgrading facilities to meet the need of educational changes are costly, and a large campus means high expenses on electricity and maintenance.

C. Opportunities

1. The school is located in Shamshuipo which has a large population of school boys who are keen to apply for admission to our school.
2. The school is forming a 'Through-train' with Ying Wa Primary School, where students are trained from Primary 1 to 6 before entering the College. The school can cooperate with the primary school to understand the academic ability and habits of S1 intakes from YWPS.
3. The School is granted Direct Subsidy School status. It gives the school more freedom and resources to carry out new plans.

D. Threats

1. The formation of the Through-train with Ying Wa Primary School results in the admission of students with diversified learning capabilities. On the whole, there is also a corresponding fall in the socio-economic status of the parents and the family support to the students.
2. The average age of teachers is comparatively high. Some very good and experienced teachers will retire in the near future. Replacement is not easy.
3. Education Reform creates new problems to the school. As the teaching staff is rather stable, with rapid curriculum change ahead, it will be relatively difficult to introduce new subjects in the curriculum.
4. As a DSS School without the benefit of collecting school fee from the students graduated from Ying Wa Primary School, it creates feeling of insecurity among teachers on the financial capacity of the school. Effort is required to pacify their doubts.

III. Goals

A. For students

1. To provide a pleasurable and secure environment so that the students are able to develop to their full and individual potential in all areas covering spiritual, ethics, intellect, physique, social skills and aesthetics.
2. To help the students to acquire a basic level of competence in knowledge and skills, with emphasis on bi-literacy and tri-lingualism, as well as numeracy and computational skills.

3. To foster students' positive attitude and values so that they are ready for further study, work and the needs of life in future.
4. To nurture students' spirit of self-motivation, self-learning and the ability to think independently and creatively.
5. To maintain English as medium of instruction so that students are given more exposure to the language.
6. To strengthen the academic achievement of the school as a whole.

B. For teachers

1. To give full support to the teachers in matters of teaching and professional development, especially in the fields of MOI, curriculum development, pedagogy and assessment.
2. To make the necessary education resources and equipments available so that the teachers will be able to conduct lessons with suitable teaching resources.
3. To promote the culture of experience-sharing and establish team spirit among all colleagues.

IV. Objectives

1. Implementing the New Senior Secondary Curriculum
2. Coping with greater learning diversity of junior form students
3. Enhancing the effectiveness of classroom learning and teaching
4. Maintaining academic excellence of senior form students, especially in public examinations

V. Implementation Plan

1. Enhancement of Learning and Teaching
 2. Preparing Students for Public Examinations (HKDSE & HKAL)
- (Please refer to the attached table.)

**Ying Wa College
Academic Committee
Annual Plan 2011–2012**

1. Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
Improvement in pedagogy	<ul style="list-style-type: none"> • Developing subject-based and form-based L&T strategies • Receiving training from QSIP, such as lesson studies • Conducting subject-based peer observation • Conducting subject-based lesson studies and sharing sessions on peer observation • Visiting other schools and observing lessons 	<ul style="list-style-type: none"> • Subject-based L&T strategies being developed • Students showing improving engagement during lessons • Training being held • Every teacher being observed in lesson • Sessions of lesson studies and sharing being held with positive feedback • Lessons from the other schools being observed 	<ul style="list-style-type: none"> • Subject documents revealing subject-based and form-based L&T strategies • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection survey • Training record • Feedback form of peer observation • Record of school visiting 	9/2011–7/2012	Academic Committee, Prefect of Studies, KLA coordinators and subject heads, Staff Development Committee	SMC funding to support QSIP
Modification of assessment policy	<ul style="list-style-type: none"> • Adoption of 3-tier difficulty levels (from easy to difficult) of examination papers in different subjects in junior forms • Inclusion of bonus marks in examination papers • Increasing the proportion of continuous assessment in term 	<ul style="list-style-type: none"> • Examination papers revealing the appropriate design • Students showing improvement in examinations and term marks • Appropriate 	<ul style="list-style-type: none"> • Examination papers • Examination results • Documents of subject plans concerning assessment policy 	9/2011–7/2012	Academic Committee, Prefect of Studies, KLA coordinators and subject heads	

	total marks	proportion of continuous assessment being observed				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance the effectiveness of L&T in small classes	Changes in teaching strategies and assessment scheme, including the design, quality and quantity of assessment tasks during and after lessons <ul style="list-style-type: none"> • Receiving relevant advices and training from QSIP • Developing subject-based and L&T strategies • Developing students' good learning habits 	<ul style="list-style-type: none"> • Training being held • Students showing improving engagement during lessons • Students showing good learning habits • Students showing improvement in examinations and term marks • Subject-based L&T strategies for small class being developed 	<ul style="list-style-type: none"> • Training record • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection survey • Examination results • Subject documents revealing subject-based and form-based L&T strategies 	9/2011–7/2012	Academic Committee, Prefect of Studies, subject heads, Staff Development Committee	SMC funding to support QSIP
To enhance the implementation of SBA	Preparatory work to be started in S4 <ul style="list-style-type: none"> • Pre-SBA practice through trials and formative assessments in HKDSE subjects 	<ul style="list-style-type: none"> • Pre-SBA practice being implemented in the subjects concerned 	<ul style="list-style-type: none"> • Improved performance in SBA 	9/2011–7/2012	Academic Committee, Prefect of Studies, subject heads	
	Strengthening the coordination among different subjects on the arrangements of SBA <ul style="list-style-type: none"> • Working out the schedule • Developing rules to be followed 	<ul style="list-style-type: none"> • Well-planned SBA schedules and rules being made and implemented 	<ul style="list-style-type: none"> • School and subject schedules, rules and regulations of SBA 	9/2011–7/2012	Academic Committee, Prefect of Studies, subject heads	

2. Preparing Students for Public Examinations (HKDSE & HKAL)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To prepare S6/7 students for successful transition in their study path	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement: <ul style="list-style-type: none"> • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications 	<ul style="list-style-type: none"> • Stronger sense of students in individual planning and better sense of preparation for their future 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs 	9-2011-7/2012	Careers Guidance Committee, JUPAS Application Committee	
To enhance S6/7 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations <ul style="list-style-type: none"> • Enhancement classes • Study centre • Study groups • Sharing from graduates on study / examination skills • Subject-based strategies in helping students to prepare for public examinations 	<ul style="list-style-type: none"> • Enhancement classes of various subjects being held • Study centre being implemented • Study groups being formed within classes • Sharing sessions and channels being arranged • Students showing progress in tests and examinations • Students showing stronger confidence in face of public examinations • Subject-based strategies being planned and implemented 	<ul style="list-style-type: none"> • Documents of subject plans • Attendance and progress record of enhancement classes • Records of form meetings of S6 and S7 on the promotion and evaluation of study groups and study climate • Records of sharing sessions • Students' survey • Results of school and public examinations 	9-2011-5/2012	Academic Committee, Prefect of Studies, subject heads, class teachers	Budgeted academic support from SMC

VI. Budget

See plans of individual subjects panels and committees.

VII. Committee Members

Mr. CHENG Kwun Kit (Chairman, Acting Principal)

Mr. CHAN Cheuk Nang Jeff (Hon. Secretary)

Mr. MAK Tak Cheung (Vice Principal)

Mr. CHAN Yuk Yin (Prefect of Studies, Curriculum Committee)

Mr. CHEUNG Ka Wa (Staff Development Committee)

Mr. TSANG Chi To Joseph (Careers Master)

Mr. WANG Kin Sen (Information Technology Co-ordination Committee)

Ms. NG Pik Wah (Language: Chinese)

Ms. TSE Tao Wah Bonnie (Language: English)

Mr. TSANG Ting Cheung (Examination Committee)

Ms. KUNG SHIN YUK (Learning Resources)

Mr. CHOI Kam To (Academic Support, Gifted Education)

Careers Guidance Programme Plan 2011-2012

1. Purpose

- To promote **career education** through the formulation of a holistic career guidance curriculum across all forms in school
- To promote career/life planning, ownership of students in their own life and academic development and pursuit of academic achievement
- To enlighten Ss to find a purpose in life, set goals and take actions to achieve them
- To provide students with information, facilitation and assistance in their careers development which includes stages of careers awareness, careers exploration, careers preparation and careers decision so that they can make informed choices for their future

2. Issues to be Addressed

A. Strengths

- (1) The careers guidance work is carried out by 18 members working as a team. There are collaboration, experience-sharing and support among the members. While many of the team members are experienced careers teachers, new members also act as strong input for conducting life planning workshops.
- (2) In light for supporting NSS students in the production of SLP and personal statements, over 20 teachers (career teachers, form teachers and language teachers) have taken the Preparing Students for Successful Transition in the NAS: Effective Presentation and Planning Ahead workshop organized by HKACMGM and are equipped with essential knowledge of coaching students in related areas.
- (3) There is a careers room in the school where reference books and information pamphlets are kept. Students may borrow and make use of the materials. There are also computers in the careers room and the library for students to read CD-Roms for information provided by various local and overseas universities. Since last school year, a second careers corner has been set up in the library for students' easier access to printed career information and reference books.
- (4) The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and mentorship program.
- (5) Class-teachers often assist the team in conducting certain programmes and disseminating careers information.
- (6) Careers Club, which consists of a committee of senior form students, plays an important role in the operation of careers service in the school. They also assist

in the running of career functions.

- (7) There is a close partnership between the school careers guidance committee and the counselling team.
- (8) There is also a lot of support from other organizations such as the Hong Kong Association of Careers Masters and Guidance Masters, the Careers and Guidance Services Section of the Education Department, Careers Advisory Service of the Labour Department, the Vocational Training Council, the Hok Yau Club, Junior Achievement Hong Kong tertiary institutes, and other individual organizations.

B. Weaknesses

- (1) Careers programmes organized sometimes interrupt normal class teaching, though the disturbance has been reduced to the minimum.
- (2) With the promotion of career education being the central mission of Careers Team, only a few members in the team have received formal training at 1-year Certificate program.
- (3) Students' individual needs are varied and sometimes they cannot be fully entertained and satisfied due to the limited manpower.
- (4) Some students may not know exactly what their interests and abilities are, making life planning and careers counselling difficult.
- (5) Students are becoming less interested in non-academic visits or talks because of the stress of studies and heavy workload.
- (6) Students' lack of vision very often lowers their incentive to prepare themselves at early stages. They will be happier if immediate benefits can be seen rather than waiting for long-term rewards.

C. Opportunities

- (1) The NSSC reform brings career education into the core curriculum. Under Other Learning Experiences, career-related experiences are made mandatory in each student's learning profile. It is hoped that with an external driving force, students will be more active in joining CRE programs and therefore enhance their career awareness.
- (2) The HKACMGM has designed two career planning tools - 'Finding Your Colours of Life' and 'Career Mapping' for secondary schools. Decided by experts of career education in Hong Kong, the two tools are to be implemented gradually from S.3 to S.6 alongside with the new senior secondary curriculum.
- (3) NAS has brought the attention of school administration and frontline teachers to the importance of careers guidance, career education and life-planning

workshop. The school has walked an extra mile in giving the team more headcounts and putting aside lesson time for the team to conduct form mass talks and class workshops. More teachers inside or outside Careers Team are more active in taking professional training in career guidance.

D. Threats

- (1) Double cohort (HKAL and HKDSE) has imposed unprecedented pressure on Careers Guidance Committee. The team has to support 280 students (200 S.6 students and 80 S.7 students) in their JUPAS application. Manpower, venue (Hall and SA Centre), lesson time are all stretched to their limit.
- (2) Student profile becomes more and more diverse. A widening gap in ability and career aspiration makes career counseling and career education more difficult to be carried out than before.
- (3) NSSC is a brand new game for students and parents. Parents who do not fully understand the underlying principles of the curriculum reforms make unreasonable demands and complaints about our S.3 subject allocation system.
- (4) There is a widening diversity in our students' academic ability and awareness of individual life planning. The team may have to provide career guidance programs of much more levels to suit their needs, e.g. multiple exits.

E. Major concerns of Careers Team 2011-2012 (in response to School Annual Plan 2011-2012)

- **Preparing Students for Public Examinations (HKDSE & HKAL)**
- **Fostering of Student Morale, Integrity and Sense of Belonging**

S.7:

- JUPAS applications - supported by Career Interest Inventory Test, career workshops and career interviews

S.6:

- JUPAS applications and SLP production – supported by S.6 Career Mapping workshops (mass talk and class workshops), Career Inventory Test, career workshops and career interviews

S.4 & S.5:

- To promote career planning among senior form students and to prepare them for the production of SLP – ‘Career Mapping’ workshops

S.3:

- To promote career planning among junior form students – ‘Finding Your Colours of Life’ career planning workshop
- Evaluation and revision of S.3 NSS Subject Allocation exercise

3. Implementation Plan 2011-2012

Task	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
S.4-6 Career Mapping Workshops	<ul style="list-style-type: none"> ◆ To support of S.6 JUPAS application To promote career/life planning, ownership of students in their own life and academic development and pursuit of academic achievement ◆ To enlighten Ss to find a purpose in life, set goals and take actions to achieve them ◆ SLP as a tool for setting goals & a reference of learning experiences ◆ To foster positive work value and life value 	<ul style="list-style-type: none"> ◆ S.6: 2 workshops (hall mass talk + CR workshop) each month to coach Ss on the preparation of SLP and JUPAS application. Ss are systematically guided to make serious reflection on their senior form study life (academic & non-academic studies), write self accounts and plan forward for JUPAS application. 	J Tsang & J Chan	<ul style="list-style-type: none"> ◆ Feedback from Ss, Class Teachers & subject teachers ◆ SLP self accounts written by Ss 	<ul style="list-style-type: none"> ◆ Manpower: 2 Career Teachers for each S.6 class to work with Class Teachers ◆ Familiarity of new Career Teachers and S.4-6 Class Teachers with the theoretical backgrounds of the workshops ◆ Close cooperation between Career Teachers and Class Teachers ◆ Fixed designated teaching periods (reading periods) to conduct workshops ◆ Support form ECA Committee and IT/WebSAMS in handling SLP production 	S.6: Sep to Dec 2011	\$750 for 3 forms (materials for workshops & gifts for Ss)
		<ul style="list-style-type: none"> ◆ S.4-5: monthly workshops to guide Ss to build self understanding, work and life aspirations, work value, etc. so as to make sense of their own study life. and foster positive attitudes towards learning 				S.4-5: 2nd term (2012)	
S.6-7 Career Interest Inventory Test (CII)	<ul style="list-style-type: none"> ◆ To support S.6 and S.7 JUPAS application ◆ To enhance Ss' self understanding and to relate themselves to further study opportunities 	<ul style="list-style-type: none"> ◆ Ss take CII Test under supervision of Career Teachers. Mass briefing & debriefing, followed by group counseling 	J Tsang & J Chan	<ul style="list-style-type: none"> ◆ Level of satisfaction of Ss' JUPAS results 	<ul style="list-style-type: none"> ◆ Ss' understanding of CII Test 's theoretical backgrounds ◆ Support form IT 	Late Oct/ early Nov 2011	\$500: adm cost for HKACMGM \$400: T training (2 Ts)
S.3 Finding Your Colours of Life Workshops	<ul style="list-style-type: none"> ◆ To enhance Ss' awareness of career development and life planning ◆ To prepare them to make wise NSS subject choices and to lay good academic foundation for NSSC ◆ To enlighten Ss to find a purpose in life, set goals and take actions to achieve them 	<ul style="list-style-type: none"> ◆ 8 workshops (reading periods) to guide Ss to build self understanding, make reflection on study style, gain information on NSS subjects, further studies and work opportunities so as to make sense of their own study life. 	J Tsang & J Chan	<ul style="list-style-type: none"> ◆ Feedback from Ss, Class Teachers & subject teachers ◆ Level of satisfaction of Ss' NSS subject allocation results 	<ul style="list-style-type: none"> ◆ Familiarity of new Career Teachers and S.3 Class Teachers with the theoretical backgrounds of the workshops ◆ Close cooperation between Career Teachers and Class Teachers ◆ Fixed designated teaching periods (reading periods) to conduct workshops ◆ Subject teachers to brief Ss on NSS subjects 	S.3: Mar 2012	\$250 (materials for workshop & gifts for Ss)

4. Evaluation

- Performance of individual programs to be evaluated in due course
- To be reported in Annual Report 2011-12

5. Budget

Membership Fee for The Hong Kong Association of Careers Masters and Guidance Masters	\$300.00
Souvenirs for guest speakers	\$100.00
Reference materials for students	\$1,200.00
CII Test – Administration cost and teacher training	\$900.00
Life Planning Workshops Career Mapping Finding Your Colours of Life Workshops provided by NGOs (outside school)	\$2,000.00
Total:	\$4,500.00

Civic Education Programme Plan 2011-2012

I. Aims:

1. To develop students' positive civic attitudes, values and a sense of belonging to the family, the community and the State so that they are ready to contribute to the betterment of the family, the community, the State and the world.
2. To help students understand the characteristics of Hong Kong society and the importance of the rule of law, democracy, human rights and justice, and to employ these concepts in daily life.
3. To develop in students' critical thinking and problem-solving skills that would allow them to analyze social and political issues objectively and to arrive at a rational appraisal of these issues.

II. Objectives:

1. Knowledge

To help students understand:

- a. the local conditions of Hong Kong, the rights and duties of citizens, the functioning of the government and the communication between the government and the people;
- b. the special features of Chinese culture and the structure of the Chinese government.
- c. the matters of concern for Hong Kong, the State and the world;
- d. the civic values, such as the rule of law, democracy, human rights and justice.

2. Skills

To help students develop the following skills:

- a. collecting, analyzing, synthesizing, evaluating and expressing information;
- b. critical thinking and creative thinking;
- c. problem solving and making independent judgments;
- d. effective communication and cooperation to arrive at cooperate decisions

3. Attitudes

To help students cultivate the following attitudes:

- a. the concern for the people, the community, the State and the world
- b. the willingness to consider problems from different perspectives;
- c. the courage to express opinions; the willingness to employ civic values in daily life;
- d. the enthusiasm to participate in public affairs and contribute to the community and the State;

- e. a sense of identity and belonging to the community and the State;
- f. the open-mindedness and objectivity towards different cultures, values and ways of life.

III. Implementation Plan

Civic education will be implemented through the formal curriculum, informal curriculum and hidden-curriculum (ethos of the school).

A. Formal Curriculum

1. The Civic Education Committee will carry out the following program centering around the main theme of the year – 公德心

Theme: moral integrity’ and ‘the sense of belonging’

Date	Program	Remarks
	National flag +school flag raising 1/9, 3/10/2011, 3/2, 13/6/2012 School flag: first school day of each month, final day of s6/s7	
Whole year	Weekly News Report	
Whole year	新聞評述(每星期三)	
9-10/11	Top 10 news -- Hok Yau Club	
Whole year	英華論壇*4	Student Council
25/11/11	參觀立法會 X2	80
11-12/11	公德心(video, slogan, survey, etc)	Counseling team
15/11/11	Drama: Anti-corruption –ICAC	F3
22/11/11	早會-視障人士分享 (香港盲人輔導會)	
23/11/11	1250-1350 學習領路法技巧(香港盲人輔導會)	F3-F4 (max 40)
28/11/11	戲劇推廣工作坊-香港視網膜病變協會	40 students
13/12/2011	互動劇場 Oxfam	35 students (max 45)
Dec 11	特區政府施政十件大事評選	
Feb 11	一人一利是活動-oxfam	
Mar 11	學界饑饉－貧富餐 (F1)	
Mar 12	早會: 梁家傑先生	
4 Mar 2012	城市論壇	8-15 students
Apr 2012	認識法庭及法官-余若薇立法會議員辦事處	
End of May-Jun	六四事件 - 展板 - 影片播放	

2. Elements of civic education permeating the whole curriculum will be taught through different subjects in the formal curriculum. The Civic Education Committee will provide teachers with teaching aids if required.
3. The Civic Education Committee will assist the Counseling Committee in the planning of class-teacher lessons.
4. The Civic Education Committee will collaborate with other societies, clubs or subjects to carry out programs with elements of civic education.

B. Informal Curriculum

The Civic Education Committee will assist the school to carry out the following activities:

1. Editorial work of the Civic Education Page of the school magazine 'Torch'.
2. "Keep the School Clean" Campaign.
3. Activities carried out by academic societies and interest clubs pertaining to civic education.
4. Promoting of civic education through the library in
 - (i) the display of materials pertaining to civic education and
 - (ii) the organization of student library service team

C. Hidden-Curriculum (Ethos of the school)

1. Elections of the Student Council, school prefects and class committee
2. The 'Democratic Wall'
3. Detailed and clear school rules
4. Clear and just system of reward and punishment
5. Student representatives in the school canteen management committee

IV. Evaluation

1. The participating rate of each program will be used as an indicator of student's acceptance towards the programs. The characteristics of a well-received program will be summarized. This summary will serve as a guideline when designing programs in the future.
2. Ask the participants to comment on the programs so as to have a better understanding of students' needs and interests.
3. After the programs are implemented, the committee members will share their experience among themselves frequently. The difficulties encountered and the insufficiency of the programs will be found out.

4. An assessment of attitudinal and behavioral changes will be done mainly by teachers' observations on students' behavior and speech (e.g. greetings to teachers; readiness to accept responsibilities; readiness to lend a helping hand when others are in need; degree of participation in social services).

V. Program Team

Leader : Mr. C Siu
Secretary : Ms. Y. F. Chung
Members : Mr. J. Lam
Ms. Y. LAU
Ms. S. Y. Leung
Mr. C.L. Yip
Ms. Y Chan
Ms. K. Y. Chan

Curriculum Committee Programme Plan 2011-2012

1. OBJECTIVES

The objective of the committee is to advise the school on matters of school curriculum planning, development and evaluation. It focuses on the development of school curriculum rather than monitoring daily process of academic affairs.

School curriculum, in its broad sense, does not only refer to what students learn in every subject but also involve the learning experience in different aspects in their school life. While the 'academic curriculum' is of the committee's major concern, the 'non-academic curriculum' will also be considered.

2. ISSUES TO BE ADDRESSED

2.1 Strength

- 2.1.1 The school curriculum is well-developed in providing all-round education for students including academic excellence, moral education, Religious Education, Physical Education, Music and Art lessons in all forms.
- 2.1.2 A wide selection of subjects is available for senior students to suit their interests and abilities.
- 2.1.3 The school curriculum extends outside and beyond classrooms through well-developed extra-curricular activities and other learning experiences such as fieldtrips, visits, excursions, etc.
- 2.1.4 The school curriculum caters for learning diversity by providing junior form remedial classes for Chinese, English and Mathematics, as well as enhancement programmes for able students in various learning areas.
- 2.1.5 Academic Committee has been set up for years and the work flow in handling academic affairs and curriculum-related matters is well-developed.
- 2.1.6 Documents related to curriculum planning, implementation and evaluation, such as guidelines, annual plans and reports of the subjects and KLAs, have clearly stated its mission, vision, objectives and duties.
- 2.1.7 Teachers are familiar with their subject curriculum as well as the content knowledge.
- 2.1.8 Teachers have been accumulating experience in school-based curriculum

development in subjects such as Chinese, Integrated Humanities, Visual Arts and Design and Technology in order to better tailor for the strength, weakness and interest of students.

- 2.1.9 Teachers have been accumulating experience in school-based cross-curricular learning activities such as Project-based Learning.
- 2.1.10 As revealed from stakeholders' survey, teachers, on the whole, agree to the curriculum planning and organization, including the curriculum development objectives and policies, the response to the curriculum reform, the policy on medium of instruction, and the related learning elements such as students' learning support.
- 2.1.11 As revealed from stakeholders' survey, students, on the whole, agree on curriculum planning and organization, including the extra-curricular activities, the teachers' explanations and instructions in lessons using English as the medium of instruction, and the emphasis on moral development.
- 2.1.12 As revealed from stakeholders' survey, the school concerns about curriculum implementation of individual subjects / KLAs by reviewing the effectiveness of the curriculum implementation, formulating follow-up action, using feedback from learning and teaching to enhance teaching effectiveness, and sharing experiences in learning and teaching.

2.2 Weakness

- 2.2.1 In facing the challenges in learning and teaching brought by NSSC and learning diversity due to Through-train mode, teachers need to equip themselves in the paradigm shift in learning, teaching and assessments.

2.3 Opportunities

- 2.3.1 Change and improvement in curriculum and matters concerned are made possible due to the curriculum reform such as the implementation of the New Senior Secondary Curriculum (NSSC) and Through-train mode.
- 2.3.2 With the curriculum reform, teachers become more proactive and experienced in curriculum development. Collaboration is expected in the implementation of NSSC.
- 2.3.3 The implementation of Project-Based Learning in the current academic year will provide opportunities for teachers to collaborate and work as a team.
- 2.3.4 Old boys who are professors in Curriculum Studies are willing to provide professional support and advice to our school curriculum and development.

2.4 Threats

- 2.4.1 Teachers, especially the school leaders and middle managers, are bearing heavy workload due to the educational reform in recent years, the Through-train issues and the implementation of the NSSC.
- 2.4.2 The ability of Through-train primary students is greatly diverse, leading to increasing difficulties in learning and teaching, as well as curriculum planning.

3. OPERATIONS

3.1 Duties and Responsibilities

The duties and responsibilities of the committee are listed as follows,

- 3.1.1 Holding discussion and making suggestions on curriculum planning of the whole school according to the school's mission, the annual plan and the curriculum guidelines provided by EDB
- 3.1.2 Following up the progress and issues of curriculum plans and implementation
- 3.1.3 Reviewing and evaluating the curriculum planned and implemented in the academic year
- 3.1.4 Coordinating the curriculum plans of all KLAs as well as subjects
- 3.1.5 Promoting collaboration within KLA and between KLAs
- 3.1.6 Planning and coordinating Through-Train curriculum development
- 3.1.7 Holding discussion and making suggestions on curriculum planning of the NSSC
- 3.1.8 Collecting opinions and ideas from stake-holders concerning the current curriculum and future development
- 3.1.9 Disseminating curriculum information to stakeholders
- 3.1.10 Working closely with Academic Committee on curriculum implementation and academic-related matters
- 3.1.11 Working closely with other committees and functional groups of the school on curriculum-related matters

3.2 Membership

- 3.2.1 Chairman
- 3.2.2 Secretary
- 3.2.3 Members: including Principal, Vice-Principal(L&T, Academic Committee),

Vice-Principal (PATHS, School-affairs Committee), representatives of the 8 KLAs, panel chairperson of Liberal Studies, ECA master (OLE)

3.3 Meetings

There should be at least three meetings in every academic year.

3.3.1 First Meeting:

3.3.1.1 to be held in September, after individual KLAs' meetings and before the meeting of Academic Committee

3.3.1.2 to report and coordinate the curriculum planning of individual KLAs

3.3.1.3 to consolidate the annual curriculum planning

3.3.2 Second Meeting:

3.3.2.1 to be held in January, in the period of the Mid-Year Examination

3.3.2.2 to report on and follow up the curriculum implemented in the first term

3.3.2.3 to discuss on possible change and new curriculum plans for the forthcoming academic year(s)

3.3.3 Third Meeting:

3.3.3.1 to be held in May

3.3.3.2 to report and evaluate the curriculum planned and implemented in the current academic year

3.3.3.3 to make suggestions on the forthcoming academic years' curriculum planning and development

4. PLAN

The major concerns in this academic year will be:

4.1 to review and adjust the arrangements and implementation of NSSC

4.1.1 To keep abreast of and prepare for the implementation of NSSC in the coming years

4.1.2 To keep abreast of the implementation of OLE

4.1.3 To collaborate with the Careers Team in the collection of students' opinions and allocation of elective subjects to students

4.1.4 To discuss and evaluate the curriculum planning of individual NSS subjects with KLA coordinators and panel heads concerned

4.1.5 To review the curriculum framework, especially the combinations of elective subjects in NSSC

- 4.1.6 To review the mechanism of allocation of electives to students and the Appeal system,.
- 4.1.7 To review the implementation of SBA in different NSS subjects
- 4.1.8 To ensure the availability of enough classrooms for the full implementation of 7 groups in S.4-6 by 2013-14.

- 4.2 to review the junior form PSHE curriculum
 - 4.2.1 To review the curriculum of Integrated Humanities and the future development of the junior form PSHE curriculum
 - 4.2.2 To discuss the implementation of a new PSHE curriculum as proposed by EDB
 - 4.2.3 To discuss the possible PSHE subject combination in S1-3.

- 4.3 to promote cross-curricular learning activities and collaboration within and between KLAs
 - 4.3.1 To encourage panel heads and KLA coordinators to organize cross-curricular learning activities
 - 4.3.2 To encourage sharing of collaboration experiences

- 4.4 to co-ordinate Project-Based Learning (PBL)
 - 4.4.1 To review the current implementation of PBL in S2
 - 4.4.2 To monitor the implementation progress and evaluating the activity for future improvement as well as preparation of LS-IES in NSSC

- 4.5 to develop the Through-train curriculum with Primary School
 - 4.5.1 To hold regular meetings with the Primary School curriculum coordinator and panel heads of major subjects for the development of a Through-train curriculum and strategic plans
 - 4.5.2 To hold meeting with Primary School teachers to share information about students' learning progress; assessment results and bridging activities

5. PROPOSED BUDGET

Items	Budget	Remarks
Library books & Multi-media learning resources	\$ 800.00	For buying resources for Project-Based Learning (PBL)
Student activities in PBL	\$ 1,000.00	Activities such as project competition
Total	\$ 1,800.00	

Discipline Committee Programme Plan 2011-2012

I. PURPOSE

1. To create and maintain a good environment for effective learning.
2. To assist the school administration in developing and reviewing the school discipline policy.
3. To advise on, to plan, and to review discipline measures.
4. To implement school discipline policy and measures.
5. To handle discipline-related matters.
6. To develop and manage a discipline team and related groups such as Prefect Board, class captains and class monitors.
7. To support other teaching staff in the management of students' behaviour problems and preventive work.
8. To liaise and co-ordinate the support of the Counselling Team, school social workers, the police and other agencies.
9. To offer consultation to parents.

II. ISSUES TO BE ADDRESSED

A. STRENGTHS

1. The Discipline Team is well-established and has the strong support from the school administration.
2. Members of Discipline Team are responsible and cooperative.
3. The Prefect Board is well established. Prefect leaders are capable and self-motivated. They can lead the Prefect Board to carry out duties smoothly.
4. The Discipline Team and the Counselling Team are close partners.
5. The Discipline Team can obtain professional advices and services from the School Social Worker and the CCC Educational Psychologist.

B. WEAKNESSES

1. Most of the prefects are core members of the Student Council or chairman of various

clubs and societies. They are too busy to carry out the duties of prefects.

2. Due to the NSSC, more S4 students are elected as prefects. They are inexperienced and may not be consistent in the standard of punishment. More guidance from experienced prefects is needed.
3. Family support for some students was weaker than before. Parents are very busy and do not have time to be with their children. Also, mindset in nurturing the boys may not be the same as before. More effort required in explaining the school rules and in keeping a good communication with parents.
4. Insufficient support of SEN students from EDB.
5. Heavy workload leaves discipline teachers less time and energy on doing precaution works against students' problems.
6. Experienced teachers are too busy and not able to join the discipline team.

C. OPPORTUNITIES

1. Long term and continuous programs can be planned and implemented together with Primary School Discipline Team.
2. Our school joined PATHS to Adulthood: A Jockey Club Youth Enhancement Scheme. Most class teachers have finished related seminars.
3. Staff size expanded, more human resources can be assigned to the Discipline Team.
4. Clear special-talent student policy help to ease misunderstanding among teachers and students.

D. THREAT

1. Shamshuipo District is complicated. Students may get contact with bad influences easily through the neighborhoods.
2. The learning motivation of our students was quite extreme, ranging from highly motivated to unmotivated. School needs to prevent the low-motivation attitude from spreading.
3. The diversity of student's learning abilities may lead student problems.
4. Under Through Train system, many students and parents have acquired a set of norms in primary school which may lead to conflicts between students and teachers as well as parents and teachers.

III. OBJECTIVES

1. To implement school discipline policy in nurturing good discipline and good study attitude of students.
2. To help students in developing good personality and character.
3. To have closer guidance and supervision to targeted students with disciplinary problems.
4. To enhance home-school cooperation on student discipline.
5. To induct new teachers and new Discipline Team members into basic discipline skills.
6. To strengthen collaboration with class teachers as well as the Counselling team.

IV. PROGRAM PLAN

PROGRAM CONTENT	Schedule	RP
Allocation of duties.	Sept. 2011	LSK / SC / SKL
Collaboration with Moral Education Committee	Whole year	
Regular meetings	Whole year	LSK / SC / SKL
S1 Training Camp	13-14 Aug 2011 18-19 Aug 2012	LSK / SKL
Prefect Workshop	17 Sept. 2012	LSK / SC
Class Captain and Monitor Workshop	9 Sept. 2012	LSK / SKL
Educational Talks	Assemblies	
Educational Programmes	December(S3)& March (S2)	LSK / SKL / LSYJ
S4 Leadership Training Camp	Early July	LSK / SC
Case Investigation	Whole year	
New Leaf Program	Whole year	CYS / WWH
Demerits Record	Whole year	SC / CSC
Rewarding Merits	Whole year	LSK / WOP
Handling late-comers	Whole year	Prefects/ WCH / LYW
Handling homework problems	Whole year	LSK / YHYJ / PTY
Handling lost properties	Whole year	LSK / LKY
Prefect Board Advisory	Whole year	LSK / SC
Allocation of Lockers	Sept – Oct 2010	SKL / LSC
Fire Drill	Unforeseen date	School Administration

V. BUDGET

ITEMS	ESTIMATE
Prizes & Certificates	\$1,000
F & E	\$500

VI. EVALUATION

1. Questionnaires—collect opinions from students and teachers.
2. Statistics—lateness, absent, detention class, violation of school rules etc.
3. Observation

VII. TEAM MEMBERS

CHAIRPERSON:	Lam Siu Kuen (Discipline Mistress)
VICE-CHAIRPERSON:	Siu Chung (Senior forms Assistant Discipline Master) So Ka Lok (Junior forms Assistant Discipline Master)
ADVISOR :	Mak Tak Cheung (Vice-Principal)
SECRETARY	Chu Kwok Yuen, Wong Wing (Team 1) Ng Pik Wa (Team 2 and Joint meetings)

TEAM 1 — JUNIOR FORMS

Team leader :	So Ka Lok		
S1 Discipline:	Yu Hoi Jin, Jenny		
S2 Discipline:	Leung Sai Yung, Jacky		
S3 Discipline:	Wong Oi Ping, Louise		
Members :	Chan Yuk Shan, Vivian	Wong Wing	Lam Ka Yee
	Lam Shek Chung, Cedric	Pang Tak Yuet	

TEAM 2 — SENIOR FORMS

Team leader:	Siu Chung		
S4 Discipline:	Lam Yan Wing		
S5 Discipline:	Chan Suk Ching		
S6-7 Discipline:	Chu Kwok Yuen		
Members:	Ng Pik Wa	Wan Wai Hon	Wu Chun Ho, Brian

DETENTION CLASS

Frank Wong
Lam Siu Kuen

NEW LEAF PROGRAM

Chan Yuk Shan
Wan Wai Hon

MERIT RECORD

Lam Siu Kuen
Wong Oi Ping, Louise

DEMERIT RECORD

Siu Chung
Chan Suk Ching

PREFECT BOARD

Lam Siu Kuen
Siu Chung

Other Learning Experiences Programme Plan 2011-2012

A. Purposes

To help students to

1. make full use of their leisure
2. diversify their interests and develop their potentialities to the full
3. enhance their sense of belonging to the school
4. develop their leadership qualities and social interaction skills
5. develop the lifelong learning capabilities
6. build up fine character and prepare themselves to be good citizens in society

B. Issues to be addressed

A. Strengths

1. Through years of development, the school is now providing a great variety of extra-curricular activities for the students.
2. The Student Council and House system are well structured.
3. Students are encouraged to organise and participate in inter-school competitions and functions.
4. Students have strong sense of belonging and are willing to play active roles in extra-curricular activities.

B. Weaknesses

1. Lunch break is rather short and thus there is insufficient time for holding inter-house sports competitions or clubs holding a large-scale function.
2. Due to NSSC, Fifth form students have to take up leading posts and being inexperienced and not mature enough, some of them may be incapable of carrying out their responsibilities effectively.
3. As Noble Hall is frequently occupied, and Student Activity Centre is used as classrooms during school hours, space is limited for clubs holding meetings or activities.

C. Opportunities

More government departments, and non-government organizations may hold some joint functions with schools. Thus students may have more chances of taking part in social service projects.

D. Threats

S1 students have to attend extra tutorial class every day after school for the first term. Club/Society chairmen have to arrange other specific time for S1 students.

C. Objectives

To help students to

1. make full use of their leisure through active participation in school activities
2. enrich their school life through diversifying their interests
3. develop their moral integrity, build up their self-confidence and foster a sense of responsibility among them
4. establish a harmonious relationship with the teachers
5. develop their leadership qualities through organising school activities
6. attain the core value of global vision through cultural exchange programmes
7. contribute to the society by doing voluntary service through social service projects.
8. prepare for Other Learning Experience for NSSC.

D. Implementation Plan

1. Advise and assist the clubs and societies to recruit and orientate new members and to elect new officials.
2. Complete the recording and filing of the Officials List, Membership List, Budget Proposal and the Year Plan of each club.
3. Supervise the clubs and societies in making half-yearly reviews and financial reports.
4. Devise an award system for students taking active part in extra-curricular activities and inter-school functions.
5. Record students' participation in extra-curricular activities in their non-academic school reports.
6. Encourage students to take part in Speech Festival, Music Festival, Drama Festival or other inter-school competitions.
7. Encourage students to do more voluntary service by organizing service projects through clubs and Student Council or with the aid of community

youth centres.

8. Encourage students to take part in cultural exchange programmes held by various organizations.
9. Devise a system to record the students' voluntary service to the communities and thus giving awards to them.
10. Through BroadLearning Company, S4 students have to fill in the Student Learning Profile at the end of the academic year.
11. Under NSS curriculum, S4 students have to complete a minimum of 20 hours of community service in the academic year.
12. Prepare S6 students for application for university admission through JUPAS system. S6 students have to enter 20 OEA items and 1000-word reflection essay.

E. Evaluation

School activities and clubs' activities will be closely monitored and assessed. The performance of clubs' officials will also be assessed through the interim and final reports. Merits are given to students making contribution to the school or clubs/societies, students achieving excellence in competitions or other extra-curricular activities. An award, 'Best Performer in ECA', is given to the student during Speech Day (one in junior form, one in senior form) who has been doing well in a variety of extra-curricular activities in the past academic year.

F. Budget

Expenditure Item	Anticipated Expenditure	Source
1. Hong Kong School Speech Festival	\$9800	School Grant
2. Hong Kong School Drama Festival	\$6000 \$1300	School Grant H.K. School Drama Council
3. Joint School Science Exhibition	\$3000	School Grant
4. Summer Activities	\$14000	Hong Kong Jockey Club Fund
5. Special Function	\$4000	School Grant
6. Miscellaneous Expenses	\$1000	School Grant
7. OLE/SLP Temporary Job	\$6000	School Grant

G. OLE Committee

Mr. CHAN Ip-cheung	(Chairperson)
Ms. CHAO Yeuk-lan	(Secretary)
Mr. TANG Wai-chung	
Mr. BOOK K wok-chee	
Mr. MAR Shek-shing	
Mr. LAM Wai-hoo	
Ms. CHAN Suk-ching	
Mr. AU YEUNG Tung-wah	
Ms. LAU Yin	(Art)
Mr. LI Boron	(Music)
Mr. LAW Hon-leung	(Sports)
Mr. WONG Ching-fu	(Student Council)

**Information Technology in Education
Co-ordination Committee
Programme Plan 2011-2012**

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
1. IT Services Account Management	eClass accounts creation and promotion for students. YINGWA Domain, e-Class, E-mail accounts & E-services account creation for all new staff. HK EDCity accounts creation for new students Students' promotion process on HK EDCity Student's photo capture and publishing Release Students' Accounts Credential	15 Sep 2010 23 Aug 2010 15 Sep 2010 30 Sep 2010 29 Oct 2010 30 Sep 2010	KS Wang KS Wang / KK Cheng KS Wang KS Wang KS Wang / LL Chung KS Wang	N / A
2. Web Services Provision	Content update & Edition on School Web Provision of web notice & document Provision of Ying Wa Post Services Upgrade and Maintenance of eClass System Content update & Maintenance of Music Server Content update on ITA Web Update teachers' profiles on e-Services Board band subscription Administration of iPortfolio for OLE record on eClass Library Master & Streaming Server Migration PTA & Student Union Server Migration	whole year whole year whole year 31 Dec 2010 whole year whole year 15 Oct 2010 whole year whole year 31 Aug 2010 31 Aug 2010	KS Wang & TSS SK Chan & KS Wang YH Wong & KS Wang KS Wang Mus Ass. & TSS KS Wang All Teachers, AA KS Wang YM Shing & IC Chan KS Wang & TSS KS Wang & TSS	HK\$42,720
3. Replenishment & Upgrade of IT Resources	Replacement of HP4200 Printer with two heavy duty Auto-duplex Laser Jet Network Printer Quarter System update of all ITED PCs Contract Renewal of Boardband ISP Subscription of Maintenance	2 Jan 2011 whole Year 31 July 2010 Whole Year 31 May 2011 31 Mar 2011 31 May 2011 31 Mar 2011	KS Wang & TC Mak TSS KS Wang KS Wang KS Wang KS Wang & TSS KS Wang & TSS KS Wang & TSS	HK\$30,000 HK\$11,000 HK\$5,000 HK\$300,000 HK\$8,000 HK\$35,000

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
	services for IT Hardware Renewal of Netplan & ServerWall Services Replacement of 43 PCs in CAL Room Subscription and Maintenance of Virus Protection Service Replacemnet of 5 obsolete PC in 5 Science Labs Setting up tailor made PC Desk in 5 Science Labs Replenish 2 HD Visualizers in 2 Science Labs iMac computer for Music Recording, Editing and Mixing as well as Video Editing Replenish 2 HDV Recorder for SBA Support Replacement of Projector / Visualizer Accessories Replacement of IT Accessories Replacement of Accessories for College Office & SAMS Provision of Software & License Upgrade Services Replacement of WebSAMS httpd Server and WebSAMS 2.0 upgrade	30 Aug 2010 31 Aug 2010 29 Oct 2010 31 Oct 2010 whole year whole year whole year 31 May 2011 13 Aug 2010	KS Wang & TSS KS Wang & TL Yiu KS Wang KS Wang KS Wang & YH Wong KS Wang & TSS KS Wang & TSS KS Wang YM Shing & TSS	HK\$8,000 HK\$10,000 HK\$17,000 HK\$20,000 HK\$30,000 HK\$18,000 HK\$2,000 HK\$5,000 EDB Fund
4. Promotion of IT in Education and Routine Services	Orientation S1 boys for the introduction of school's IT Facilities and User's Regulation. Management and monitoring of school network & servers to provide steady and consistent IT services for teaching and learning. Data processing for Swimming Gala & Sports Day. On going fine-tuning and configuration of Firewall & ServerWall to safeguard school's IT system from hacker's access. Recruitment & Training of IT Assistants. Opening of CAL Room after school. Opening of Self Access Centre. Annual subscription of e-Zone Weekly magazine.	30 Sep 2010 through out the year SchCalendar whole year 15 Sep 2010 whole year whole year whole year through out the year whole year whole year 2 Days × 2.5Hrs	CIT Teachers KS Wang TSS YM Shing KS Wang KS Wang TSS & ITA ML Hui & ITA ML Hui Whole School YM Shing TSS & ITA KS Wang & Vendor	(HK\$1,500)

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
	Application of eClass system for the provision school based communication as well as learning platform. Websams Administration <i>Printing Charge and Password Reclaim Penalty</i> <i>eClass Traing Day on Value Added Modules</i>			
5. TSS Review	Carry out Appraisal for Technical Support Services Contract Renewal for IT Technician TSS Tendering / Contract Renewal	15 May 2011 30 June 2011 30 June 2011	Stake Holders KK Cheng KS Wang	HK\$ 198,450 HK\$ 124,380
			2009/10 Debit	HK\$95,200
			Grant Total	HK\$958,250

Drafted by: KS Wang

Date: 10 June 2010

Library Programme Plan 2011-2012

A. Purposes

- To implement the vision of the school in education with emphasis on supportive learning and promote learning through reading.

B. Issues to be addressed

- Strengths
 - (i) Most senior students work diligently in their free periods and some at lunch hours.
 - (ii) The Library Assistant has good experience in monitoring the library automation system and strong sense of responsibility.
 - (iii) Library prefects are helpful and competent under guidance.
 - (iv) The use of discussion room is quite high.
 - (v) Having CCTV and detection system installed can enhance the security although much time is needed for setting up the security system.
- Weaknesses

Not enough experienced library prefects can be the group leader of each day.
- Opportunities

The continuous support from PTA to promote library programs
Much more English learning software has been bought to promote e-learning.
Reading Promotion Committee is set up this year.
- Threats

Some students need more guidance and supervision in the use of the self-access centre.

C. Objectives

1. To foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enrichment.
2. To support learning and teaching by providing equitable access to professionally-selected resources.

D./E. Implementation Plan / Evaluation

- To foster an information-rich learning environment

Tasks	Evaluation
Strengthen reading program e.g. Young Scholar Award Scheme, S1 Induction program	Evaluation student learning and participation rate to provide evidence of progress in information literacy and reading

- To provide exemplary library and information resources and services

Tasks	Evaluation
Strategically plan and budget for improvement in library and information services and program.	Measure library resources, facilities, programs and services against current policies

F. Budget approved

General library books	\$16,000
Periodicals	
Newspaper	
Prizes and certificates/ Activity Fund	

G. Reading Promotion Committee

Ms. Chan YY (DS)
Ms. Kung SY (Chairperson)
Ms. Sun WY (Secretary)
Ms. Tong W (Chinese)
Mr. Chan TF (English)
Ms. Yu HJ
Mr. Tam SC
Ms. Chan Y

Staff Development Committee Programme Plan 2011-2012

1. Aims

A. For the individual :-

◆ Professional development

- stimulate interest
- refines teaching skills and curriculum knowledge
- subject up-dating
- newly-appointed staff familiarize with their new job and support their professional growth and development

◆ Personal development

- job satisfaction
- to stimulate self awareness and responsibility
- satisfies need for professional refreshment and invigoration
- self-confidence
- administrative and managerial skills

◆ Careers development

- opportunity for promotion
- career advancement acknowledges a teacher's contribution to the profession.

B. For the School :-

- students' needs
- achieving school goals
- preparing for future change and needs
- awareness of current issues
- shaping attitudes and values of teachers
- succession planning — e.g. leadership roles
- to foster personal and interpersonal growth
- enhancing team work

2. Issues to be addressed

A. Strengths

1. Staff members are dedicated, hard-working and enthusiastic.
2. The school has many well-qualified and experienced teachers, and with professional training.
3. Teachers have built up and maintained good relationships with students through extracurricular and classroom activities.

4. Most teachers adopt an open mind and are receptive to students' positive comments and suggestions.
5. An energetic school principal support all teaching staffs to implement through–train mode with primary school.

B. Weaknesses

1. NSSC is implemented now, teachers need to spend more time to prepare changes in current teaching syllabus.
2. Time is insufficient for staff to guide, to counsel students.
3. Teachers have less experience in teaching students of low banding.

C. Opportunities

1. Teaching assistants, and administrative assistants are employed to relieve the load of teachers, so teachers can have time to have professional development, and to teach students;
2. Support from old boys, parents of different professional rank helping us to launch activities for students.
3. The switch to DSS in 2008 allow our school to have more resources. Students of different capabilities can benefit much.

D. Threats

1. Learning diversity becomes prominent in recent years. Teachers find it difficult to discuss the lesson in a deeper approach. Some students lose the incentive of learning ;
2. The implementation of “through train” programme with primary school in this academic year, the diversity of students in learning ability, in language handling, in discipline are widened. Teachers will find difficulties to maintain the academic standards as before.
3. Different banding of all YWPS students intake. Teachers find teaching is much challenging.

3. Objectives

1. to offer guidance and assistance to newly appointed teachers.
2. to receive students coming from “through train” primary school.
3. to let teachers to receive counseling training.
4. to identify the training needs of staff members.

4. Implementation Plan and evaluation

Task	Objective	Task description	Performance standard	Evaluation
1.	offer guidance and assistance to newly appointed teachers. Mentor-mentee system is adopted.	Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing.		Evaluate during at the end of school year.
2.	help teachers to implement school concerns, classroom discipline.	development day is launched to inspect the progress.	all teachers	Evaluate at the start and at the end of school year.
3.	let teachers to receive special education needs and counseling training.	Attend SENS and PATHS courses	Teachers attend SENS and PATHS training courses each year.	Evaluate at the end of school year.
4.	identify the training needs of staff members	Appropriate training courses (Liberal Studies, NSSC and counseling) are introduced to staffs.	80% staffs receive 150 cpd hours in three years.	All staffs have to submit their annual development record at the end of school year.

5. Budget

\$ 1,000

6. Programme Team

Mr. Cheung Ka-Wa, Simon (Committee Leader)
Mr KK Cheng (P)
Mr TC Mak (VP)
Ms YY Chan (DS)
Ms WY Kwok (Secretary)
Ms TS Leung
Ms SYK Wong
Mr TF Chan
Ms TW Tse
Mr CT Tsang
Ms SF Li
Mr K.C. Ling

Student Guidance Team Programme Plan 2011-2012

1. Purposes

Guidance and Counselling service in the school is a long-term and continuous process in helping students develop and maximize their own potential, cultivate reasonably high moral standard of behaviours and discipline, acquire acceptable social skills, foster proper value and attitude towards life, especially in preparation for later tertiary education and the whole-life career.

2. Issues to Address

(A) Strengths

1. The guidance team members are industrious and collaborative and are committed to the implementation of school guidance service.
2. The guidance teachers are able to maintain good relationships with students.
3. The guidance team members are able to maintain good relationships with each other.
4. The counseling team is willing to cooperate with social service groups or organizations.
5. Two social workers are energetic and collaborative. They can maintain good relationship with students and teachers.

(B) Weakness

1. Inclusive education is new to our school; teachers may not be familiar with the skills in handling SEN students and parents.
2. Guidance teachers have heavy school workload and often do not have enough time to carry out their duties well.

(C) Opportunities

1. Social service groups or organizations provide innovative programs to meet students' individual requirements.
2. "P.A.T.H.S." provides great opportunities for helping students' personal growth.
3. The new guidance team members are energetic and collaborative. They can build up good relationship with students.
4. The new social workers provide great opportunities to review the policy of school guidance service.
5. Close coordination and collaboration between guidance and discipline team can nourish students' personal growth.

(D) Threats

1. Social values and environment change rapidly (e.g. Teenage models, Cyber-bullying, Drugs) teachers feel exhausted in handling cases.
2. The trend of bloggings (e.g. Facebook) among youngsters has great impact on their interpersonal relationships and value of life.
3. The community around the campus is complicated.
4. Students are self-centered; their personal problems are difficult to be revealed.
5. Some parents felt powerless and helpless in handling emotional problem and disciplining their sons.
6. The DSC examination is a driving force to increase students' anxiety level.

3. Objectives

The long-term goals are as follows:

1. To help students have a better understanding of themselves, including strengths, weaknesses and characters.
2. To promote desirable social habits and skills.
3. To introduce developmental and preventive programs for students' personal growth.
4. To identify problematic areas of students at an early stage, and to provide prompt initial and front line intervention in helping them cope with their problems.
5. To raise students' awareness of their feelings and develop their skills in handling emotions.
6. To help students' build up self-confidence and enhance self-esteem.

(Reference: Guidance Work in Secondary Schools - Education Department, 2001)

The short-term goals are as follows:

1. To help students build up skills in handling stress.
2. To enhance the inner ability of low achievers and easily neglected students.
3. To promote volunteer program by liaising with various school personnel (e.g. Teacher-in-charge of civic education) and outsiders.
4. To help S.1 new comers cope with the new learning environment.
5. To train students as leaders with responsibility and a sense of belonging to the school.
6. To help parents understand the needs and challenge of their children.
7. To arouse parents' and children's awareness in developing good parents-children relationship by delivering family education.
8. To promote students build up positive values in sex.

4. Implementation

The philosophy of the Guidance Team:

1. Guidance teachers are encouraged to attend training courses, workshops and seminars on school guidance and counseling so as to further enhance the expertise on this area.
2. The guidance team will coordinate with the school social workers to organize remedial, developmental and preventive programs for students.
3. There will be close coordination and collaboration among the guidance team, discipline team, civic education team, careers guidance team and PTA.
4. To utilize resources of other organizations, e.g. liaise with a social service organisation to run programs.

5. Evaluation

Activities were evaluated in the following aspects:

1. Students' attendance
2. comments from teachers, parents and students, using questionnaires or through dialogue.
3. Observation
4. meeting
5. Apaso

6. Program Plan (2011-2012)

To consider the major concerns of school, the following areas will be covered in the coming year

- I. Self concept (自我認識)**
- II. Developing students' potential (發展潛能、突破自我)
- III. Parent-child relationship (親子互動成長)
- IV. Positive values (正確價值觀)
- V. Sense of belongings (歸屬感)
- VI. Stress management (壓力情緒管理)
- VII. Accepting each other (關愛融和)

The following activities will be held in the 2011-2012:

<u>Family Education</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
S.1 parent Day	Oct.,2011	<ul style="list-style-type: none"> ● Parents understand their sons' needs ● Parents understand the pos 	<ul style="list-style-type: none"> ● Comment from parents ● Comment from teachers 	Guidance team, school workers and discipline	III, IV, V, VI
Family education workshops and day camp for parents by the school social workers, and implemented by the PTA	March to April 2012	<ul style="list-style-type: none"> ● Parents understand their children and learn skills in handling their children's emotion 	<ul style="list-style-type: none"> ● Comment from parents 	Social Workers and PTA	III
『親親兒女心』 family education talk	April, 2012	<ul style="list-style-type: none"> ● Parents understand their sons' needs ● Parents learn skills in handling children's problem 	<ul style="list-style-type: none"> ● Questionnaire ● Comment from parents ● Comment from teachers 	Guidance, social workers and social service association	III, IV, V, VI
Thank you card writing activities 1. Parents day 『全英華人心語』 2. Mothers' day 『母親節心意咭』	1. Feb., 2012 2. May, 2012	<ul style="list-style-type: none"> ● Students are willing to give thanks and share their feelings. 	<ul style="list-style-type: none"> ● Comment from teachers ● Comment from students 	Guidance Team	III, IV, VII
<u>Sex Education</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered

Sex education for S.1	Nov., 2011	<ul style="list-style-type: none"> To help students clarify the misunderstanding of sex message from internet and the method to handle. 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Guidance Team	I, IV, VI
Sex education for S.2	March., 2011	<ul style="list-style-type: none"> To help students clarify the misunderstanding of sex message from internet and the method to handle. To help students stand against criminal about sex. 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Guidance Team	I, IV, VI
Sex education for S.4	Part I March, 2012	<ul style="list-style-type: none"> To promote students build up positive values in sex. 	<ul style="list-style-type: none"> Questionnaire Observation of students' performance in lesson Comment from teachers 	Guidance Team, Department of Health	I, IV, VI
	Part II March, 2012	<ul style="list-style-type: none"> Learn contraception knowledge 			
Sex education group for S.3 and S.5 (Target students)	To be confirmed	<ul style="list-style-type: none"> To help students clarify the misunderstanding about sex and the method to handle sex related challenge 	<ul style="list-style-type: none"> Observation of students' performance Comment from teachers 	Social workers	I, IV

Values

Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Workshop on "Cyber-bullying" for S.1 students	Feb., 2012	<ul style="list-style-type: none"> To help students clarify the misunderstanding of Cyber-bullying and the method to handle. 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Social workers and guidance team	VII, VI, iV
Workshop on "say no to bullying" for S.3 students	Sept., 2011	<ul style="list-style-type: none"> To help students clarify the misunderstanding of bullying and the method to handle. 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Dept. of Health and guidance team	VII, VI, iV

Workshop on “say no to bullying” for ONE S.3 target class	Oct., 2011	<ul style="list-style-type: none"> To drill the method to handle bullying. 	<ul style="list-style-type: none"> Observation of students’ performance in lesson Comment from teachers 	Social worker	VII, VI, iV
S.2 and 3 program (更新先鋒計劃) This program is supported by the Correctional Services	To be confirmed	<ul style="list-style-type: none"> To help students stand against criminal To help students understand the consequence in 	<ul style="list-style-type: none"> Comment from CSD Comment from teachers and students 	Social workers and guidance team	IV
Assembly talks given by the school social workers and guest speakers (2-4 sessions)	Whole year	<ul style="list-style-type: none"> Enhance students’ awareness in various aspects. 	<ul style="list-style-type: none"> Observation of students’ performance Comment from teachers 	Guidance Team and Social Workers	I, IV
Class teacher period for S.1 to S.3 : “P.A.T.H.S.”	Whole year	<ul style="list-style-type: none"> Enhance students’ personal growth 	<ul style="list-style-type: none"> Questionnaire Observation of students’ performance in lesson Comment from teachers 	Vice Principle, Social Worker, S.1, S.2 and S.3 Class Teachers and	I, II, IV, V, VI
禮貌運動	Whole year	<ul style="list-style-type: none"> Respect others 	<ul style="list-style-type: none"> Comment from teachers and students 	Guidance Team	IV, V VII
<u>Mental Health</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Talk on “mental health” for S.4	To be confirmed	<ul style="list-style-type: none"> Stress management 	<ul style="list-style-type: none"> Comment from teachers and students 	Guidance Team and social worker	VI, VII
Workshop on “stress management” for S.6 and S.7	Nov., 2011	<ul style="list-style-type: none"> Relaxation exercise 	<ul style="list-style-type: none"> Comment from teachers and students 	Guidance Team and social worker	V, VI, VII
Workshop on “Handling students with stress problem” for S.4 to S.6 teachers	Nov., 2011 and Feb., 2012	<ul style="list-style-type: none"> Early intervention “To do” and “Not to do” 	<ul style="list-style-type: none"> Comment from teachers 	Guidance Team and social worker	VI, VII

Thank you / Cheer up card writing activities 1. To support S.6 and S.7 students 2. Parents day 『全英華人心語』 3. Mothers' day 『母親節心意咭』	2. Nov., 2011 3. Feb., 2012 3. May, 2012	● Students are willing to give thanks and share their feelings.	● Comment from teachers ● Comment from students	Guidance Team	III, IV, VII
<u>Personal growth</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Adventure based program for one S.4 class (The class with the most low achievers)	Whole year	● Enhance students' motivation ● Life planning ● Improve teachers-students relationship	● Questionnaire ● Comment from teachers	Social Workers, Guidance Team	I, IV, VI
Peers counseling/ supporting scheme (溫馨校園計劃) for S.1 students	Whole year	Equip big brothers with social and programming skills Build up peers relationship	● Questionnaire ● Observation of students' performance in lesson ● Comment from teachers	Social Worker and Guidance Team	V, VI, VII
S.1 Orientation camp	Aug.2011	Set up goals and discipline	● Observation of students' performance in lesson ● Comment from teachers	Moral education committee, Discipline team, guidance and social workers	I, II, IV, V, VI, VII
Developmental and preventive programs for low achievers with financial problem	Whole year	● To broaden students' horizon ● To enhance students sense of achievement	● Teachers' comment ● Students' attendances	Life Workshop and Guidance Team	I,II, VI

Training camp for S.3/4 students with low self-esteem	To be confirmed	<ul style="list-style-type: none"> To help students set goals To enhance students' motivation 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Navigator Training Centre, Social workers and guidance	I, II
Adventure based group for students with low motivation S.1 to S.4	Whole year	<ul style="list-style-type: none"> To help students experience success To help students set up mini tasks To enhance students' motivation in study and life planning 	<ul style="list-style-type: none"> Questionnaire Observation of students' performance in lesson Comment from teachers 	Social Workers and Guidance Team	I, II
S.1 and S.2 Picnic Day	March, 2012	<ul style="list-style-type: none"> To promote the sense of belongings To build up class/from spirit 	<ul style="list-style-type: none"> Comment from teachers and students 	guidance team and social workers	V
<u>S.1 Adjustment</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Case conference with teachers and social worker in primary school	June, 2011	<ul style="list-style-type: none"> Early intervention 	<ul style="list-style-type: none"> Comment from teachers S.1 teachers meeting 	Principal, guidance team, school social workers and discipline team	N/A
Orientation talks for S.1 new students	Mid July 2011	<ul style="list-style-type: none"> To help S.1 new comers cope with the new learning environment. To help S.1 new comers familiar with the services given by social workers and guidance team. 	<ul style="list-style-type: none"> Observation of students' performance in lesson Comment from teachers 	Vice principal, guidance team and social workers.	N/A

S.1 Adjustment workshop	Late Sept., 2011	<ul style="list-style-type: none"> ● To promote school social work service. ● To provide an opportunity for S.1 students to share new school life and their adjustment. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson worksheet collected 	Social Workers	N/A
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Other programs through out the year:

1. Case work and case conference
2. Games Day
3. Class meeting
4. Staff development program

7. Budgets for 2011-2012

Estimated Expenditure

1. Activities for students' personal growth	5,000
2. Activities for family life education	1,500
3. Sweet Campus Promotion Scheme (溫馨校園計劃)	2,000
4. Equipment & Furniture	500
5. Library books on pastoral care of students	500
	9,500

8. Team Members

Guidance team members	School Social Workers:
Mr. Chan Moon-kin (Guidance Master) Mr. Book Kwok-chee (Assistant Guidance Master) Mr. Lee Ka-kit(Assistant Guidance Master) Ms. Wong Siu-yan, Winnie Ms. Chan Yuk-yin Mr. Ling Kai Cheong Ms. Lau Ying Mr. Tsang Wan-keung Ms. Li Siu-fei Ms. Tang Suk-man Mr. Yip Chak-leong	Ms. Yuen Cheuk-yu (Tuesday & Thursday) Ms. Lam Oi-ying, Lum (Wednesday & Friday)
New members Mr. Tang Wai-chung Carpus Mr. Yu Jason Mr. Lai Wai-man Norris	

Gifted Education Programme Plan 2011-2012

Table of content:

- A. Mission statement
- B. Goals
- C. Intended outcomes
- D. Definition of gifted and talented
- E. Methods used to identification of gifted and talented students
- F. Proposed approach
- G. Committee members
- H. Implementation plan 2011-2012

Appendix 1: S.1 Student Record

A. Mission statement:

Gifted and talented (GAT) students need a qualitatively different program that provides stimulants to accelerate as needed within specific content areas to include time to work on self-initiated projects. The focus of the participants' education will be on specific strategies for higher order thinking skills. It also hope to teach students problem solving and logical thinking skills, independent research, effective communication and co-operative learning which will produce effective members of society, as well as life long learners. It is our mission to help our brightest students to meet their unique and individual potential for excellence.

B. Goals

1. To develop gifted students' advanced and abstract understanding of knowledge beyond regular course and grade level expectations by adding depth and complexity.
2. To provide gifted students with the explicit teaching of higher order thinking skills that promote excellence in critical and creative thinking through a variety of activities: enrichment, acceleration and extension programs.
3. To develop talented students' skills of problem solving, logic and application of concepts through a differentiated curriculum.
4. To develop in each gifted student an awareness, acceptance, and a positive self-realization of giftedness.
5. To enhance gifted students for peer interaction in the long run.

C. Intended outcomes

At the end of the enrichment program, participants will be able to:

1. cope with false stars and failures
2. be aware of preferred learning styles and know how to operate when these are not available or appropriate
3. transfer higher order thinking skills between subjects and in different contexts
4. gain confidence in their natural and developed abilities
5. consider alternative approaches to different situations or circumstances
6. apply their general intellectual abilities through performance of complex mental tasks
7. become self-directed learners
8. become more aware of and cope more successfully with their giftedness in relation to themselves and to others

D. Definition of gifted and talented

Definitions of “giftedness” and “talented” given by various psychologists or educationalists can be different. But we generally accept and define the giftedness as the following two definition:

1. Giftedness is “a combination of **above average ability, creativity and task commitment.**” (Joseph Renzulli 1978)
2. Gifted children are those who show exceptional achievement of potential in one or more of the following:
 - A high level of measured intelligence
 - Specific academic aptitude in a subject area
 - Creative thinking – high ability to invent novel, elaborate and numerous ideas
 - Superior talent in visual and performing arts such as painting, drama, dance, music...
 - Natural leadership and peers – high ability to move others to achieve common goals
 - Psychomotor ability – outstanding performance or ingenuity in athletic, mechanical skills(Hong Kong Education Commission Report No. 4)

E. Methods used to identification of gifted and talented students

There are four steps to identify the gifted students:

Step 1: Nomination step

The students can be nominated by teachers, parents, peers and self. And we just use 2 of the above methods, teachers and peers. Because the limitation of parent and self can be subjective and unreliable, the target students are nominated by teachers and peers. Teachers can recognize students’ responses to class teaching, levels of initiative and interest, lateral thinking and extent of problem solving. Peers can consider intimate knowledge of student.

Step 2: Screening Ability

Aptitude test and achievement test can be skipped as we can find out the academic results of the students and also the teachers have considered the continuous assessment of those targeted students. We believed that the nominated students are talented and gifted.

Step 3: Selection

Students, whose names appeared in the nomination form the most are selected. Numbers of target students in each form should be within 10 or lesser as exceptionally gifted students should be lesser than 5% of the population.

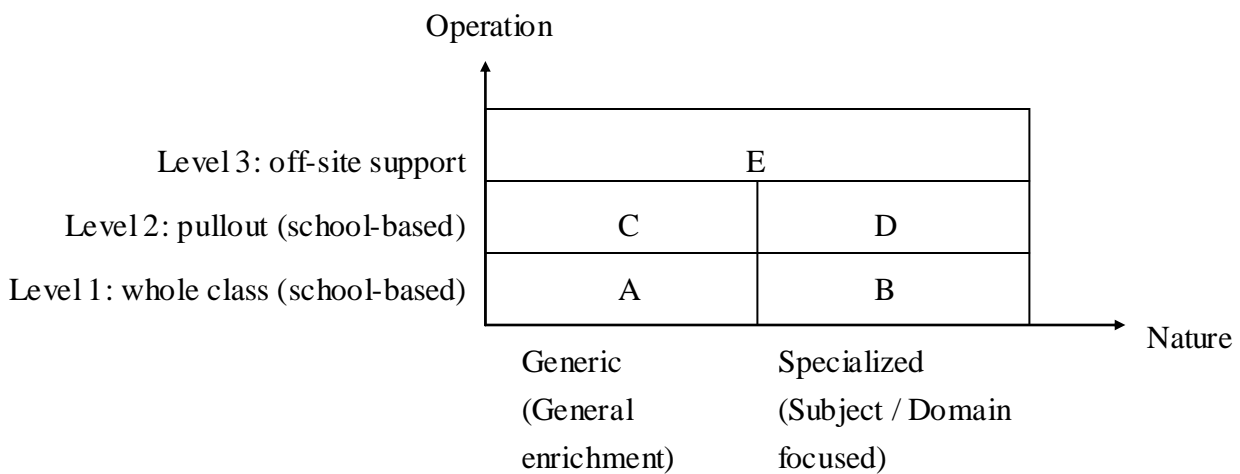
Step 4: Placement

Students accepted to join the gifted education program will learn about their strengths and are given the chances to further develop their potential.

F. Proposed approach

According to the Education Department, the mission should be ensure that the educational needs of ALL students are met so that their potential, no matter where they lie in the ability spectrum, can be maximally developed.

The proposed approach has the following structure:



In Ying Wa, the students will attend general enrichment pullout class after school (Section C) and participate in the program given from off-site support (Section E) or doing a self-learning project (Section D)

Explanation of sections C to E:

Section C: pullout program of generic nature conducted outside the regular classroom to allow systematic training of a homogeneous group of students.

Section D: pullout program of specific nature (e.g. maths, art, etc.) conducted outside the regular classroom to allow systematic training of students with outstanding

performances in specific areas.

Section E: Individualized educational arrangement for the exceptionally gifted who requires resource support outside the regular school (e.g. Counseling, mentorship, early entry to advanced class, etc.)

G. Committee members

Chairperson: *Mr. K. T. Choi*

Secretary: *Ms. Y. L. Chao*

Members: *Ms. C. Leung* *Mr. K. L. So* *Mr. T. F. Chan*
Mr. T. C. Ko *Ms. M. Y. Siu* *Mr. S. S. Mar*
Ms. S. Y. Leung *Ms. S. Y. Wong*

H. Implementation plan 2011-2012

Task	Objective	Task Description	Person in Charge	Means of evaluation
1	To coordinate subject-based gifted education programme	To coordinate gifted education programme in their subjects	Chi: Ms. SY Leung Eng: Ms. C. Leung Math: Mr. TC Ko Sci: Mr. KT Choi Huma: Ms. MY Siu	Report in meetings
2	To coordinate the mentoring program	To mentor the students who took the 4X in NSS	Ms. YL Chao	Evaluate the method at the year end
3	To provide leadership training for the gifted	To mentor the gifted students joined the "Creative and Critical Thinking Club"	Mr. KT Choi Ms. YL Chao Ms. C Leung	Evaluate at the year end
4	To update the gifted education handbook	To update the gifted education handbook	Mr. SS Mar Mr. KT Choi	The handbook updated
5	To collect data from S.1 gifted student record	To collect academic data from the S1 students	Ms. SY Wong	Data collected
6	To make the S.1 admission leaflet	To make a leaflet about academic excellence for the S.1 admission leaflet	Ms. YL Chao Mr. KT Choi	Leaflet made
7	To update the yearly gifted record	To update the yearly gifted record	Mr. KT Choi	The record is made at the year end
8	To establish the YW research lab	To establish the research lab in YWC, meeting every Wed. lunch time	Mr. TC Ko Mr. KT Choi	Reported in the meeting

9	To promote the gifted education in school	To promote the gifted education by showing their achievement using different methods	Mr. KT Choi	Articles are made in PTA/ Torch
10	To update the gifted notice board in school	To update the gifted education notice board periodically	Ms SY Leung Mr. TF Chan Mr. SS Mar Mr. KT Choi	Promotion boards are made and updated
11	To nominate students to the HKAGE	To coordinate nominating students to enter the HKAGE programmes	Coordinator: Mr. KT Choi	12 Students are nominated yearly
12	To coordinate and promote the ICAS	To coordinate and promote ICAS in school	Coordinator: Ms. MY Siu Helper: Mr. TF Chan	Evaluation at the year end
13	To coordinate and promote GCE in YWC	To coordinate and promote the GCE in school	Coordinator: Mr. KL So Helper: Mr. TC Ko	Evaluation at the year end
14	To promote gifted education by means of I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	Mr. KT Choi	Gifted information updated effectively
15	To mentor language abilities of SS3 target gifted students	To mentor those gifted students on their Chinese/English subjects	Ms. SY Leung Ms. C Leung	Evaluation after year end

**Ying Wa College
Gifted Education Committee
Student Record**

Name (English)		Name (Chinese)		<i>Official use only</i>	
Email		Date of Birth	/ / (DD/MM/YY)	Year	Class (No.)
		Tel. No. (Home)		-	()
Mobile (Parents)		Mobile (Student)		-	()
Assessment (e.g. IQ, ...)	Brief Description & Result		Date of Assessment	-	()
				-	()
				-	()
				-	()
Category	Training Course / Competition (Year)		Award / Certificate	Internal Assessments	
Language Experience (Chi / PTH / Eng / others)				S1: Top 1/5/10/20 %	S2: Top 1/5/10/20 %
				S3: Top 1/5/10/20 %	SS1: Top 1/5/10/20 %
				SS2: Top 1/5/10/20 %	SS3: Top 1/5/10/20 %
				Remarks:	
Mathematics Experience				S1: Top 1/5/10/20 %	S2: Top 1/5/10/20 %
				S3: Top 1/5/10/20 %	SS1: Top 1/5/10/20 %
				SS2: Top 1/5/10/20 %	SS3: Top 1/5/10/20 %
				Remarks:	

Science Experience			S1: Top 1/5/10/20 % S2: Top 1/5/10/20 % S3: Top 1/5/10/20 % SS1: Top 1/5/10/20 % SS2: Top 1/5/10/20 % SS3: Top 1/5/10/20 % Remarks:
Other Experience			Remarks:

Programme Plans of Subject Panels

A. Languages and Social Sciences Subjects

English Programme Plan 2011-2012

Aims

Echoing the school plan, the aims of the English Department in the academic year 2011-2012 are:

- a) Improving Classroom Learning and Teaching (L&T)
- b) Raising Students' integrity and sense of belonging

Other than this, the English Department also aims at

- c) Extending Students' English ability via Extra-curricular Activities

Objectives

- a) Improving Classroom Learning and Teaching (L&T)
 - Departmental planning and implementation of L & T policy
 - Promotion of teachers' evaluation & self-reflection on L & T
 - Guided lesson planning & implementation of teaching strategies (with support from EDB-SBSS)
 - Promotion of Peer Observation
 - Promotion of Extensive Reading
 - Utilizing SBA Oral Activities to improve students' speaking skills
- b) Raising Students' integrity and sense of belonging

We would try to raise students' moral standard by utilizing the teaching materials in class.
We would also try to foster a greater sense of belonging among our students by encouraging them to support their fellow schoolmates in various extra-curricular activities.
- c) Extending students' English ability via Extra-curricular Activities

As usual, there are various "English Clubs and extra-curricular activities, but this year's focus will be on the Debating club and the Drama Club.

Implementation Plans

IMPROVING CLASSROOM L&T

Departmental planning and implementation of L & T policy

Teachers of the same forms are encouraged to hold regular meetings (at least once per month) to discuss teaching methods to improve the teaching and learning inside the classroom.

Collaboration in the design of teaching materials is greatly encouraged.

The Form Coordinators should hand in the reports of their meetings and the teaching materials designed to the Panel Chairs by the end of each term.

Promotion of teachers' evaluation and self-reflection on L&T

The English Department has designed a Student Feedback Form. Teachers should ask their students to fill out the form by the end of each term. The purpose of doing so is to collect students' feedback on their learning and the teachers' teaching. It is hoped that, by doing so, teachers can know more about students' learning needs and could better assess their own performance in their teaching. We believe that improvements would come from self-reflection.

Promotion of Peer Observation

Self-reflection can be further enhanced by peer observation.

The following points should be noted:

- a) Teachers can do peer observations in groups of 2 to 4. Each teacher must observe one lesson and be observed once within this school year (before mid March).
- b) Before the lesson observation, all teachers should have a pre-observation meeting where the teacher observed can explain what he/she wants to achieve in the lesson.
- c) After the lesson observation, the observing teachers should give comments (on both the good and weak points) by filling out the record form. This form should be returned to the teacher being observed. A copy should be given to the Panel Chair for school record.

Guided lesson planning & implementation of teaching strategies (with support from CUHK's QSIP)

Experts from CUHK would give us some guidance and advice as to how to plan our lessons and implement new teaching strategies. Pilot schemes will be conducted and they will be followed by evaluations.

Promotion of Extensive Reading

Extensive Reading Scheme

This year, the ERS books have been transferred from the class libraries to the school library. This should make the borrowing and returning of books more efficient. The teachers can now have more time to guide students along in their reading.

The Read with NETs Programme

NET teachers would visit all the classes in Form 1 and Form 2 during Morning Reading Session. They would share some books with the students and would invite them to join the Reading Club or borrow books from the mini library in the English Corner. Each term there would be two visits, making up a total of 4 visits per year.

(For details, please see Appendix 1)

Bookworm Digging Programme

This programme provides “Bookworm Digging Articles” for students to read. After reading, they need to answer some simple questions and then do some writing. Each month, an article will be distributed to students. After completing the exercise, students would be awarded one or 2 stamps (based on the quality of their writing) for their English Learning Passport.

This year, the Teachers-in-charge would provide an e-bank of exercises for different forms. Each English teacher should be given a file containing all the articles so that he/she can make copies for his/her own students.

Utilizing SBA Oral Activities to improve students’ speaking skills

Quite a number of students are rather shy in speaking up in English. Luckily, HKEAA’s requirement of SBA Oral Activities provides a very good incentive for them to overcome this psychological barrier. To make full use of this golden opportunity, we have drawn out a plan for the students to follow (Appendix 2) and we would guide them along each step of the way. It is hoped that the oral practice in the classroom and the experience of being videotaped would help to boost the students’ confidence in speaking up.

RAISING STUDENTS’ INTEGRITY & SENSE OF BELONGING

For the sake of raising students’ moral standard, we would make use of the class readers. Teachers would pick out points for discussion and create worksheets based on the following readers:

Form 1: Fairy Tales

Form 2: Snow Goose

Form 3: British and American Short Stories

NSS1: A Roald Dahl Selection

For students in NSS2, teachers would tailor make teaching materials on moral issues based on the 2 Electives: *Learning English thr’ Songs & Poetry* and *Learning English thr’ Social Issues*.

In order to foster a greater sense of belonging among the students, teachers would encourage their students to support their classmates when they take part in the contests and competitions held by the various English Clubs (English Society, Debating Society, Drama Club, Public Speaking Club & Reading Club). They would also be encouraged to give their support to their schoolmates when they go out for interschool competitions e.g. Inter-school Debates.

EXTENDING STUDENTS' ENGLISH ABILITY VIA EXTRA-CURRICULAR ACTIVITIES

As we believe that English learning should go beyond the classroom, we strive to provide a language-rich environment for our students. In order to cater for the different interests of different students, we run a variety of extra-curricular English activities listed below:

The Debating Club

The Debating Club was set up in the year 2008-2009. Since then, it has attracted a batch of students with good English. Ms Daswani has done a marvellous job coaching the boys and leading them through a succession of debate contests throughout the year. This year, Ms. Winnie Kwok is going to take over as Teacher-in-charge. There would be regular Debating Workshops for both beginners and experienced debaters. Our students would also take part in both Inter-House and Inter-school debates.

The Drama Club

Ms. Chapman is the main teacher in charge. Mr. Brian Wu, Ms. Hannah Standring and Mr. Tim Anderson are the other advisors of the club.

The objective of the club: Encourage use of English through drama. Promote self-esteem, team work, presentation and performance skills.

The Drama Club is open to all students. Both elite students and the less academically inclined would be able to find a role for themselves here. Ms. Chapman will run workshops for the students and will be the regular drama coach for them. Weekly meetings would be held. There would be warm up activities, workshops focusing on a specific skill such as breathing or projection, and rehearsals for performances. The school will also hire Mr. Andy Burt, drama specialist and theatre technician, to train our boys in theatre sports, acting techniques and technical know-how.

The Public Speaking Club

Ms. B. Tse is the main teacher in charge of this club. Ms. Carrie Leung and Ms. Jessie Cheung are the other advisors.

The objectives of the club are:

- To give students more chances to practice their Oral Skills
- To teach students the basic skills of speech making
- To train up students' confidence in making speeches

Activities:

- Holding regular meetings during lunch hours to provide students with ample opportunities to practice their oral skills
- Inviting teachers as Guest Speakers to give model speeches
- Running workshops on the basic skills of speech making
- Running workshops on impromptu speeches
- Organizing Inter-Class Speaking Contests
- Holding Inter-House Public Speaking Contests

The Reading Club

Ms. Jessie Cheung is the main teacher in charge of this club. Mr. Frank Chan, Ms. Goh and Ms. Norris Lai are the other advisors.

The objectives of the club are:

- To encourage students to do more extensive reading through various means
- To provide opportunities for students to share what they have read in their spare time

Activities:

Teacher Readers in English Corner

- One per month starting October
- Invite one teacher to share an English book with the students.
- This will be advertised prior to the event on a board outside the English Corner

Creative Story Writing Competition (Appendix 3)

An inter-class short story writing competition will be held in the 2nd term. The best works will be published in *Canvas*.

Battle of the Books

This is an inter-class book reading contest. Altogether, there will be 4 contests, 2 in the first term, and 2 in the second term. While the contests for F.1 and F.2 will be held in mid October, the contests for F.3 and F4 will be held in the 2nd term.

Before the contest, a set of texts (short passages, stories, poems, songs etc) will be given to all students across the form. The English teacher of each class would choose 3 students from the class to participate in the competition. These students would be awarded ELP stamps.

Questions will be set on the assigned texts distributed earlier on. In the contest, the class who can answer the most questions will win out.

Reading Club Library

- Reading club library open once a week and managed by Reading club
- Suggestions and advice given on this day for reading
- The maximum number of books a student can borrow is 2.
- Students must return the books within 2 weeks.
- Students can reserve books they would like to read

The English Corner

Mr. Raymond Tsang is main teacher in charge of the English Corner. The other advisors are the NET teachers.

The objectives of the English Corner are:

- To provide a language-rich environment for the students
- To encourage students to chat with NET teachers in a friendly, relaxed way

Activities:

- Regular meetings are held during lunch hours and after school
- Activities include board games, language games, film viewing etc

The English Society

The main teacher in charge is Ms. B. Tse. All the teachers in the English Department give a helping hand in running the activities.

The objectives of the English Society are:

- To promote English learning via extra-curricular activities & competitions
- To train up the Chairman and the Committee Members of the English Society as confident leaders and good speakers of English

Activities

- Organizing the Annual English Show (staged in the Noble Hall)
- Holding Inter-House Story-Telling Contest for F.1 & F.2
- Holding Spelling Bee Contests for F.1 & F.2
- Holding Inter-Class Role Play Contests (together with the Drama Club)
- Holding Public Speaking Contest (together with Public Speaking Club)
- Holding Inter-House Debates (together with Debating Club)

English Sharing Sessions

The teacher in charge is Mr. Frank Chan. He will draw up a timetable for each class to do a 5 to 10 minutes' English sharing in the morning.

One student or several students from each class would be chosen by their English teacher to do some sharing in English in front of the whole school. They can tell some jokes in English, read out a poem or a story. They can also talk about some easily confused words or teach their schoolmates some idioms. They may even choose to sing an English song!

The purpose of this English Sharing Session is:

- to create a language-rich environment in school
- to arouse students' interest in English
- to give students a chance to practice their oral English
- to give the other students more opportunities to listen to English

Poetry Writing Contests (Appendix 3)

The teacher in charge is Ms. B. Tse

In order to open students' eyes to different genres and to engage them in creative and imaginative writing, an inter-class poetry writing contest will be held in the first term. Good works will be selected for the Budding Poets Award.

E-Learning in the Library (Appendix 4)

The teacher in charge is Mr. Brian Wu.

Some English learning software have been brought and installed in the computers in the library. They include:

Clear Pronunciation (1 copy),
Road to ILETS Academic (2 copies)
Tense Buster V9 Compilation (3 copies)
Active Reading (2 copies)

- All students are encouraged to make use of them to do self-access learning on their own. They can make use of the software during lunch hours or after school.
- They will have to sign in with the librarian each time they attend a session. After finishing they will have to sign out.

- To earn ELP stamps (1-3 stamps, depending on the time and effort they have made), students will have to fill out the E Learning Log Book and do a self-reflection report on what they have learnt in the session.
- Sometimes, teachers may refer elite students who want more challenges to work on *Active Reading* or *Road to ILETS Academic*.
- Teachers may refer students who have problems with pronunciation to work on *Clear Pronunciation*
- Teachers may refer students who need more practice in tenses to work on *Tense Buster*.
- After they have done the exercises on the computer, students will have to fill out the E-Learning Log Book and hand it in to their English teachers.

Success Criteria

- a) by looking at the students' Log Book and Self-Reflection Report
- b) by looking at the students' English performance by the end of the school year
- c) by interviewing the students who have used the software

Means of Evaluation (Appendix 5a, 5b, 5c, 5d)

Questionnaires

A questionnaire will be designed to gather feedback from students concerning both

- a) Classroom Teaching and Learning and
- b) their Participation in Extra-curricular Activities.

Students will have to fill out this questionnaire twice, one by the end of the first term, one before the final examination.

Formal & Informal Interviews

a) Informal Interviews

Teachers will conduct informal interviews with students on a regular basis. After these interviews, they would have to write down some notes for later reference.

b) Formal Interviews

At the end of each term, the teacher-in-charge of each of the items mentioned above should conduct a formal interview with at least 3 students. Reports of the interviews (both formal and informal) should be handed in to the Panel Chairs for records.

Attendance Record of the Students

Teachers-in-charge of the various clubs should keep a good attendance record of the participants.

A Summary of the Development Plans for the English Department
(2011-2012)

Programmes in the Curriculum
Bridging Programme for S.1 Students
Extensive Reading Scheme (ERS) for F. 1 to F. 3
The <i>Read with NETs Programme</i> During Morning Reading Session
Journal Writing & Project Work
SBA (School-Based Assessment) for SS1 & SS2 Students
Extra-curricular Activities & Workshops
English Sharing Session (before the Morning Announcements)
Training for and Participation in the Speech Festival & other Competitions
Inter-class Creative Writing Competitions
Inter-House Competitions on Story-Telling, Public Speaking & Debating
Film Shows, Board Games & English Games in the English Corner
Annual English Show (performed in the Noble Hall)
Friendly Matches and Inter-school Debates conducted by the Debating Club
Drama Workshops, Contests & Performances run by the Drama Club
Battle of the Books & other reading activities run by the Reading Club
Remedial Oral Workshops for the Weaker Students
Public Speaking Workshops for Elite Students

英華書院
二零一一至二零一二年
中文科
工作重點及教學計劃

教學宗旨

本科之教學宗旨大致上依香港課程發展議會編訂之中學中國語文課程指引之要求再根據本校之情況設計，重點如下：

1. 培養學生閱讀、寫作、聆聽、說話和思維等語文能力，提高學生學習本科的興趣。
2. 藉著本科的教學，啟發學生的思想，令學生更注重自己的品德，增進學生對中國文化的認識，並加強學生的責任感，令同學成為一個在校內嚴守紀律，日後在社會上成為一個有修養的良好公民。
3. 配合教改，與時並進，以學生為主體，以學生能力作主導，制定整體教學計劃，以期為學生提供優良的語言學習環境。
4. 配合本校情況，加強照顧同學的學習差異，提高教與學之效能。

目標

1. 長期目標：
 - a. 在課堂上透過老師的身教言教，歷代敦品勵學的名篇，培育學生的品格，令學生成為一個勤學守禮的人。
 - b. 透過中學部與小學部之間的協商，制定一些切合本校學生程度之教學設計及工作安排。
 - c. 透過聽、講、讀、寫的訓練，提高本校學生的語文能力。
 - d. 提高本校（中、小學部）學生的程度。
 - e. 提升中學部學生公開試之成績。
2. 短期目標：
 - a. 增潤初中的教學內容，以致同學更能順利銜接新高中課程。
 - b. 關注學生的學習差異，致力於同學之功課輔導工作（尤其是初中級）以及照顧部分能力較弱的高中同學。
 - c. 加強中學部及小學部之間的溝通。
 - d. 充分運用評估資料以改善教學質素。
 - e. 利用考績制度、同儕觀摩及評估方法以提高教學質素。
 - f. 加強初中級學生朗讀、口語溝通及成語運用之訓練。
 - g. 令本科之「增值」情況更理想。

本科之現況

經本科同工之研究及檢討，本科之「強」、「弱」、「機」、「危」大致如下：

1. 強：

- a. 本科老師勤奮認真，勇於接受各種挑戰。
- b. 本科一直積極鼓勵學生參與課程的評估 以提升教學質素之方法。

2. 弱：

- a. 近年初中同學的學習差異極大。
- b. 近年初中同學的紀律及秩序十分差，老師要花大量心力管秩序及收功課，不但影響進度，更嚴重影響教學質素。
- c. 近年初一同學入學時的中文水平比較差（尤其在寫作及閱讀能力方面）。
- d. 初中學生之說話能力較弱。
- e. 學生一般自學能力都較弱。
- f. 近年學生閱讀課外讀物之情況不大理想。高中學生甚少主動閱讀課外書，而初中生甚至連閱報情況也不理想。
- g. 初三同學考TSA的成績未如理想。
- h. 本科之「增值」情況並不理想。

3. 機：

- a. 本校一直積極推行普通話教學，小學部同工尤以此項目為重點工作，因此本校近年之中一同學的普通話水平（尤在聽及說的能力不俗）。
- b. 初中及高中各級在每一單元完結時本科都會進行統一測驗，因此學生普遍之溫習態度有改善。
- c. 本校致力提高中文系之工作效率及士氣，決定於2011至2012年度增聘中文科老師，2011-2012年度中文系團隊將增加至17人，讓本科同工有機會在中三某些問題比較嚴重的班別進行小班教學，亦令本科同工在課程剪裁及設計、教學資料整理、課外活動等方面有更大發展空間。
- d. 校方於2011-2012年度為部分能力較弱的高中同學提供中文科增潤課程，以期提高他們的公開試成績。
- e. 本校老師及教學助理在設計本校之單元課程時能採用集體備課，集體設計之模式，而完成每一個單元之教學工作後亦會立即檢討。
- f. 本校由2000-2001年開始推行考績制度，老師透過互相觀課以交流經驗，互相幫助，大部分中文科同工認為此舉令大家無論在學問及士氣方面都有所提升。
- g. 本科推行有校本特色之課後輔導補底班。
- h. 一條龍教學令同工嘗試新挑戰之餘，又可拓寬教學視野，更容易了解中小學中國語文科之課程。
- i. 本科老師利用學生參與評估計劃以提高自己教學質素。
- j. 高中自2006-2007年開始實施分組教學，讓老師能把每一班學生照顧得更好。
- k. 在2007-2008年度開始，中一級亦推行相似之計劃，中一級除了水平較高的兩班外，其中有兩班分三組上課，而其中能力較弱的一班則分兩組上課。

1.由2008-2009年度開始，本校推行同儕觀摩制度，中文科同工有機會接觸其他學科同工之所長，對自己的教學內容及方法亦有所提升。

4.危：

- a.由於本校實施一條龍教學，因此本科同工忽然增加了許多合作夥伴，溝通及適應方面都比以往複雜。
- b.在「銜接中學課程測試」中，同工發現小六同學的「語文知識」、「讀」及「寫」三方面的水平未如理想。
- c.小六同學在中、英、數三科中以中文科的表現最不理想。

2011-2012年度中文科之工作重點

- 1.重點輔導能力比較弱的高中生，如同學退修某些選修科，其課節將作為中文科增潤課程。
- 2.加強中三同學的輔導教學工作，將2011-2012年度之3D及3E班分為四組，作重點輔導，希望更能照顧同學的學習差異。
- 3.改革評估方法以照顧學習差異比較大的同學以及鼓勵同學在作答時更進取。
- 4.增潤初中的教學內容，在初中滲入「新聞與報導」、「文化探究」及「小說與文化」的元素，以致同學更能順利銜接新高中課程。
- 5.關注學生的學習差異，致力於同學之課後輔導工作。
- 6.加強同學之普通話拔尖工作，尤其加強朗誦、演說及辯論之拔尖培訓。
- 7.加強本科及跨科的同儕觀摩的工作。
- 8.有效利用考績工作以提高教與學的效能。

2011-2012年度之特別計劃

1.中國語文科：

高中增潤課程

對象：

- a.11-12年度之高中一、高中二及高中三之退修部分選修科的同學。
- b.每級有兩班，每班（估計）不超過20人。

目標：

- a.在原有的課程之上增加額外之訓練。
- b.鞏固同學之語文知識，提升同學之語文能力。
- c.期望可進一步提升同學公開試之成績。

推行方式：

- a.退修某些選修科之高中一、高中二及高中三同學會額外多上兩節中文課。
- b.高中一及高中二同學配合原有之單元額外增加閱讀及寫作訓練。
- c.高中一及高中二同學全年增加聆聽、說話及綜合訓練。
- d.高中一及高中二同學重點加強成語及文言文之訓練。
- e.高中一及高中二同學會採用額外教材。

- f. 高中三同學加強應試技巧訓練。
- g. 同學必須定期進行評估，分數亦會顯示在成績表上。
- h. 高中一及高中二同學各項目分數安排：

閱讀能力--20分
 寫作能力--20分
 聆聽能力--10分
 說話能力--14分
 綜合能力--16分
 成語--10分
 文言文基礎知識--10分

*總分為 100 分

- i. 高中三同學各項目分數安排：

閱讀能力--20分
 寫作能力--20分
 聆聽能力--10分
 說話能力--14分
 綜合能力--16分

*總分由 80 分換算至 100 分

- j. 增潤課程以 100 分計算，等級安排如下：

等級	分數
A	80-100 分
B	60-79 分
C	50-69 分
D	40-49 分
E	30-39 分
F	0-29

負責人員：

高中科主任

評估方法：

- a. 由老師觀察學生之表現，在科務會議蒐集老師之意見。
- b. 追蹤及紀錄有關同學之公開試成績。

成功指標：

學生在公開考試中表現理想。

完成時間：

- a. 高中三同學在2012年學年終結。
- b. 高中二同學在2013年學年終結。
- c. 高中一同學在2014年學年終結。

加強中三同學的輔導教學工作

對象：

中三D班及E班同學

目標：

更好地照顧學習動力比較低和紀律比較差的同學。

推行方式：

將2011-2012年度之3D及3E班分為四組，作重點輔導。

負責人員：

初中科主任及任教該兩班的老師。

成功指標：

- a. 更能照顧同學的學習差異。
- b. 該四組同學的上課秩序良好。

完成時間：

2011-2012 年學年終結。

改革初中的評估方法

對象：

初中同學

目標：

照顧學習差異比較大的同學以及鼓勵同學在作答時更進取。

推行方式：

- a. 擬卷時須照顧各種程度的同學，盡量安排試題深淺程度的比例合乎校方 4：4：2（深至淺）的要求。
- b. 在考卷中安排額外/挑戰題，以及鼓勵同學在作答時更進取。

負責人員：

初中科主任及任教該兩班的老師。

成功指標：

- a. 更能照顧同學的學習差異。
- b. 大部分同學可以取得額外分數。

完成時間：

2011-2012 年學年終結。

加強成語運用訓練計劃

對象：

- a. 中一至中三級學生
- b. 高中一至高中二增潤班學生

目標：

- a. 加強同學對中國成語的認識。

推行方式：

- a. 初中同學用本校自行編印教材。
- b. 初中同學該套教材作為測驗及考試之考材。
- c. 高中一至高中二增潤班學生須定期有若干評估。

負責人員：

高中及初中科主任

評估方法：

由老師觀察學生之表現，在科務會議蒐集老師之意見。

成功指標：

學生在測驗及考試中考查成語部分表現理想。

完成時間：

2011-2012年學年終結。

加強同學閱讀古文之能力訓練計劃

對象：

高中及初中同學。

目標：

提高同學閱讀古文之能力。

推行方式：

- a. 中一級額外採用一本文言選讀教材（《初中文言文閱讀能力步步升》匯知出版社）。
- b. 中三升高中一年級及高二升高三同學在暑假期間都需要做一些有關古文的理解與欣賞之練習。

負責人員：

高中及初中科主任。

評估方法：

在科務會議中蒐集老師之意，逐年檢討。

閱讀計劃

對象：

高中及初中同學。

目標：

培養學生閱讀之興趣。

推行方式：

- a. 為免打擊同學之閱讀興趣，初中同學可在本校圖書館或公共圖書館借閱自己喜愛的圖書，然後做讀書報告。初中各級全年做四次讀書報告（10月中、12月中、2月中提交短篇報告，新年假後提交長篇讀書報告）。
- b. 新年假後提交之長篇讀書報告會配合相關之讀書報告比賽。
- c. 高中同學配合說話能力訓練計劃。
- d. 高中學生須按課程要求大量閱讀，學生須將平日之閱讀情況紀錄在閱讀紀錄表然後儲存在「學習歷程檔案」內。閱讀紀錄以書刊為單位，每項紀錄須包括該本書刊之簡單資料及扼要記述讀後的感受或評論。學生在高中一及高中二兩年做兩次口頭

讀書報告（自選其中一次呈交分數），與說話能力訓練計劃配合。

負責人員：

高中及初中科主任。

評估方法：

- a. 初中學生做閱讀報告的成績將紀錄在成績表上。學生完成讀書報告後，老師將按學生做讀書報告的平均分給與等第：成績優異之同學，在學期終結前可獲獎狀一張。
- b. 初中級學生分數之安排：

等級	分數
A	8-10 分
B	6-7 分
C	4-5 分
D	2-3 分
E	1 分
F	曾欠交兩次或以上

- c. 由於近年同學的水平每況愈下，得到 9-10 分的同學愈來愈少。老師可酌情給予得到 8 分的同學 A 等。
- d. 高中學生則由老師按學生之表現給予評語，同學之間亦可提出自己對其他同學之評價。
- e. 高中學生須將已評改之課外閱讀報告儲存在「學習歷程檔案」內。

成功指標：

- a. 初中每班都有同學在學期終結前獲獎狀一張。
- b. 大部分高中級學生都在說話能力測試中取得合格的成績。

完成時間：

2011-2012年學期終結前。

寫作訓練計劃

對象：

初中及高中學生

目標：

鼓勵學生多讀及多寫文藝作品及實用文

推行方式：

- a. 要求學生以「隨筆」方式，每月創作文藝作品兩次（高中同學每月一次），希望增加學生寫作之機會。
- b. 中一及中二級同學利用隨筆做課文綜合能力練習的寫作部份，增加同學練習機會。
- c. 中三級同學會額外多做實用文寫作，全年須溫習所有在初中曾學過之實用文格式。
- d. 高中同學基本上每月交一篇隨筆，但老師亦可按同學之能力多要求學生交功課，甚至可以規定體裁，寫作手法及修辭。
- e. 高中二同學力求以歷屆會考試題作為隨筆之題目，老師宜參考公開試的評卷指引。

負責人員：

高中及初中科主任

評估方法：

由老師觀察學生之表現，在科務會議蒐集老師之意見。

成功指標：

學生用心創作，而任教老師亦能選出其作品參賽或刊載於《火炬》或家教會出版的《英華薈》內。

完成時間：

2011-2012年學年終結。

說話訓練計劃

初中：

兩分鐘個人短講及小組討論訓練計劃

對象：

中一至中三學生

目標：

提高本校初中學生之說話能力。

推行方式：

- a. 中一至中三級學生須輪流做兩次個人短講。
- b. 上學期短講練習並不計分，下學期才正式計分，分數佔全科成績 10/300 分。
- c. 每節由老師給予學生一短講題目，學生有 3 分鐘預備，然後在同學面前演說 2 分鐘。
- d. 每一單元騰出兩教節作小組說話訓練，每組 4 人，同學有 5 分鐘預備時間，全組討論時限為 8 分鐘。

高中：

說話能力訓練計劃（口頭讀書報告）

對象：

高中同學。

目標：

- a. 提高本校高中學生之說話能力。
- b. 增加同學的閱讀機會。
- c. 提高同學的閱讀能力。

推行方式：

- a. 高中學生須每學年輪流做最少一次口頭讀書報告。
- b. 學生做完口頭讀書報告，其他同學及老師可提出問題及給予意見。

負責人員：

高中科主任。

評估方法：

- a. 老師按學生之表現給予評語，同學之間亦可提出自己對其他同學之評價。
- b. 同學所得之分數會計算在校本評核之分數內。

成功指標：

同學能按時完成報告。

完成時間：

2011-2012年學年終結。

學生參與評估計劃

對象：

初中及高中學生。

目標：

提升教與學效能。

推行方式：

分兩類：

a. 單元教學檢討問卷

學生在完成一個單元後，老師將發出問卷，蒐集同學對課程設計，教學資料，教學方法等方面之意見。

b. 教師自我評估問卷

各任教中國語文科老師可以在學年結束前，向學生派發由科主任設計之教師自我評估問卷，讓學生在學年結束前就課程設計，教學資料，老師之教學方法等方面發表意見。

負責人員：

高中及初中科主任。

評估方法：

a. 學生在完成每一個單元後填寫單元教學檢討問卷，由教學助理作出統計及分析。

b. 學生在學期終結前完成教師教學評估問卷，老師可按自己的需要自行處理，作自我提升及自我完善之用，老師不必一定要將問卷交予科主任或其他老師。

成功指標：

有過半數學生認同本科之教學方針及老師之表現。

完成時間：

2011-2012 年學期終結前。

輔導教學計劃

對象：

初中同學。

目標：

對程度不足的中二及中三學生進行輔導及補底的工作。

推行方式：

a. 在 11-12 年中二及中三級選取在 10-11 中一及中二期終考試成績最差的 20 位同學，在 11 年 9 月開學後第二個星期開始上課，在考期中試前一星期課程終結，以便同學準備考試。

b. 期中考試後，同樣選出在該次期中考試成績最差 20 位同學，在下學期期中試後第二個星期開始上課，同樣在考期終試前一星期課程終結，以便同學準備考試。

c. 每級每星期上課日數兩天，每級每天上課時間為 4:00 - 5:30。

d. 校方發信通知需上輔導班同學的家長，信中明確告知家長輔導課為課程一部分，缺席者需補回家長信，否則作曠課論。

e. 輔導課教材需完善整理並存檔，以備外評考查。

負責人員：

初中科主任曾定祥老師。

評估方法：

a. 初中科主任定期巡視輔導班同學上課情況。(每級每兩星期各一次)

b. 任教老師於期中及期終試後就同學考試成績作一簡單報告，如輔導前及輔導後考獲全級名次有否改變，以備學期完結檢討之用。

成功指標：

學生之課堂表現及功課表現理想。

完成時間：

2011-2012年學期終結前。

以普通話作為中國語文科之教學語言

對象：

初中同學。

目標：

提高學生之語文能力及普通話水平。

推行方式：

a. 11-12年度之中一新生註冊後，將會應考分班試，合資格之學生將會被編進以普通話教授中國語文科之班別。

b. 該批學生升讀中二時，校方會按他們之表現考慮他們是否適合在中二同樣在以普通話教授中國語文科之班別中學習。

c. 以普通話作為教學語言之班別，其中國語文科之教學內容、教學進度及考試範圍和形式與其餘各班一樣。

負責人員：

高中中文科主任、普通話科主任及校務處鍾小姐。

2. 中國文學科：

宗旨：

a. 提高研習及創作文學作品的興趣。

b. 提高理解、分析、欣賞、評論及創作文學作品的的能力。

c. 增進中國文學基礎知識。

d. 培養學生閱讀中國文學作品的興趣，提高學生理解、分析、欣賞的能力，並使學生透過對文學作品的研習，加強寫作的的能力。

e. 增進學生對中國文學發展的認識。

f. 使學生藉本科的學習，收陶冶性情、美化人格的效果。

g. 培養學生對國家民族的歸屬感和使命感。

新高中及高考班：

文學作品分享及小組導修計劃

對象：

高中文學科同學。

目標：

- a. 增加同學之閱讀量。
- b. 提高同學對中國文學之興趣。

推行方式：

- a. 配合單元，選取導讀及自讀篇章，安排導修課。
- b. 每位同學在完成每一個單元後將有關自讀篇章向同學報告及分享自己的閱讀心得。
- c. 老師會按需要帶同學外出欣賞電影、話劇、參加講座及研討會。

負責人員：

有關任教老師

評估方法：

- a. 老師可根據同學之表現評核。
- b. 凡有外出活，同學皆須完成有關功課（如有）。

成功指標：

大部分學生表現良好。

完成時間：

2011-2012年學期終結前。

3. 中國語文及文化科：

宗旨：

- a. 鞏固學生以往所學的中國語文基本知識，提高學生之閱讀、寫作、聆聽、說話等能力。
- b. 提高學生學習中國文化的興趣，並使學生有繼續進修的自學能力。
- c. 增進學生對中國文化的認識，啟發學生的思想。透過學習中國文，希望學生能建立正確的價值觀，加強其對社會的責任感。

目標：

- a. 銜接初中之教學目標。
- b. 以「學術思想」、「傳統文化」為本科之核心，通過「閱讀理解」、「聆聽理解」、「說話能力」及「課外閱讀」之課程規劃，互相配合呼應，鞏固學生的知識及概念。
- c. 提高學生運用資訊科技的能力。

以多媒體方式設計專題功課計劃

對象：

中七級同學。

目標：

提升同學中國語文及文化科的興趣。

推行方式：

學生以多媒體方式呈交專題設計功課然後分組報告。

負責人員：

2011-2012年任教中七中國語文及文化科之老師。

評估方法：

專題設計功課佔卷五 2/10 分。

成功指標：

所有學生都能以多媒體方式製作專題功課。

完成時間：

2011-2012年上學期終結前。

新入職老師支援計劃

對象：

新入職老師。

目標：

a. 協助新入職老師盡快適應工作環境。

b. 為新入職老師提供即時的支援。

推行方式：

a. 為新入職老師安排啟導老師。

b. 啟導老師定時與新入職老師溝通及交流。

c. 啟導老師定時觀課，為新入職老師提供即時支援。

負責人員：

a. 王穎（林嘉儀之啟導老師）。

b. 黃正夫（甄沃奇之啟導老師）。

c. 唐韻（彭德玥之啟導老師）。

d. 曾定祥（陳易揚之啟導老師）。

e. 吳碧華（何雲星之啟導老師）。

成功指標：

所有新入職老師都盡快熟悉及投入工作。

完成時間：

2011-2012年上學期終結前。

11-12年度之中文科教師名單

1. 中國語文科

任教中一級之老師--李小飛 林嘉儀 甄沃奇 陳易揚 鄧淑敏 曾定祥

任教中二級之老師--唐韻 黃正夫 葉澤亮

任教中三級之老師--唐韻 李小飛 彭德玥 陳易揚 林少娟 葉澤亮

任教中四級之老師--吳碧華 王穎 甄沃奇 林嘉儀 彭德玥 何雲星

任教中五級之老師--黃正夫 王穎 鄧淑敏 朱國源 梁秀燕 何雲星

任教中六級之老師--吳碧華 朱國源 林少娟 曾定祥 梁秀燕 彭德玥

任教中七級之老師--吳碧華 歐陽東華

2. 中國文學科

中四級任教老師--甄沃奇

中五級任教老師--朱國源

中六級任教老師--唐韵

中七級任教老師--梁秀燕

3. 普通話科

中一級任教老師--李小飛 王穎

中二級任教老師--李小飛 黃正夫

中三級任教老師--唐韵 王穎

財政預算

細項	批核預算
文化科參考書	\$19,000.00
課外閱讀計劃（廣泛閱讀）	
教具、教材、軟件及影音用品	
課外活動經費津貼	
製作教材或繳付租借校外用品之收費	
印製獎狀及感謝狀	
圖書館用書	

英華書院
二零一一至二零一二年度
中國歷史科
分級課程宗旨、教學目標及教學計劃

(I) 本校現況：

(甲) 長處、優勢

- 一. 任教老師多為資深之老師，教學經驗豐富，新入職之老師亦熱衷教學，樂意吸收專業知識，願意嘗試運用新進的教學方法。
- 二. 所採用之教科書，附有完備之教材套，方便教學。
- 三. 本科儲存多種教學資料，包括錄影帶、錄音帶、掛圖、幻燈片、電腦教學光碟、電子教材、參考書、參考資料、教材套、多項選擇資料庫等供教師採用。
- 四. 圖書館藏書尚豐富，足供同學借閱。
- 五. 本科用母語教學，學生易於參與課堂討論，表達意見。
- 六. 學生質素頗佳，理解力、領悟力強、頭腦靈敏、反應快、潛質優厚、亦富自學能力。
- 七. 教室設備完善，足以配合多媒體教學需要。

(乙) 困難、不足

- 一. 學生聰穎有餘，勤勉不足，學習態度稍嫌散漫。
- 二. 學生未能主動，積極參與本科之課外活動。
- 三. 高年級同學身兼服務、學生會、學會幹事等多項職責，顧此失彼，未能及時完成課業，亦甚少涉獵原典，閱讀第一手資料。
- 四. 初中至高中均教節不足，教學難以深入透徹，未能充分運用多元教學方法。

中一至中三

(甲) 課程宗旨

- 一. 掌握中國歷代重要史事、歷代人物的嘉言懿行及文化知識，為新高中課程的「歷代發展」及「歷史專題」兩大學習領域打下基礎。
- 二. 培養學生認知、理解、觀察、分析等基本能力，為升高中時治史所要求的高層次思維打好基礎，諸如啟疑、批判、評鑑、反思、辨偽等能力。
- 三. 培養學生對歷史遺產的尊重和愛護。
- 四. 陶鑄學生優良品德情操、責任感及培養民族感情；啟發學生對本國歷史的溫情與敬意。

(乙) 本年教學目標

本科之總體教學計劃，應可持續推行，而短期教學目標，建議如下：

- 一.
 1. 中一級以學生為本之教學活動為主。
 2. 加強課堂筆記及手繪歷史沿革簡圖練習。
 3. 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
 4. 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習。

- 二.
 1. 中二級以鞏固同學表述史事之能力為主，宜多安排分組討論及評述史事。
 2. 加強課堂筆記及手繪歷史沿革簡圖練習。
 3. 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
 4. 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習。

- 三.
 1. 中三級宜多作史事評論之練習，以銜接新高中之中史課程。
 2. 多作手繪歷史沿革簡圖練習。
 3. 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
 4. 須鞏固初中史事知識，以為理解分析基礎，引導同學掌握專題研習能力。
 5. 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習。

(丙) 教學計劃

- 一. 任課老師須清楚指示學生作課前預習，以初步掌握新章節的內容要點。
- 二. 課堂講課多運用提問、故事講述及運用概念圖或時間線等多元化教學方法，闡明史事因果、發展、演變等概念，並鼓勵學生發問、討論。
- 三. 授課時多運用圖表、錄影帶、錄音帶、幻燈片、實物、模型等教具，配合課程上的需要。
- 四. 講解課程內容時，任課老師宜引導學生抄寫簡單筆記、繪畫簡圖或做已預備之工作紙，讓學生投入課堂學習。
- 五. 就課程內容特點，全年設計數次教學活動(如摹擬遊戲、歷史人物扮演、廣播劇、辯論.....)讓學生參與課堂學習，吸收具體、逼真、生動的國史知識。
- 六. 完成一章節後，老師須安排學生完成有關的作業及問答，繪畫簡明歷史地圖，以鞏固所學得的知識。
- 七. 鼓勵學生多閱讀有趣的歷史故事，或與本科有關的課外書，多參觀展

覽、文物館、博物館以豐富其國史知識。

- 八. 老師可張貼成績優異的功課於壁報板上，以示鼓勵，並讓同學互相觀摩，交流心得。

(丁) 評估方法

- 一. 校方新訂初中校本評核政策，主要分三項：

1. 出卷時，依 40% / 40% / 20% 形式
2. 在期考及大考加入 10% 額外分數 (初中適用)，惟所出較艱深的考材須於平時課堂教學中曾經研習。
3. 日常功課：
作業 / 問答、抒寫心得 / 專題研習：10%；統測：20%；考試：70%

- 二. 學期總分比重

1. 上學期：日常課業 10%，統一測驗 20%，期中試 70%，另加額外分 10%，合計 110%，但入分仍以 100%計。
2. 下學期：日常課業 10%，統一測驗 20%，期中試 70%，另加額外分 10%，合計 110%，但入分仍以 100%計。

- 三. 在擬題方面，每卷可擬定不同難度（高、中、低）的題目，讓不同素質的學生可就其認知範圍選擇有能力應付的題目作答，減低學習差異所帶來的影響。具挑戰性的考材亦須來自學生平日在課堂曾學過的知識。擬卷老師亦需協調這類教材，以免造成不公平的情況。

中四至中六

中四 (SS1)、中五(SS2)及中六(SS3) 行高中新課程，中七則仍行舊課程。

(甲) 課程宗旨

讓學生能夠：

1. 理解重要歷史事件的由來、發展及相互關係，從而掌握事物的變革軌跡及發展趨勢，幫助他們能以古鑑今，策畫未來；
2. 整理、綜合及分析相關的歷史資料，運用歷史探究的方法，提升個人思辨及評價史事的能力；
3. 培養解難、內省、批判及創意思維等技能，提升他們處理日常生活事務及參與社會決策的能力；
4. 培養積極的人生態度，培育個人對社會、國家及民族的責任感；
5. 體會中外文化交流的意義，欣賞中國文化的特質與價值所在，建立民族認同感，尊重不同的文化與承傳。
6. 與基礎教育(小學至中三)課程聯繫，層層遞進，鞏固前後相承之歷史知識。

(乙) 本年教學目標

- 一. 建構歷史知識：了解中國政治歷史的面貌與治亂因由、社會和民族的發展狀況與演進關鍵；掌握歷史與文化的承傳變化，從而對當前生活的背景有更深刻的體會。
- 二. 掌握研習歷史的技能：以訓練同學思辨及論析史事能力為主，藉此深化歷史評論能力。
- 三. 培養積極的態度和價值觀：建立優良的品德和公民意識。

(丙) 教學計劃

- 一. 任課老師須清楚指示學生作課前預習，以初步掌握新章節的內容要點。
- 二. 任課老師除講解本科的基本知識外，尚宜運用探究式教學方法，如提問、討論、報告、辯論等活動，從中訓練學生的各種思維能力。
- 三. 授課時可使用漫畫，也可以要求學生繪製地圖，設計遊戲，製作報刊，寫作劇本及排演廣播劇，口述歷史，製作專題報告／專題研習等，配合課程講述。
- 四. 講解課程內容時，任課老師宜引導學生記下簡單筆記，繪畫圖表，如年表／時間線及概念圖等，幫助學生對歷史的學習從「點」擴闊至「面」，增進其對史事的發展過程、因果關係等的了解。
- 五. 每教畢一章節，宜要求學生完成相關的評論題練習（一至二題）及繪畫歷史地圖，以鞏固學生學得的國史知識。
- 六. 評論題須著重訓練學生的思考、分析、比較、綜合、評論史事的能力，任課老師必須向學生講解清楚答題的要求，讓其明白及掌握答題技巧。
- 七. 適時作定期測驗，擬題亦宜以考核學生理解、思辨、分析、評論能力為主。其次則為考核學生的基本知識、概念，藉此敦促學生勤於溫習，鞏固其本科知識。
- 八. 一切練習測驗、考試的評分標準，須切合公開考試的要求，讓學生熟習會考的模式。
- 九. 鼓勵學生多閱讀與本科有關的參考書，多參觀與本科有關的專題展覽、文物館、博物館，及出席講座、研討會等，以充實及深化其國史知識。

(丁) 評核方法

中四至中六

採用校內及校本評核：

校內評核：

- 一. 測驗考試

1. 中四 (SS1) :
上下學期各測驗至少一次，測驗成績佔學期總分百分之二十五。
全年考試兩次，期中試及期終試成績均佔學期總分百分之七十五。
2. 中五 (SS2) :
上下學期各測驗至少一次，測驗成績佔學期總分百分之二十。
全年考試兩次，期中試及期終試成績均佔學期總分百分之八十。
3. 中六 (SS3)
十二月前測驗三次或以上，以 100 分為滿分，作期中試計，出成績表。
模擬考試二月舉行，滿分亦為 100 分。

二·學期總分比重

1. 中四(SS1) :
上學期：測驗 20%，考試成績 80%，合計 100%
下學期：測驗 20%，考試成績 80%，合計 100%
2. 中五(SS2) :
上學期：測驗 20%，考試成績 80%，合計 100%
下學期：測驗 20%，考試成績 80%，合計 100%
3. 中六 (SS3) :
上學期：測驗三次或以上(作期中試計)，100%
下學期：模擬考試 100%

校本評核：

- 本年度中四级不必做校本評核功課，待升中五後才呈交「學習及評核計畫」。
- 計畫為期不少於十二星期，可連續或分時段進行。整個計畫設計包含三個評核項目，每個評核項目包括兩份或以上的課業(必須包括堂課及家課)，佔分比重可以不同，並以個人或小組形式進行。非文字形式之課業佔分不宜超過整個項目總分的 20%。
- 中五之學習及評核計畫必須完成二個項目，並於一一年六月初至七月中向考評局呈分。中六須完成一個項目，於一二年一月初至二月中向考評局呈分。
- 各級統籌員須協調評核計畫按時完成及報分之工作。
- 各級統籌員亦須協調，制定同級二班相同的校本評核課業及協商評分標準。
- 各科任老師須妥善保存評核計畫、課業之設計及評核分數，亦應通知

學生把發還之課本保存在「學習歷程檔案」內，惟佔分比重最大的功課則應由老師妥為保存。

- 學習及評核計畫可按下列模式進行：

示例一：

級別	呈分日期 (暫定)	評核項目	學生分數 /評核項目總分	項目 比重	呈交局方 學生分數	該學年 佔分比重
中五	2011年6月初 至7月中	1	40/100	20%	14*	50%
		2	20/100	30%		
中六	2012年1月 初至2月中	3	90/100	50%	45#	50%

*中五呈交的分數 = $40 \times 0.2 + 20 \times 0.3 = 14$

#中六呈交的分數 = $90 \times 0.5 = 45$

示例二：

級別	呈分日期 (暫定)	評核項目	學生分數 /評核項目總分	項目 比重	呈交局方 學生分數	該學年 佔分比重
中五	2011年6月初 至7月中	1	40/100	35%	21*	70%
		2	20/100	35%		
中六	2012年1月 初至2月中	3	90/100	30%	27#	30%

*中五呈交的分數 = $40 \times 0.35 + 20 \times 0.35 = 21$

#中六呈交的分數 = $90 \times 0.3 = 27$

示例三：

級別	呈分日期 (暫定)	評核項目	學生分數 /評核項目總分	項目 比重	呈交局方 學生分數	該學年 佔分比重
中五	2011年6月初 至7月中	1	40/100	15%	36*	60%
		2	20/100	15%		
		3	90/100	30%		
中六	2012年1月 初至2月中	4	50/100	40%	20#	40%

*中五呈交的分數 = $40 \times 0.15 + 20 \times 0.15 + 90 \times 0.3 = 36$

#中六呈交的分數 = $50 \times 0.4 = 20$

中七

(甲) 課程宗旨

- 一．了解歷代治亂因果、重要制度、經濟發展、中外交通、學術思想、史學名著及宗教傳播之史實。
- 二．掌握史事發展脈絡以會通古今之變，有宏觀綜覽通盤局勢之歷史眼光。
- 三．培養思辨及評價史事能力，鞏固概念，深化史識，建立史觀，從而鑒古知今，並鼓勵歷史研究。
- 四．通過對重要史事、時事、古今人物的剖析，培養學生正確公民意識，以及對個人、社會、國家、民族的責任感。
- 五．陶鑄學生優良品德情操，體認國史精神，啟發學生對國史的溫情與敬意。

(乙) 本年教學目標

中七級以鞏固同學史學專題評議論辯能力為主，結合時事、知人論世、鑒古知今，評論個別歷史事件、史家立論、史家地位及評價歷史人物以深化史識，並加強公民教育。

(丙) 教學計劃

- 一．任課老師須清楚指示學生作課前預習，以掌握新章節的基本概念。
- 二．向學生介紹蒐集資料的各種途徑與方法，引導學生閱讀不同類別的資料如史籍、史學論著、文史期刊、雜誌、論文、檔案等，奠定學生研究國史的基礎。
- 三．任課老師宜採取靈活、多樣的教學方法，如史事論辯、評論、分組報告等，並鼓勵學生提問、質疑、抒發己見，深化學生思維能力，鞏固其史識，培養其立論、求證等治史技巧。
- 四．授課時，多提出與人生世情、時事、中國及世界局勢有關的問題，引發思考及討論，藉此培養學生鑒古知今、宏觀縱覽的史學能力。
- 五．每教畢一單元，須完成資料題一題，加強學生掌握解答資料題之技巧，除資料題外，亦須要求學生撰寫專題論文一篇，以鞏固學生分析、評論史事能力。
- 六．多作定期測驗，擬題亦宜以考核學生思考、分析、評論史事能力為主，藉此敦促學生勤於溫習，鞏固其本科知識。
- 七．一切練習測驗、考試的評分標準，須切合公開考試的要求，讓學生熟習高級程度會考的模式。
- 八．鼓勵學生互相觀摩功課，交流學習心得，以期共同進步。
- 九．鼓勵學生多閱讀古籍原典、參考書，多出席與本科有關的專題講座、研討會等，以充實及深化其國史知識。

(丁) 評估方法

- 一· 課堂表現：根據學生下列幾方面表現評定，最高可給 10 分。
 1. 有備課，準時完成資料研讀，準時繳交報告論文。
 2. 投入課堂學習，如認真聽講、抄筆記，積極參與討論發言。
 3. 口頭報告清晰、簡潔、明確。

- 二· 日常課業(做論辨題)：根據下列原則評定學生作業成績，最少四次，每次作業最高可給 25 分，取其平均成績，佔上學期總分 20%
 1. 資料詳贍、論據充實
 2. 申論明切扣題
 3. 分析力強，評論中肯，更佳者能有創見
 4. 結構嚴謹，論述有條理，層次分明
 5. 行文清暢

- 三· 測驗、考試
中七：定期測驗(五次)，以 50 分為滿分，取其平均成績，佔上學期總分 70 模擬考試則以 100 分為滿分。

- 四· 學期總分比重
中七：上學期：課堂表現 10%；日常課業 20% ；定期測驗五次 70%；
合計 100%
下學期：模擬考試 100%

功課及教學活動安排：

中一至中三

1. 中國歷史科作業、歷史地圖繪製、問答練習
2. 資料蒐集、報告、壁報、模型製作等
3. 常規測驗每學期至少一次

中四(SS1)、中五(SS2) 及中六(SS3)

1. 筆記編寫、歷史地圖繪製
2. 資料題分析、評論題練習
3. 定期測驗：每學期至少一次，中六則三次或以上

中七

1. 史料研習
2. 論文寫作、專題討論、報告
3. 定期測驗，全年不少於五次

評改標準及成績考查

1. 功課作業：按成績優劣，給予等第
 甲等：優異 乙等：良好 丙等：常
 丁等：可 戊等：劣

2. 考試及測驗評分：給予分數，再按分數評定等第

	中一至中三	中四及中五	中六及中七
甲等 (A) 及格	91-100	70 分以上	61 分以上
乙等 (B) 及格	81-90	64-69	56-60
丙等 (C) 及格	71-80	56-63	51-55
丁等 (D) 及格	61-70	48-55	46-50
戊等 (E) 及格	50-60	40-47	40-45
己等 (F) 不及格	40-49	30-39	30-39
庚等 (G) 不及格	30-39	20-29	20-29
辛等 (H) 不及格	29 分以下	19 分以下	19 分以下

※ 可根據整體考試結果，作適當調整。

※ 中一至中三全級不及格百分比，不宜超過百分之十五。

課外活動

1. 鼓勵同學積極參與本科課外活動
2. 紀錄片或電影播放：播放與本科有關的紀錄片或電影，輔助本科課堂教學的不足。
3. 參觀博物館，可於上課日舉行，也包括長假或試後活動時段。
4. 於中二級試行國史常識問答比賽。

中國歷史科教具一覽

- 一·掛圖—由傳疑時代至現代中國歷史沿革圖
 (由文達出版社提供，配合教科書內容)
- 二·幻燈片—由傳疑時代至現代中國
- 三·歷史文物圖冊及圖片
- 四·錄音帶：
 - 1.《中華五千年》
 - 2.《歷史的再生》杜正勝先生主講
 - 3.《歷史的變與常》余英時先生主講
 - 4.《推動歷史的因素》許倬雲先生主講
- 五·錄影帶：紀錄片

- | | | |
|------|------------------|-----------------|
| VCD/ | 1. 「絲綢之路」專輯 | 11. 「敦煌石窟」 |
| DVD | 2. 「黃河」專輯 | 12. 「敦煌再發現」 |
| | 3. 「細說當年」 | 13. 「中國世界遺產」系列 |
| | 4. 「血淚鐵證」 | 14. 「歷史長河」——交流篇 |
| | 5. 「南京大屠殺」 | 15. 「辛亥革命」 |
| | 6. 「文革三十年」 | 16. 「回首家園」精華版 |
| | 7. 「六四天安門民運事件」專輯 | 17. 「世紀中國」 |
| | 8. 「張學良訪問特輯」 | |
| | 9. 「聖人孔子和他的故里」 | |
| | 10. 「孫中山的足蹟」 | |

電視劇集

18. 「三國演義」

電影

- | | |
|-------------|--------------|
| 19. 「華陀與曹操」 | 20. 「畢昇」 |
| 21. 「成吉思汗」 | 22. 「林則徐」 |
| 23. 「甲午風雲」 | 24. 「孫中山」 |
| 25. 「秋瑾」 | 26. 「血戰台兒莊」 |
| 27. 「開國大典」 | 28. 「我的一九一九」 |
| 29. 「黃土地」 | |

六· 電子教材：配合課程之電腦教學光碟、電腦教學簡報（Powerpoint）、中史練習題庫；網上中華五千年（目錄請向科主任索取）；出版社之網上資源

七· 2009-10 新加書籍：

1. 毛澤東最後的革命
2. 紫禁城的黃昏
3. 知道點清朝歷史
4. 圖說中國通史
5. 歷史大騙局
6. 千古大變局：影響中國的十一個關鍵人物
7. 秦始皇：從戰國到一統天下(上下冊)
8. 漢代貿易與擴張：漢胡經濟關係研究

八· 2010-2011 新加書籍：漫畫中國歷史（22冊），唐朝那些事兒二冊及明朝那些事兒七冊。

Economics Programme Plan 2011-2012

A. PURPOSES

Senior Forms (SS1, SS2 & SS3)

1. To provide students with basic knowledge of the economic system – its structure, institutions and operations.
2. To develop in students the ability to communicate through the effective use of economic terminology, principles, concepts and data .
3. To enable students to lay foundations for lifelong learning. e.g. logical thinking skills
4. To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship.
5. To prepare students for the HKDSE

Advanced Level (S7)

1. To provide students with basic economic knowledge and skills necessary to understand better the world in which they live.
2. To develop students' ability to apply their knowledge of economics analysis to practical problems.
3. To assist students to integrate their own experiences and various kinds of intellectual knowledge so as to develop their ability to analyze complex issues in such a way to make incisive decisions.
4. To introduce deductive reasoning as the basic philosophy in learning economics.
5. To prepare students for the HKALE.

B. ISSUES TO BE ADDRESSED

Strengths

1. Teachers of Economics are dedicated to their own work. They are well-equipped with subject related skills and knowledge. They are willing to help students solve difficult economic questions and provide remedy after school.
2. Harmonious relationship between students and subject teachers.
3. The present economic situation of Hong Kong provides many good cases for students' studies and application of subject matter.

Weaknesses

1. Some students are not able to apply their knowledge of economics analysis to practical problems.
2. Some students of upper forms are weak in organizing their study plans. They are busily involved in extra-curricular activities. They are not able to manage their studies well.
3. Some students lack confidence and thus have low motivation in self-learning e.g. in current economic issues.
4. Some students of senior forms do not hand in their homework on time.
5. Many of SS2 students are poor in English.

Opportunities

1. The class size is reduced. (e.g. about 30 students in SS1.)
This is a good environment for the NSS students. It is more easily to cater for individual needs particularly doing SBA.
2. Social Science Society is willing to organize extra-curricular activities for economic students.

Threats

1. The attitudes of learning and the academic ability of students have been deteriorating in recent years.
2. The class size is great. E.g. 40 students in SS2 and SS3. This is not a good environment for the NSS students. It is more difficult to cater for individual needs.

C. OBJECTIVES

Senior Forms (SS1, SS2 &SS3)

1. To provide students with knowledge and understanding of fundamental economic concepts.
2. To train students have the ability to apply the economic concepts to explain real world situations.
3. To train students have the ability to understand and interpret economic information presented in various forms.
4. To provide students with skill in analyzing simple economic problems.
5. To train students have the ability to integrate various economic concepts contained in the syllabus.
6. To train students have the ability to present ideas clearly, and in a well-reasoned manner, illustrating answers with simple diagrams and examples.

- To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship.

Advanced Level (S7)

- To train students have the ability to recognize the merits and limitations of economic theory.
- To train students have the ability to apply their knowledge of economic analysis to practical problems.
- To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship.

D. THE AIMS OF THE ECONOMICS DEPARTMENT IN THE ACADEMIC YEAR 2011-2012 ARE:

- Enhancement of Learning and Teaching
- Preparing students for Public Examinations (HKDSE & HKAL)
- Raising students' integrity and sense of belonging

E. IMPLEMENTATION PLAN

Task	Objectives	Task description	Person in charge	Methods of Evaluation	Success criteria	Time Scale
1 (a)	Assessment to cater for learning diversity	Modification of assessment policy - Adoption of 3-tier difficulty levels (from easy to difficult) of examination papers Increasing the proportion of continuous assessment in term total marks	Subject teachers	- Examination papers - Examination results -	- Examination papers revealing the appropriate design - Students showing improvement in exams Appropriate proportion of continuous assessment being observed	9/2011-6/2012
		Strengthening the management skills and teaching skills - staff development on relevant	Staff Development Committee	- Training record - Appraisal on subject heads	- Training being held	9/2011-7/2012

		<ul style="list-style-type: none"> - areas receiving focused training from QSIP 				
1 (b)	To enhance the effectiveness of L & T in small classes	<p>Changes in teaching strategies and assessment scheme, including the design, quality and quantity of assessment tasks during and after lessons (Encouraging students to form study groups and small tasks will provide in class works)</p> <ul style="list-style-type: none"> - receiving relevant advices and training from QSIP - developing students' good learning habits. <p>(SS1 ,SS2 and SS3 students need to subscribe(校園經濟).</p>	Subject teachers	<ul style="list-style-type: none"> - Training record - Lesson observation - Student survey on L& T evaluation - Teachers' self-reflection survey - Examination results 	<ul style="list-style-type: none"> - Training being held - Students showing improving engagement during lessons - Students showing good learning habits - Students showing improvement in examination 	9/2011-7/2012

1 (c)	To enhance the implementation of SBA	Preparatory work to be started in S4 - Pre-SBA practice through trials and formative assessments (SS1 students need to finish a project before final exams)	SS1 subject teacher	Improved performance in SBA	Pre-SBA practice being implemented	3/2012 – 6/2012
1 (d)	Peer Observation and Lesson of observation for Appraisal	To encourage teacher to share good pedagogical skills To promote the practice of mutual support and appreciation among teachers To promote a culture of professional development of teachers through continued learning and sharing Each teacher observes and being observed at least one lesson each Pre- and post-observation meeting to be held	Panel chairperson	All teachers complete Peer Observation Forms and return them to panel chairperson Record from with appreciation as well as suggestion to be used by observers and kept as school record	The enthusiasm of teachers to get professional development. The development of a culture of sharing.	3/2012-6/2012
2	To enhance SS3 and S7 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations - Study groups	SS3 and S7 subject teachers	- Students' survey - Results of school and public exams	- Study groups being formed within classes - Students showing progress in tests and	9/2011 – 5/2012

		- Sharing from graduates on study/ examination skills (Old boys will be invited to provide tutorial classes for low-achiever and to share their exam skills and study strategies)			- examinations Students showing stronger confidence in face of public exams	
3	To strengthen the work of class cultivation	Promoting and enhancing class cultivation - promotion of teacher-student relation (more sharing with students by the teachers)	Subject teachers	- Record of form meetings	- improved climate of teacher-student relation being observed	9/2011 – 7/2012
			To encourage teacher to share good pedagogical skills To promote the practice of mutual support and appreciation among teachers	All teachers complete Peer Observation Forms and return them to panel chairperson Record from with appreciation as well as suggestion to be used by observers and kept as school record	The enthusiasm of teachers to get professional development. The development of a culture of sharing.	December 2010 March 2011

F. PLAN OF ECONOMICS PANEL TO PREPARE STUDENTS FOR DSE / AL EXAMINATIONS

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	Each teacher has the hand book of level descriptors related to DSE/AL assessment. Holding panel meeting by panel chairpersons to share the assessment criteria.
2. Familiarizing students with DSE sample scripts and level descriptors	Discussion after school tutorials with students in groups. Discussion and practice during lessons.
3. Timely revision tests and exam-oriented drillings	Tutorial class will be held during holidays Tests and drilling would be set in line with the public assessment Past CE/AL questions will be adopted in drilling and revision.
4. Timely review of students' needs and ability after tests / examinations	Review of students' test paper and assignments during the morning reading lessons. Review performance of students in tests so as to fit in the needs of students in their learning.
5. Coaching students in doing their SBA	Individual consultation First draft of the written report will be start on second term.
6. Finish the subject syllabus by the end of December 2011	It should be achievable as about 1 topic of the syllabus is unfinished.
7. Discussion of Practice Papers	Practice and discussion will be made with students start from January 2012.
8. Sharing from current old boys	At least one old boy will be invited to share his skills in preparing for public examinations in December for AL and DSE students.

G. EVALUATION

1. Academic progress of students can be evaluated by tests, class-work, and group-discussions and questioning during lessons.
2. Teachers will keep detailed records of students' performance throughout the terms so as to evaluate students' progress regularly.
3. Performance in internal and public examinations.
4. Social concern of students can be indicated by

- (a) Their willingness to take part in educational visits, social services and other related extra-curricula activities.
 - (b) Their ability for viewing social issues on different perspective.
5. (a) There will be at least one test in the first term for SS1 and SS2.
- (b) For SS1 and SS2 tests will carry 15% and 5% of course works of the total marks of the mid-year examination and final examination.
- (c) There will be at least three tests in the first term for SS3.
- (d) For S.7, there will at least five tests in the whole term.
- (e) New Assessment policy:
Adoption of 3-tier difficulty levels of test/exam papers
(40% easy questions, 40% average questions, 20% challenging questions)

H. PERFORMANCE STANDARD

1. School Examinations
65% of SS1 to S.7 students should pass the Mid-year, Final and Mock Examinations.
2. Public Examinations
70% of students should pass the public examinations. The credit rates for DSE should be 30%. The credit rates for HKAL should be 35%.
3. 80% students will use the reference materials in the libraries and search information from the internet.

I. BUDGET

Items	Budget
1. Library books	\$800
2. Teaching aids	\$700
Total:	\$1,500

PROGRAMME TEAM

Mr. Lam Wai Hoo is Subject Coordinator, teacher of 6D, S6-X3 and S5-X3 (second term)

Miss Chung Yee Fan teacher of S4, S4-X3, 5D, S5-X3 (first term) and 7A.

Prepared By: Lam Wai Hoo

Geography Programme Plan 2011-2012

School Major Concern :

- Enhancement of Classroom Learning and Teaching
- Preparing Students for Public Examination (HKDSE & HKAL)
- Fostering of Student Morale, Integrity and Sense of Belonging

I. Aims

- To stimulate students' interest in the study of geography
- To develop student's awareness and understanding of the surrounding especially on the contemporary issues
- To enable students to lay foundations for lifelong learning, e.g. thinking skills, map reading skills, skills of data collections and interpretation, etc.
- To help students understand the need to protect our environment, to be aware of global issues
- To enable pupils to be better equipped for the internal and external examinations

II. Issues to be addressed

A. Strengths

1. Teachers of Geography are open and receptive to new ideas. They are co-operative and willing to share experience and new ideas on teaching. They show an enthusiasm in the teaching profession.
2. Most students show interest in environment surrounding them.

B. Weaknesses

1. Some students are passive in learning. They tend to recite materials only.
2. Some students lack the initiative in learning. They are not attentive in class. They may impose a negative effect on others.
3. Most students in senior forms are weak in map-reading skill which is the foundation of the question setting in examination.

C. Opportunities

1. Current issues are used for discussion in class to arouse the interest of students.

2. Better career opportunities in the related field attract more students to study this subject.

D. Threats

1. S.3 students studies I.H. in the past two years. They do not have any subject knowledge about geography. Teachers should give them a bridging programme to help them to study the subject.
2. Students show great diversity in language ability. Teachers should pay more attention to the less academically inclined students.

III. Implementation plan

Task	Objectives	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1	Staff development through empowerment of panel members to increase competence and ownership	Division of labour and sharing of responsibilities among panel members	HOD	Evaluation of the job performed through appraisal system Evaluation of the effectiveness of empowerment through panel meetings	Panel members with increased competence and ownership	Whole year	--
2	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2011-2012	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
3	Enhance student learning and teaching effectiveness	Review and revise assessment methods	All panel members	HOD and members develop tools to evaluate the effectiveness of various assessment methods in enhancing students to develop various learning skills	Academic results of the students improved	On-going job	--
4	Enhance student learning	Bridging programme	S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--

5	Enhance student learning	Bridging programme	Mrs Ho	Form teacher are required to give a bridging programme to NSS1 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
6	Enhance student learning	Geography Projects for S.3	S.3 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept-Dec and Feb - May	--
7	Enhance student learning	Geography Project for S5 (Field Trip to Lamma Island Report)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Sept 2011	--
8	Enhance student learning	Geography Project for S.5 (Field trip to GeoPark)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Jan. – Apr. 2011	--
9	Enhance student learning	News Report S.3-S.6	Mrs. Ho	Teacher is required to check the news report of students	Reading and writing abilities of students improved. Students learnt about the current issues	Sept. 2011 May 2012	--
10	Prepare Ss for Public examinaions	Enhance-ment classes	Mrs Ho and Jason Yu	Attendance and progress record of enhancement classes	Students show progress in tests and examination Students show stronger confidence	Aug 2011-Mar 2012	--

					in face of public examinations		
11	Fostering of Student morale, integrity and sense of belonging	Class-based Field trips for S.5 (Geography Class)	Mrs Ho	Record of class-based activities	Improve climate of teacher-students relation being observed More class-based field trips being held	Oct 2011 – May 2012	--
11	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	Mrs. Ho	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr. 2012	2000

IV. Evaluation

- Through the assessments, teachers can evaluate the ability of students and assess the effectiveness of teaching and learning.
- More frequent quizzes will be given in order to raise the students' academic standards.
- Extra lessons will be given to NSS2 after school as tutorial lessons for doing map works, exercises or informal tests.
- Newspaper cutting on current issues will be done as homework on a monthly basis. Students have to write summary and comment in about 150 words.
- Short-term assessments (every lesson)
 - Formative assessments, e.g. homework, quizzes and dictation
 - Informal assessments, e.g. participation, performance in class, follow-up discussion and questioning
- Mid-term assessments
 - Tests, uniform tests
- Long-term assessments
 - Summative assessments, e.g. uniform test, school examination, public examinations

V. Performance standard

- S.3 students are able to write short paragraphs. NSS1 and NSS2 students are able to write short essays. S.6 students are able to write essays.
- 80% of S.3 students are able to apply geographical knowledge and skills in doing research project
- 85% students are able to pass the tests and examinations.
- 80% students will use the reference materials in the libraries and search information from the Internet.

VI. Budget

Items	Budget
1. Library books	\$1000
2. Teaching aids (videos, CD-ROMs, etc.)	\$1000
Total :	\$2000

(The above budget is subjected to the approval by the Financial Committee)

VII. Programme team

- Mrs. Ho Chan Suk-ching (Team leader)
- Miss Kwok Wing Yiu, Winnie
- Mr. Chan Tsz Fai, Frank
- Mr. Yiu Kam Ho, Rio

History

Programme Plan 2011-2012

Subject Aims

The aims of history learning in our school are to enable students to:

1. Develop an understanding of the changing relationships between people , locations and events in the past and their impact on human society;
2. Develop an interest in the past and an appreciation of human achievements and aspirations;
3. Understand the present in the context of the past;
4. Develop values and attitudes in relation to moral, civic, and environmental education.
5. Master a range of skills which can foster analytical and logical thinking; argument construction; judgment making, bias-detecting skill and effective communication;
6. Develop a spirit of impartiality and empathetic understanding in their approach to historical problems and issues;
7. Develop students' ability in high-order thinking;
8. Prepare students to become rational members of the local community, the nation, and the world.

Subject Objectives

1. Through the study of Integrated Humanities in S.1-2 and History in S.3, students in the junior forms should have mastered skills such that they will be able to:

- 1.1 Demonstrate an understanding of the cause-and-effect relationship of historical events in the contemporary world;
- 1.2 Interpret historical maps, diagrams, charts, tables, pictures and cartoons;
- 1.3 Make simple deductions and inferences from historical sources;
- 1.4 Identify different interpretations of major historical events and personnel;
- 1.5 Distinguish historical facts from opinions;
- 1.6 Plan, conduct and present a project in both written and IT formats;
- 1.7 Master the initial skills in answering DBQ questions.

2. Senior form students who select History as the elective in their study should be more mature in the mastery of skills learned in the junior forms. On top of these, they will be able to:

- 2.1 Apply critical thinking skills in dealing with personal and social issues in different contexts;
- 2.2 Provide rational explanations and analytical comparison of historical events on the basis of the information available;
- 2.3 Take into consideration different perspectives when making judgments on issues concerning the local community, the nation and the world;
- 2.4 Make analysis on facts available and to search for further information related to the issues.
- 2.5 Present an argument or viewpoint in a well-structured and well-evidenced way.

Development Audit

Panel Members

- Panel Chairperson : Ms. Chan Yuk Yin
- Form Coordinators : Mr. Chan Yik Yeung, Felix (S.3)
Ms Chan Yuk Yin (S.4-7)
- Subject Teachers : Ms Chan Yuk Yin;
Ms Lai Wai Man, Norris
Mr. Chan Yik Yeung, Felix

Teaching Duties

D. CLASS	TEACHER(S)
S.5, S.6 & S.7	Ms Chan Yuk Yin*
S.4	Ms Chan Yuk Yin* / Mr. Chan Yik Yeung, Felix
S.3	Ms Lai Wai Man, Norris, Chan Yik Yeung, Felix*

* co-ordinator

Strengths/Opportunities

- 1. The panel is small; hence, communication among members is easy;
- 2. Teachers of the panel are enthusiastic, open-minded and willing to share;
- 3. The department has accumulated a good stock of teaching materials for the senior forms. They are, for examples, worksheets, reference materials, video-tapes, photos,

maps and charts;

4. The subject – Integrated Humanities in the lower forms may help develop students' critical thinking and analytical power through broader horizons.
5. The new NSS curriculum, which is a simplified version of the AL History syllabus and exist as an elective to students, may help gather a group of students who have higher initiative in learning.
6. As a new curriculum is introduced, the EDB has provided a number of refresher courses to enhance the knowledge as well teaching skills of teachers. This provides convenient and comprehensive help in upgrading teachers' teaching.

Weaknesses/Threats

1. Most students have language barrier in studying the subject. This makes teaching as well as the learning process time-consuming, and difficult;
2. The integration of History into the subject I.H. in S.1 and S.2, though broadens students' horizons, deprives students of the background knowledge of world history. This weakens the ground work of the upper form students in their learning.
3. Students are examination-oriented, focusing only on those topics pertaining to the public examination;
4. With regard to the subject nature and language barrier, fewer students would take History as their elective in the NSS curriculum.
5. There being only one History major teacher in school, sharing of history teaching methods and materials will be more difficult.

Action Plan

Six Areas of history learning and teaching will be promoted in the academic year 2011 – 12.

1. Enhancement of classroom learning & Teaching

For Teachers:

- 1.1 The panel will work with the QSIP team in refining the teaching strategy in small class learning.
- 1.2 Teachers are encouraged to attend related refresher courses offered by EDB.
- 1.3 There would be monthly sharing sessions over teaching and learning of the subject among teachers. This is to enhance teaching effectiveness and enable new teacher to gain more ideas on teaching the subject.

For Students:

- 1.4 Proportion of coursework in overall total in S.3 will be increased to 20%. Term activity will be introduced to widen students' horizons and interest over the subject.
- 1.5 Dictations and timely quizzes will be arranged to keep students developing a steady revision habit.
- 1.6 The preparation of students to master the skills in doing their SBA by starting a preliminary project similar to the HKEAA SBA project in S.4.

For NSS3 and AL Students:

- 1.7 Sharing sessions by graduates on study skills and exam techniques will be held in late September to allow NSS3 students and AL students to get better preparation for public examinations.
- 1.8 After school tutorials will be held to drill NSS3 as well as AL students of past exam questions. Special attention would be on DBQ and essay writing.
- 1.9 Refer to Appendix I for details

2. Preparation for the NSSC

- 2.1 Teachers are encouraged to attend NSSC refresher courses organized by the EDB to keep themselves abreast of the new educational trend related to History.
- 2.2 New teaching pedagogy with emphasis on group discussion and making analysis will be practiced in S.3 to 7 to get students familiarize with the new requirements.
- 2.3 Project-based learning will be carried out in NSS1 so as to familiarize students with the SBA requirement to be conducted in NSS2.

3. Peer Observation and Appraisal

- 3.1 Peer observation would be conducted in the first term so as to promote cooperation and learning among panel members.
- 3.2 Staff appraisal would be conducted according to the school administration calendar in March 2012.

4. Catering for learning diversities

- 4.1 The syllabus for S.3 will be shortened so as to make learning more student-oriented. This is arranged also for the reason that the S.3 students have no background knowledge on history learning. A shorter syllabus would allow teachers to cater more for students' needs over the subject.

- 4.2 Tutorials will be organized during summer (pre-examination) time by old boys to help students revise the subject and to share study methods and strategies. Both classes for low achievers and high achievers will be organized.

Project learning

- 4.3 S.3 Students are required to form themselves into groups and investigate in one of the topics on HK History. This is to develop their learning autonomy through the process of information searching, selection and organization. They are required to make oral presentation of the findings with the help of power point in front of the class in the second term.
- 4.4 Mini project will also be conducted in S.4 so as to develop students' initiative and interest in history learning. The topics will be on important historical figures in the PRC. This is a way to develop students' enquiry learning skills and to form a reading habit.

5. Intra-KLA / Inter-KLA Collaboration on Students' learning and activities

- 5.1 Collaboration will be made with the Department of Integrated Humanities in the form of Reading projects at the end of the school year for S.2 boys. It is hoped to foster students' reading habit over the subject.
- 5.2 Cooperation with the I.H. panel chairperson in the development of an I.H. curriculum in S.1 and 2. This to allow junior form students to master basic historical concepts of cause and effect; change and continuity; and similarities and differences.

6. Life-wide learning

- 6.1 Museum visit will be conducted in S.3-4 to develop students' interest in the subject.
- 6.2 Students will be well informed of public talks, visits, or exhibitions related to History

Evaluation

1. Successful implementation of the plan will be evaluated by the following means:
2. Exercises and tests will be used to assess students' understanding of the historical knowledge taught and their ability to use what they have learnt.
3. Students' choice of study in the subject History in senior forms.
4. Students' ability in preparing an individual project on selected topics.
5. Students' performance in internal and external examinations.
6. Students' feedback by the end of the school term.

Budget

History Budget Proposal 2011-12

Items	Budget (\$)
Students' reference books*	1500
Audio-visual aids	500

Total : \$2000

Appendix I

Plan of the History Panel to prepare students for DSE / AL Examinations

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	<ul style="list-style-type: none"> - Upload of HKEAA circulars / level descriptors related to DSE / AL assessment to e-class for teachers' easy access - Holding panel meeting by panel chairpersons to share explicitly the assessment criteria
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> - Feedback after marking test papers and assignments. - Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors - Provision of links related to HKEAA sample scripts - Discussion and practice during lessons
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> - Revision tests – once every 3 weeks (refer to attachment for revision time-table) - Tutorial class will be held every Tuesday after school for revision and discussion of essay questions. - Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted. - Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> - Review of students' test papers and assignments in pairs during the morning reading lessons (Mon, Wed, Fri) - In marking students' assignments / tests, highlight marks scoring elements in the answer - Review performance of students in tests / assignments so as to fit in the needs of students in their learning.
5. Coaching students in doing their SBA	<ul style="list-style-type: none"> - Individual consultation - First draft of the written report have to be handed in mid-October - Second/Final draft of the written report have to be handed in December
6. Finish the subject syllabus by the end of December 2011	It should be achievable as only 1.5 topic of the syllabus is unfinished.
7. Discussion of Practice Papers	Practice and discussion will be made with students in January 2012 accordingly
8. Sharing from current old boys	Two old boys are invited to come and share their skills in preparing for public examinations in September for the AL and DSE students
9. Others	

Liberal Studies and Integrated Humanities Programme Plans 2011-2012

School Major Concerns:

- * Enhancement of learning and teaching
- * Preparing students for public examinations
- * Fostering of student morale, integrity and sense of belonging

Major Concern	Objectives	Implementation Plans	Person(s) - in-charge	Means of evaluation	Criteria of Success	Date of Completion	Evaluation	Budget
Enhancement of learning and teaching	To equip teachers with capabilities to deal with demands brought by paradigm shift in teaching and learning	<ul style="list-style-type: none"> ➤ Collaborative lesson planning and sharing and team building ➤ Peer observation ➤ Teacher training ➤ Appraisal system: self-reflection (Oct. & Apr. for new panel members and Mar. for existing staff) ➤ Joint promotion with school library on subscription of newspaper ➤ QSIP programme of CUHK / collaboration with outside expertise ➤ Induction of new teachers <ul style="list-style-type: none"> * mentoring system * departmental supervision and support, e.g. peer observation ➤ Master mark sheet extended to IH to maintain term mark accuracy 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Attendance - Peer observation record form - Appraisal form - Departmental documents 	<ul style="list-style-type: none"> - All panel members join collaborative lesson planning - One peer observation / year done - Teacher training completed - Staff appraisal of new panel members both in first and second terms (both IH & LS observed) - Mentorship completed - Promotion on 	July 2012		/

					<ul style="list-style-type: none"> - student subscription of newspaper completed - Positive feedback from QSIP/ collaboration with outside expertise completed - Master marksheet established 			
	<p>To develop paradigm shift in pedagogies and enhance classroom management to cater for students with wide learning diversity</p>	<ul style="list-style-type: none"> ➤ Curriculum review and necessary modifications ➤ Collaborative lesson planning and sharing ➤ Peer observation ➤ Teacher training ➤ Appraisal system: self-reflection (Oct. & Apr. for new panel members and Mar. for existing staff) ➤ Student feedback ➤ Mentorship within the panel ➤ WiseLearning LS e-resource platform ➤ Maintenance of intra- and inter-KLA collaboration 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Student & teacher feedback - feedback from QSIP - Attendance - Record - Appraisal form - Peer observation record form - Documents 	<ul style="list-style-type: none"> - Positive feedback from teachers and students - All panel members join collaborative lesson planning - Peer observation done - Teacher training completed - Positive student feedback - Staff appraisal of new panel 	July 2012		/

					<ul style="list-style-type: none"> - members both in first and second terms - Mentorship completed - Intra- & inter-KLA collaboration fostered 			
	To develop, implement and improve Liberal Studies curriculum in view of the full implementation of the NSSC LS	<ul style="list-style-type: none"> ➤ LS and IH: development and constant review of curriculum ➤ Resource bank establishment ➤ LS: teacher training ➤ Joint promotion with school library on subscription of newspaper ➤ Reading programme in IH <ul style="list-style-type: none"> * book report * news report * S.1 and S.2 summer reading programme ➤ S.2 IH: Consolidation of PBL as a pioneer of IES ➤ Close watch on the development of <i>Life and Society</i> as to strengthen students' foundation knowledge as related to LS ➤ WiseLearning LS e-resource platform ➤ Team building 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Student and teacher feedback - Resource bank - Record - Book report - News report - Project - Teacher training record - Curriculum documents 	<ul style="list-style-type: none"> - Positive feedback from students and teachers - Resource bank established - Teacher training completed - Promotion on student subscription of newspaper completed - All S.2 students complete a book report - S.1 and S.2 students complete news reports - All S.1 and S.2 students complete 	July 2012		/

					summer reading programme			
					- All S.2 students finish a project - Team building fostered			
	To enhance the performance of high achievers / gifted students	➤ Enrichment activities and collaboration with gifted education	Joyce Siu & Crystal Chao	- Record	- Student participation in enrichment activities	July 2012		/
Through Train	To enable academically weak students to reach basic competence in their studies and attain constant improvement	<ul style="list-style-type: none"> ➤ Split classes in LS and IH ➤ Tutorial classes for both IH and LS (pre-examination timetable; summer vacation) ➤ LS Enhancement classes in S.5 and S.6 ➤ Enrichment activities ➤ Change in pedagogies to raise students' motivation ➤ Adjust assessments e.g. adjust percentage allocation of difficulty levels of questions in tests and examinations, three-tier difficulty levels; extra questions in examinations on for bonus marks ➤ Inclusion of bonus marks for news quiz in IH U.T. and exams as part of the continuous assessments ➤ Bonus mark given for participation in extra-curricular 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Questionnaire and feedback from students - Teacher feedback - Records - Curriculum review and development documents - Staff development record - Assessment records - Documents 	<ul style="list-style-type: none"> - Positive feedback from students and teachers - Tutorial classes and enrichment activities carried out - Curriculum review and development carried out - Assessments demonstrate appropriate design - Students show improvements in performance and motivation - Teacher 	July 2012		/

		<p>activities in IH to increase student motivation</p> <ul style="list-style-type: none"> ➤ 10 bonus marks awarded for challenging questions in IH examinations ➤ Adjust breadth and depth of IH and LS curriculum and constant review of curriculum ➤ R.E.E.S. ➤ Bridging Programme ➤ Teacher training ➤ Maintenance of a high weighting of continuous assessments 			<ul style="list-style-type: none"> - training attained - Bridging Programme completed smoothly 			
	To ensure students of smooth transition from YWPS curriculum to YWC curriculum	<ul style="list-style-type: none"> ➤ Information transfer ➤ Panel meetings and informal meetings 	Joyce Siu & Crystal Chao	<ul style="list-style-type: none"> - Record - Information exchange 	<ul style="list-style-type: none"> - Information exchange done - Meetings held 	July 2012		/
	To cater for the needs of SEN students	<ul style="list-style-type: none"> ➤ Timely review of student needs and formulation of measures which support student learning ➤ Sharing within panel and between panels ➤ Teacher training 	Joyce Siu	<ul style="list-style-type: none"> - Teacher sharing - Formulation of supporting measures - Teacher training record 	<ul style="list-style-type: none"> - Sharing carried out - Teacher training completed - Measures set to support SEN student learning 	July 2012		/
Preparing students for public examinations	To handle learning diversity in face of demand of public examinations	<ul style="list-style-type: none"> ➤ Collaborative lesson planning and sharing ➤ Student familiarization of examination-oriented assessments 	Joyce Siu, Crystal Chao & YW Lam	<ul style="list-style-type: none"> - Attendance - Assessments - Documents - Teacher training 	<ul style="list-style-type: none"> - All panel members join collaborative lesson planning 	July 2012		/

		<ul style="list-style-type: none"> ➤ Implementation and review of school-based SBA procedure ➤ Supplementary classes and mock test in S.5 summer vacation ➤ Completion of HKDSE syllabus by December ➤ HKEAA Practice Paper as mock exam paper ➤ Teacher training 		records	<ul style="list-style-type: none"> - Student familiarization of exam-oriented assessments fostered - Smooth implementation of IES - Supplementary classes and mock test completed in S.5 summer vacation - HKDSE syllabus completed by December - Practice paper done as mock exam - Teacher training completed 			
	To enhance implementation of SBA	<ul style="list-style-type: none"> ➤ Preparatory work in S.4 ➤ S.5 tutorial classes organised for student support ➤ Special manpower allocation for S.5 IES tutorial classes ➤ Teacher training 	Joyce Siu	<ul style="list-style-type: none"> - Assignments - Documents - Teacher training records 	<ul style="list-style-type: none"> - Completion of preparatory work as continuous assessments - S.5 IES tutorial classes organised - Students join 			

					tutorial classes for SBA consultation			
Fostering of student morale, integrity and sense of belonging	To enhance students' integrity and sense of belonging: (i) establishment of norms of student behaviour inside and outside classroom (ii) students' respect to peers and teachers, school	➤ formal curriculum: IH: <i>Government and I</i> LS: <i>Hong Kong Today</i> ➤ Enrichment activities such as visits for mass participation LS: <i>Self and Personal Growth</i>	Joyce Siu & YW Lam	- Observation - Documents	- Demonstration of improvements of students' integrity and sense of belonging - Enrichment activities organised	July 2012		/

Business, Accounting and Financial Studies Programme Plan 2011-2012

A. AIMS

With reference to the Curriculum and Assessment Guide jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, the overall aims of the Business, Accounting and Financial Studies (BAFS) curriculum are:

1. to provide students at senior secondary level with fundamental business knowledge and skills, and develop their positive values and attitudes, so that they can fulfil their roles competently and confidently as consumers, investors, employees and/or entrepreneurs;
2. to develop students' generic skills in research, analysis, leadership, team-building, communication, critical thinking, creativity, and problem-solving and transfer them to different domains; and
3. to explore different aspects of business to prepare students for life, for learning and for employment.

B. ISSUE TO BE ADDRESSED

Strengths

1. The new campus provides students with better facilities and more space for learning.
2. The OBA is strong and always willing to support the school.

Weaknesses

1. Students do not have similar subjects or learning experience in junior forms. This imposes difficulty for students to decide whether or not to choose the subject.
2. The curriculum is heavily language-based, especially the Business Management Module. Students are required to do oral presentation and essay writing extensively. Boys tend to be less advantaged in this area.

Opportunities

1. With the introduction of NSSC, more resources are offered outside school that the school can make good use of. Programmes and workshops offered by banks, universities and organisations are usually free and students are encouraged to take advantage of such opportunities to learn through competitions and programmes.
2. DSS status enables smaller class size. More interactive and collaborative activities can be done in class.

Threats

1. Learning diversity is great.
2. The curriculum is too broad. Teaching time is inadequate. This will be especially difficult when it comes to SS2 when students are engaged in School-based assessment (SBA).

C. IMPLEMENTATION PLAN

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To modify pedagogies and assessment to cater for learning diversity	<p>Improvement in pedagogy</p> <ul style="list-style-type: none"> • Re-arrangement of syllabus topics in S4 so that students will be more informed of and better prepared for streaming into the electives in S5 and S6. • Students will be mainly drilling MC and short questions in S4, then essay type and more complicated cases in S5 and S6. • As the subject is business-based, more L&T strategies such as reading and discussion from business news, case study and visits will be applied; and for accounts students, accounting software will also be introduced. • Enhancement workshops and remedial workshops will be arranged for students with diverse abilities. • Receiving training from QSIP. 	<ul style="list-style-type: none"> • L&T strategies being developed for BAFS • Students showing improving engagement during lessons • Training being held 	<ul style="list-style-type: none"> • Subject documents revealing L&T strategies • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection • Training record 	9/2011 – 7/2012	Subject head	
	<p>Modification of assessment policy</p> <ul style="list-style-type: none"> • Adoption of 3-tier difficulty levels of exam papers for S4 and S5. • Inclusion of bonus marks 10% in exam papers for S4 and S5. • Very short quizzes will be given very often to check progress. • Increasing the proportion of continuous assessment in term total marks – short quizzes and classroom participation, tests will contribute 20%. 	<ul style="list-style-type: none"> • Exam papers revealing the appropriate design • Students showing improvement in exams and term marks • Appropriate proportion of continuous assessment being observed 	<ul style="list-style-type: none"> • Exam papers • Exam results • Documents of subject plan concerning assessment policy 	9/2011 – 7/2012	Subject head	

	<p>Strengthening the management skills and leadership of subject head</p> <ul style="list-style-type: none"> • Staff development on relevant areas • Receiving focused training from QSIP 	<ul style="list-style-type: none"> • Training being held • Modification in the above strategies being carried out 	<ul style="list-style-type: none"> • Training record • Appraisal on subject head 	9/2011 – 7/2012	Subject head	
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance the effectiveness of L&T in small classes	<p>Change in teaching strategies and assessment scheme</p> <ul style="list-style-type: none"> • Receiving relevant advice and training from QSIP • Group discussion and presentation can be done more frequently. • Case problems can be split into smaller classroom tasks where students can work out answers and check understanding sooner. • More able students can help as “tutors” during lessons. 	<ul style="list-style-type: none"> • Training being held • Students showing improving engagement during lessons • Students showing good learning habits • Students showing improvement in exams and term marks 	<ul style="list-style-type: none"> • Training record • Lessons observation • Student survey on L&T evaluation • Teachers’ reflection • Exam results 	9/2011 – 7/2012	Subject head	
	<p>Improving classroom discipline</p> <ul style="list-style-type: none"> • Developing rules to be followed • Class participation will also be included as part of the continuous assessment – students being off-task will not be awarded marks – thus encouraging active participation. • Marks can also be awarded for students duly hand in their assignments. 	<ul style="list-style-type: none"> • Rules being developed • Improved classroom discipline being observed 	<ul style="list-style-type: none"> • Lessons observation • Student survey on L&T evaluation • Teachers’ reflection 	9/2011 – 7/2012	Subject teachers	
To enhance the implementation of SBA	<p>Implementation of SBA in BAFS will be deferred until 2016. For 2014 and 2015, students will also need to do SBA, yet the marks will only for trial and modification purposes.</p> <ul style="list-style-type: none"> • SBA will be tried out in S5 in the year 2012-13 and 2013-2014. • Sample tasks are available from HKEAA. 					

Major Concern 2: Preparing Students for Public Examinations (HKDSE)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance S6 students' academic performance	<p>Supporting students to equip themselves effectively for public exams</p> <ul style="list-style-type: none"> Curriculum guidelines, C are given to students and students should be familiarised with the level descriptors so that they can clearly understand what are expected from them. Students will be drilling past papers from HKAL and HKCEE and other sources of questions. Enhancement workshops and remedial workshops Frequently short quizzes Sharing from graduates on study/exam skills 	<ul style="list-style-type: none"> Students showing progress in tests and exams Test and exam results Students showing stronger confidence towards public exams 	<ul style="list-style-type: none"> Documents of subject plans Attendance and progress record of enhancement and remedial workshops Students' survey Results of school and public exams 	9/2011 – 7/2012	Subject teachers	

Major Concern 3: Fostering of Student Morale, Integrity and Sense of Belonging

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To cultivate the integrity of individual students and foster their sense of belonging	<ul style="list-style-type: none"> Encouraging students to participate various competitions 	<ul style="list-style-type: none"> positive ambience being observed 	<ul style="list-style-type: none"> Students' survey 	9/2011 – 7/2012	Subject teachers	

The following are various possible learning activities to meet students' individual needs and in small class teaching to engage students in the learning process to achieve the curriculum aims.

Teaching Strategies	Application								
	<i>Business Environment</i>	<i>Intro to Management</i>	<i>Intro to Accounting</i>	<i>Personal Finance</i>	<i>Financial Accounting</i>	<i>Cost Accounting</i>	<i>Financial Management</i>	<i>Human Resources Management</i>	<i>Marketing Management</i>
1. Group discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Case study	✓	✓	✓	✓	✓		✓	✓	✓
3. Field visit				✓	✓				
4. Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Reading newspapers /business journals/ articles	✓	✓	✓	✓	✓			✓	✓
6. Information technology (IT) applications					✓				

D. BUDGET

Item	\$	Source of fund
Library books	2000	School

E. PROGRAMME Team

Mr Lam Wai Hoo, James
Ms Wong Siu Yan, Winnie

英華書院
二零一一至二零一二年度
普通話科
全年計劃

甲. 教學目標

- (1) 培養聆聽、說話、朗讀及譯寫等語言能力。
- (2) 培養學生運用普通話的能力，以及提高自學能力。
- (3) 增進與本科有關的語言知識，以及對中國文化的認識。
- (4) 提高對本科的學習興趣，培養良好的學習態度和習慣。
- (5) 配合資訊科技教學，利用「多媒體學習」及「多媒體製作」理念設計課程，並積極鼓勵學生利用互聯網學習普通話。

聆聽	增強聆聽能力，以理解話語的內容；培養聆聽的興趣及良好的聆聽態度。
說話	增強說話能力，以表達自己的思想感情；培養說話的興趣及良好的說話態度和習慣。
閱讀	增強朗讀及自學能力；增進與本科有關的語言知識，以及對中國文化的認識；培養閱讀及良好的閱讀態度和習慣。
譯寫	增強漢語拼音的對譯能力，以提高自學能力。

乙. 現況分析

一. 強

- (1) 中一有兩班半、中二及中三有三班以普通話教授中國語文科。
- (2) 本科老師教學態度認真，曾接受普通話科教學法培訓，並取得認可資格。
- (3) 有關的學習資源有助於學生學習，出版商提供圖片、字卡、光碟等，以輔助教導及學習普通話科。
- (4) 普通話網站，鼓勵學生利用互聯網隨時隨地學習普通話(例如，學生可瀏覽中央電台網站及香港電台的普通話台，聆聽普通話新聞節目，以了解社會動態。)
- (5) 本校開設的「普通話學會」為學生安排各種活動，增加學習普通話的趣味性及學生的學習興趣。
- (6) 普通話學會定期製作普通話電台節目，增加同學接觸普通話的機會。

二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，只有小部份學生曾經在漢語地區生活居住過，普通話水平較高；由於英華小學普通話課程之前不以拼音為授課重點，仍有大部分英華小學升

上中學的學生拼寫能力欠佳；部分學生聆聽方面仍存有困難。

- (3) 中一至三年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

三. 機

- (1) 社會越來越重視普通話的推廣，不少團體每年均會舉辦普通話朗誦、演講比賽等或其他有關普通話的活動，可鼓勵學生參加。本科已從前年開始協辦全港性中文朗誦比賽。
- (2) 校方對推廣普通話不遺餘力，對普通話學會舉辦活動鼎力支持，如普通話早會、普通話週。

四. 危

- (1) 由於新高中課程沒有普通話這一科目，同學升至高中後就沒有機會在校內修讀普通話課程。

丙. 課程安排

一. 本年教學目標及實行計劃

(1) 中一至中三階段

	教學目標	實行計劃
聆 聽	1.培養聆聽的基本能力。	<ul style="list-style-type: none"> ● 課堂上運用正確的課堂規範用語。 ● 部分班級採用普通話教中文，增加聆聽機會。 ● 掌握教材中提供個人、家庭、學校及社會方面的常用詞，使學生了解其基本用法。
	2.聽懂各類型話語。	<ul style="list-style-type: none"> ● 程度較高的學生，於課堂中安排簡單的分組討論，讓學生有機會聽出不同意見的分歧所在。 ● 程度較低的學生，能夠完成課程中的聆聽練習。
	3.培養聆聽的興趣及良好的聆聽態度。	與學生一起欣賞普通話節目、歌曲，培養學生的興趣及幫助學生掌握聆聽技巧。
說 話	1.培養說話的基本能力。	配合不同的課外活動，如普通話學會活動、普通話週等，培養學生發音正確及吐字清晰。
	2.掌握各類型話語。	配合教材鼓勵學生說出與個人生活、家庭、學校、社會有關的事情和感受。
	3.培養說話的興趣。	透過小組討論和分享，培養學生用普通話交談的興趣。課堂上多以提問為主，鼓勵學生大聲說普通話。
朗 讀	1.培養朗讀的基本能力。	教師可選取簡單的散文、詩歌、繞口令，讓學生在課堂朗讀，以培養學生朗讀的基本能力。
	2.朗讀各類型的作品。	

	3.累積詞語、掌握句型。	教師可選取一些有趣味及生活化的課外讀物，與學生共同閱讀，以增加學生的普通話詞語及掌握普通話句型。
	4.增進語文基本知識。	教師於教授課文同時，亦指導學生了解變調、兒化、輕聲等知識。
譯寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"> ● 要求學生以漢語拼音譯寫基本常用詞。 ● 透過練習，令學生初步掌握人名、地名的拼寫規則。

二. 教科書：

- 初中：
中一至中三用朗文出版社《生活普通話》教科書，並配合每一課所教授的內容做《生活普通話作業》來鞏固同學所學知識。

三. 考試安排

- 由於上年度中二學生期終考試成績稍遜，中三試卷會做相應調整。

四. 任課老師

- 任教班級分配如下：

1A	1B	1C	1D	1E
李小飛	李小飛	李小飛	王穎	李小飛
2A	2B	2C	2D	2E
李小飛	黃正夫	林嘉儀	林嘉儀	李小飛
3A	3B	3C	3D	3E
唐韻	彭德玥	彭德玥	黃穎	黃穎

五. 考試安排及形式

為配合學校本年度考卷政策，本科上下學期考試會加入 10 分獎勵分。卷面總分將為 100 分，再加 10 分平時分，學生總考試分為 110 分，但成績表以 100 分為滿分，故同事在輸入最後成績時，請留意。

A. 上學期

	平時分	聆聽	譯寫	獎勵分	卷面總分
中一	10分	30分	60分	10分	100分
中二	10分	30分	60分	10分	100分
中三	10分	30分	60分	10分	100分

B. 下學期

	平時分	聆聽	譯寫	口語	獎勵分
中一	10分	20分	50分	20分	10分
中二	10分	20分	50分	20分	10分
中三	10分	30分	30分	30分	10分

C. 以下老師負責出卷

	中一	中二	中三
上學期	李小飛	黃正夫	唐韻
下學期	王穎	林嘉儀	彭德玥

六. 資訊科技教學

- (1) 書商(朗文)會在本年度提供一個普通話學習網頁，同學可配合教材上網練習。
- (2) 教師亦可向學生介紹最新的普通話網頁，以便學生自行瀏覽。

丁. 課外活動

一. 研習班

- 為 12-13 年度入學的中一新生於暑假開設普通話先修班，普通話分班試不及格者必須參加，歡迎其它中一新生報名。

二. 精英訓練

- 上年度替學生報名參加不少全港性普通話比賽，成績斐然。本年度將繼續報名參加以下大型全港性普通話比賽。

比賽名稱
校際朗誦節
全港兩文三語大賽
全港青年學藝比賽
全港中小學普通話演講大賽

三. 中一新生入學普通話水平測試

基於英華小學已經加強普通話拼音訓練，2012-2013 年度普通話分班試將恢復考核拼音，以譯寫詞語為主。

四. 普通話電台

繼續開辦普通話廣播台，一星期一次，在午飯時段播出，主要對象為中一、中二學生，因他們可在課室進膳。因今年有不少新老師加入英華書院，內容將訪問他們為主，加以歌曲為輔。由普通話水平較高的中四、中五同學負責製作，希望普通話台能引起同學興趣，達到推廣、普及普通話的目的。

五. 財政預算

校方撥款 2500 元於普通話科，本科同事可根據需要購買參考書籍、錄音帶、教學材料等。另基於這幾年本科同學報名參加不少普通話比賽，此款項可作為聘請李鐵秋老師訓練經費、報名費用及電台開支。另外暑期普通話研習班共有 61 人報名，共收到報名費 12200 元，扣除導師費 10000，還剩下 2200，將用來作為朗誦訓練經費。本科全年度可用經費為 4700 元，考慮挪用 4000 元作為聘請專業老師訓練普通話經費。

Programme Plans of Subject Panels

B. Sciences Subjects

Biology

Programme Plan 2011-2012

1. Purposes

- to promote an interest in the study of living organisms and a respect of life
- help students to develop an understanding of biological concepts and principles
- to promote an awareness and appreciation of the significance of biological knowledge in personal, social, environmental and technological contexts
- to promote an appreciation of the importance of experimental and investigatory work in the study of Biology
- to provide a suitable preparation for further studies in Biology and related disciplines

2. Issues to be addressed

A. Strengths

- some students are interested in studying Biology.
- some students are willing to participate in some activities such as field trips and seminars.
- laboratory technicians are experienced and very helpful.
- teachers in the department are open and receptive of new ideas.

B. Weakness

- students are examination oriented.
- students do not have the habit of reading books
- students do not have the habit of using library facilities.
- some students cannot use English effectively.

3. Objectives:

Students should:

- appreciate the living world, show respect to all living things
- think creatively, analyze critically and scientifically on biological issues
- develop observational, manipulative and experimental skills
- know how to retrieve appropriate information from proper sources
- acquire a knowledge and understanding of basic biological principles
- develop their awareness and concern for biological issues in personal, social, environmental and technological contexts

4. Implementation Plan

Task	Objective	Task description	Date
1	Students appreciate the living world, develop observational skills. Promotion of class unity	Field trips to look at biodiversity	April 2012 (for S5C) May 2012 (for S5X)
2	Students develop observational, manipulative and experimental skills	Practical work in lab. periods	Whole academic year
3	Students develop their awareness and concern for biological issues in personal, social, environmental and technological contexts	Students attend seminars	October 2011
4	Students know how to retrieve appropriate information from proper sources	Students use the internet for finding teaching materials	Whole academic year
5	Staff development	Teachers are encouraged to attend seminars, workshops and visits	Whole academic year
6	Coping with learning Diversity	Enrichment course for students	Christmas holidays

5. Evaluation

- we have the Teacher Assessment Scheme to evaluate the performance of the secondary seven students in the following aspects:
 - ability to design and conduct an experiment
 - ability to write an experimental report
 - ability to make biological drawings
 - ability to conduct rat dissection

- we have the School-based Assessment Scheme to evaluate the performance of the S5 and S6 students in the following aspects:
 - practical related tasks
 - non-practical related tasks

- other kinds of assessment include: test, homework

6. Performance Standard

	Expected Passing Percentage (%)	Expected Credit Percentage (%)
HKDSE	95	45
HKALE	80	30

7. Budget

<i>Items</i>	<i>Amount (\$)</i>	<i>Remarks</i>
1. Chemicals, glassware and other consumable for experiments	3500	- for S7 - TAS fund
2. Apparatus for experiment	3600	for S4 - S7
3. Chemicals and other consumable for experiments	8400	for S4 - S7
4. Biology intensive course tutor fee	3000	for S5, S6 and S7

Total: \$ 18500

8. Team members

- Mr. S. S. Mar (Team leader)
- Miss. S. Y. Wong

Chemistry

Programme Plan 2011-2012

1. Aims

We aim to enable students:-

1. to develop an interest in the study of chemistry and scientific literacy for adult life in a changing world;
2. to develop an understanding of the facts and patterns in the empirical world;
3. to develop an understanding of the concepts and principles of chemistry;
4. to develop experimental skills and an awareness of safety problems;
5. to develop skills for scientific investigation, including the ability to observe, to analyse and to interpret data objectively;
6. to develop the ability to communicate using the language of chemistry;
7. to develop the ability to solve problems and to make rational decisions;
8. to develop an appreciation of chemistry and its application in daily life; and
9. to develop an awareness of the social, economic, environmental and technological implications of chemistry.

2. Issues to be addressed:

A. Strengths

1. The laboratory is well equipped and also the department keeps a stock of teaching materials including video tapes, CD ROMs, model-kits and wall-charts.
2. The teachers and the laboratory technicians are well-qualified, enthusiastic, hard-working, experienced and with professional training.
3. The students are curious about societies, and are easily motivated in acquiring chemical knowledge relating to society and their daily life.
4. Most students are well-behaved and attentive.
5. New school campus with well equipped laboratory provide good environment for students to explore their science knowledge.

B. Weaknesses

1. Students like to read short-cut notes, and are rarely found to read the assigned textbooks which have more detailed and correct materials.
2. In the first term, most of the S6 students devote the majority of their times in organizing extra-curricular activities, or in participating in inter-school activities. They will find great difficulty in catching up the pace of studying later.
3. Some students are reluctant to hand in their homework promptly. Plagiarism of homework are found.

C. Opportunities

1. Boys usually like science subjects, better batch of students sit in science classes. Their attentiveness to lesson, their eagerness to learn, and their classroom discipline are better. The learning atmosphere is good.
2. The learning incentive of students in EMI school are better, their

self-esteem are high, their aim are high, too.

3. Combined science subject has been launched in 2011, two Chemistry subject elective classes are given to S4 students, each has 30 students, students with high science ability can take Chemistry subject. Learning diversity is expected to be lowered.

D. Threats

1. Learning diversity becomes prominent in Combined Science subject. Teachers find it difficult to discuss the lesson in a deeper approach, high achievers are sacrificed.
2. Several students feel frustrate in getting into Combined Science subject.

3. Objectives :

1. Students acquire the awareness of social, economical, environmental and technological implications of chemistry and show concerns for the care of environment. Teachers will organize at least one visit (e.g. Chemical waste treatment plant, sewage treatment plant, or refuse transfer station) for senior form students ;
2. Students are able to demonstrate knowledge and understanding of facts, laws, theories, and concepts in chemistry ; acquire an ability to identify problems and develop better skills in solving problems ;
3. Students acquire an appreciation of the relevance of chemistry in daily life ; S6 Post-reading task on selected topics (Modern materials, fuel cells, fireworks)
4. Students acquire skills in handling chemical safely, manipulating apparatus and instruments correctly, carrying out instructions for experiments, making accurate observations and also to be able to devise and plan experiments ;
5. Ways to achieve excellence in public examination.

4. Implementation Plan and evaluation

Task	Objective	Task description	Person-in-charge	Means of evaluation	Success Criteria	Date of completion
develop an understanding of the concepts and principles of Chemistry	To familiarize with written expression of their chem. knowledge	Sorting of 10 years past CE and AS Chemistry public exam. questions, students hand in assignment.	CHEUNG KW CHAN MK LEUNG TS	Mark assignments	improvement in credit/passing rate in test/exam.	
	To show an understanding of the use of apparatus and materials in performing experiments	S4 ----- Basic Chemical Analysis (Volumetric Titration) S5 ----- Basic Chemical Analysis (Distinguish FIVE different chemical solutions) S5 ----- Experiment (Thermochemistry) S6 ----- Qualitative Analysis (Detection of Volumetric Titration)	CHEUNG KW CHAN MK LEUNG TS KWAN WT (Lab. tech.)	Assess students' skills in Chemistry Practical exam., Mark worksheet	More than 90% Chemistry students complete tasks set by teachers	After mid-year exam., (S5), (S6); After final exam. (S4), (S5)
	High achievers	Introduce high order thinking exam. questions to high achievers	CHEUNG KW CHAN MK LEUNG TS	Improvement in distinction rate.		
	Remedial measure	periodic monitoring of the progress of low achiever students.	CHEUNG KW CHAN MK LEUNG TS	elevate their test/exam mark / improvement in credit/passing rate	elevate their test/exam mark / improvement in credit/passing rate	
Other Learning Experience in subject learning	aware of the social, economic, environmental and technological implications of chemistry	Visit / attend public lecture	CHEUNG KW CHAN MK LEUNG TS	% of students join activities	More than 90% Chemistry students have attended.	before 15 Jul 2012

5. Programme Team

Mr. S. Cheung (Subject Co-ordinator)
 Mr. M.K. Chan (Teacher)
 Mr. D. Leung (Teacher)
 Mr. W.T. Kwan (Laboratory Technician)

Computer & Information Technology Programme Plan 2011-2012

1.1 Program Team

1.1.1 Panel Chairperson: Mr. Wang Kin Sen

1.1.2 Honorary Secretary: Mr. Wan Wai Hon

1.1.3 Form Co-coordinators: Mr. Leung Sai Yung (S1)

Ms. Kung Shin Yuk (S2)

Mr. Wang Kin Sen (S3)

Ms. Wang Kin Sen (S4)

Mr. Wan Wai Hon (S5)

Mr. Wan Wai Hon (S6)

Mr. Wang Kin Sen (S7)

1.1.4 IT Technician: Mr. Chiang Wai Fung, Wilson; Mr. Wong Chun, Gary

1.2 Teaching Allocation

Class	Teacher(s)
S7 Computer Applications	Mr. Wang Kin Sen / Mr. Wan Wai Hon
S6 ICT	Mr. Wan Wai Hon
S5 ICT	Mr. Wan Wai Hon
S4 ICT	Mr. Wang Kin Sen / Mr. Wan Wai Hon
S3A Computer Literacy	Mr. Lam Shek Chung / Ms. Pun Man Chi
S3B Computer Literacy	Ms. Yu Hoi Jin / Ms. Pun Man Chi
S3C Computer Literacy	Mr. Tam Siu Chun / Ms. Pun Man Chi
S3D Computer Literacy	Mr. Wang Kin Sen / Ms. Pun Man Chi
S3E Computer Literacy	Mr. Tam Siu Chun / Ms. Pun Man Chi
S2A Computer Literacy	Ms. Pun Man Chi / Ms. Kung Shin Yuk
S2B Computer Literacy	Mr. Tam Siu Chun / Ms Kung Shin Yuk
S2C Computer Literacy	Mr. Leung Sai Yung / Ms Kung Shin Yuk
S2D Computer Literacy	Mr. Ling Kai Cheong / Mr. Leung Sai Yung
S2E Computer Literacy	Ms. Pun Man Chi / Mr. Leung Sai Yung
S1A Computer Literacy	Mr. Ko Tze Cheung / Mr. Leung Sai Yung
S1B Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1C Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1D Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1E Computer Literacy	Mr. Ko Tze Cheung / Mr. Leung Sai Yung

1.3 Subject Aims

The subject at all levels (S1 to S7) aims to

1.3.1 provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems.

1.3.2 equip students with problem-solving and communication skills, and encourage them to think critically and creatively.

1.3.3 develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning.

1.3.4 provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.

1.4 Issues to be Addressed

1.4.1 Strengths

- ☺ S3-7 students belong to band one and possess high Social Economic Status.
- ☺ Students are interested in using computer; they have good preliminary knowledge of computer operation.
- ☺ The majority of our students are keen on applying the application software to produce high quality projects in other subject areas.
- ☺ Department members are able to work independently.
- ☺ Department members are willing to provide technical help to facilitate the administrative work of the school.
- ☺ Well organized IT network enhances the sharing of hardware, software and data inside the campus.
- ☺ All PCs in Computer Room and CAL Room have been upgraded by DuoCore 2.66MHz, 4GB RAM, 250GB HD.
- ☺ Reborn card installed on each PC for instant system recovery.
- ☺ Seven back-end servers support for the content provision as well as IT services.
- ☺ Official Web site of Computer & IT subject <http://www.yingwa.edu.hk/computer> has been set up since 2001.
- ☺ Computer Room equipped with Ceiling Mounted Projection system and wall mounted Projection screen.
- ☺ Multimedia control disk provide centralize control of students' PCs, Projection system as well as mini Hi-Fi system.
- ☺ eLearning platform has been set up since the year 2001.
- ☺ NetSupport School ver.10.1 monitoring system has been set up in C604 for delivering Computer & IT Class.
- ☺ 42 student PCs and 1 teacher PC in Computer room and CAL room.
- ☺ Two periods allocated to all S1 classes.
- ☺ E-class learning platform has been set up for the provision of e-learning and knowledge Management functions.
- ☺ Smart Teaching System (VGA broadcast network) has been set up in C602 and C604 for

effective broadcast of Teacher's screen display to all student PCs without influence on networking performance.

- ☺ Split class arrangement for S2.
- ☺ Netprotect system has been set up to block all web traffic on student PCs.
- ☺ A total of 43 MS Windows Server 2003 (Trial Version) has been configured on all PCs in C604.
- ☺ A total of 19 web cam has been procured for the laboratory practice of video conference.

1.4.2 Weaknesses

- ☹ There is a great deviation of learning ability among students, some of them need not teacher's help to finish the task, and some of them are very dependent on teachers.
- ☹ Students have little interest in text-based high-level language programming.
- ☹ Behavior problems are significant in S1 classes.
- ☹ The development of information & communication technology is too fast to follow.
- ☹ Inconsiderate students often cause damage on PC system.
- ☹ Students were sidetracked to web browsing during normal lesson in Computer room.
- ☹ Writing skill of senior form students needs improvement for achieving good result in public examination.
- ☹ Quite a number of students reported password loss last year.

1.4.3 Opportunities

- ☺ With the current education reform, subject department enjoy a greater flexibility to design school-based curriculum.
- ☺ The need of IT services in our community attracts students opt for computer & IT subject.
- ☺ IT technical staff is helpful in configuring and maintenance of school computer system.
- ☺ Two computer laboratories are available in the new campus.
- ☺ Implementation of New Senior Secondary Syllabus.
- ☺ Flexible funding is possible in DSS operation mode.

1.4.4 Threats

- ☹ The reformation of banding system and the through train mode of Ying Wa Primary School has a negative effect on the intake of students.
- ☹ Learning diversity among through train primary students.
- ☹ Some through train primary students have Special Education Need.
- ☹ Virus outbreak and hacking activities from external networks.
- ☹ Some teachers were overloaded in non-teaching work such as helping school administration, system maintenance and IT implementation.
- ☹ Password information of some careless students was abused by inconsiderate students for publishing indecent message over the intranet.

1.5 Implementation Plan

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Concepts on Data and Instruction	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection	Student can distinguish data and instruction in computer applications.	End of Sep 2011
S1-02	Story Book Edition	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection - lab performance	All students produce a certificate with the Word Processor	End of Sep 2011
S1-03	e-Class Services & Briefing on School IT environment	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection - lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2011
S1-04	File Transfer	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection - lab performance	All students are able to retrieve files from the e-class iFolder.	Mid of Oct 2011
S1-05	Christmas Card or Lunar New Year Card Production	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection - project work	All students can produce a greeting card.	End of Dec 2011
S1-06	Multimedia Presentation	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- lab performance - project work	Students can produce a power point presentation.	End of Nov 2011
S1-07	Use of Game Factory	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection - project work	All students can edit a simple game.	End of May 2012
S1-08	Information Security	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- worksheet inspection	Students are fully aware of the Confidentiality, Integrity and Authentication of Information System	End of May 2012
S1-09	Chinese Input	Ms. SY Kung Mr. SY Leung Mr. TC Ko	- task on Chinese characters Input.	All students can finish the inputting task within given time limit.	End of Mar 2012
S2-01	Java Script Programming	Ms. SY Kung Mr. SY Leung Mr. KC Ling Ms. MC Pun Mr. SC Tam	- worksheet inspection - test/exam performance	All students can write an application with the looping feature of programming.	End of Dec 2011
S2-02	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. KC Ling Ms. MC Pun Mr. SC Tam	- worksheet inspection - practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2011
S2-03	Flash with Action Script	Ms. SY Kung Mr. SY Leung Mr. KC Ling Ms. MC Pun Mr. SC Tam	- worksheet inspection - project work	Students can produce an animated presentation with action Script element.	End of May 2012
S2-04	Video Editing Workshop	Ms. SY Kung Mr. SY Leung Mr. KC Ling Ms. MC Pun Mr. SC Tam	- worksheet inspection - class work	Students can manipulate the script production and special effect feature on video clips.	End of May 2012
S2-05	Hardware and Software	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- home work assignment - exam performance	Students finish all home assignment and pass in examination.	End of May 2012

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
		Ms. MC Pun Mr. SC Tam			
S3-01	Webpage Authoring with HTML	Mr. KS Wang Ms. HJ Yu Ms. MC Pun Mr. SC Tam Mr. SC Lam	- project work - exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2011
S3-02	Networking Concept	Mr. KS Wang Ms. HJ Yu Ms. MC Pun Mr. SC Tam Mr. SC Lam	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2012
S3-03	Database Workshop	Mr. KS Wang Ms. HJ Yu Ms. MC Pun Mr. SC Tam Mr. SC Lam	- lab performance -Worksheet Exercise - practical exam	Students can make query, report and label with the use of database package.	End of Jun 2012
S4-01	Info Processing	Mr. KS Wang Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students are able to apply advanced skills and concepts in Office Application to problem-solving, data analysis and information presentation.	End of May 2012
S5-01	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students finish the SBA in accordance with HKEA.	End of May 2012
S5-02	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2012
S5-03	Basic Programming Concept	Mr. WH Wan	- homework assignment - quiz and mock exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2011
S6-01	Internet and its Applications	Mr. WH Wan	-Inspection and Collection of Lab Sheet. -Homework assignment - Quiz & Exam	Students acquire the concepts and methods of Internet access, services and applications of the Internet, and elementary web page design.	End of Oct 2011
S6-02	Social Implications	Mr. WH Wan	- homework assignment - quiz and mock exam	Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2011
S7-01	Project Assignment on Database Management	Mr. WH Wan	- HKEAA Inspection	Students complete a project assigned by HKEA and develop a prototype of the application to demonstrate the design.	End of Mar 2012
S7-02	Computer System	Mr. WH Wan	- homework assignment - quiz and mock exam	All students work out the lab task and pass the Mock exam.	End of Jan 2012
S7-03	Spreadsheet	Mr. KS Wang	- workshop output	All students work out the	End of Jan

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
			- practical / written exam	task and pass the exam.	2012
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2012
Sub-02	Staff Appraisal	All	-Appraisal Form	-Finish appraisal in accordance with school policy	End of May 2012
MC-01	Enhancement of Learning & Teaching	All	-Adoption of 3-tier difficulty levels in S1-3 Examination with bonus section. -Homework submission indicator -Participation in workshops and CPD courses. -Split Class Teaching in S1-3 -SBA start in S5	-Examination papers reveal the required design. -Students submit class work to eClass before the official deadline. -CPD Attendance record completed and submitted -Intensive support given to low achiever group. -Record of SBA progress in HKEA submission System	End of June 2012
MC-02	Preparing Students for Public Examinations	Mr. KS Wang Mr. WH Wan	-Drilling of past papers and sample papers.	-Students showing progress in tests and examination. -Not less than 70% passing rate in public exam. -Students showing stronger confidence in public examination.	End of June 2012
MC-03	Fostering Students' Morale, Integrity & Sense of Belonging	All Teachers IT Assistants IT Technicians	-Maintain tidiness of Computer Room and CAL Room. -Prevention of hardware damage caused by students.	-Students show initiative to restore the good order setting in Laboratories. -Improved discipline record being observed.	End of June 2012

1.6 Financial Budget

Item	Source	Amount
S1-5 Curriculum Development	Government Grant	\$ 13,000
S6-7 Subject Grant	Government Grant	\$ 4,000
Library Books	School Library Grant	\$ 2,000
Total		\$19,000

1.7 SVAIS Analysis

1.7.1 S5 Computer & IT

Name/Group	Value-Added			Stanline
	Low	Estimate	High	
2005	0	2.84	5.68	7
2006	-1.15	1.65	4.44	6
2007	-3.38	-0.71	1.96	5
2008	- 3.2	0.39	2.42	5
2009	-4.47	-1.16	2.16	4
2010	-7.38	-4.38	-1.39	2

General Comment:

- (a) Positive value-added index 6 is noted in 2006.
- (b) School performance is above similar intake schools and schools from the same district.
- (c) Diversity of performance is noted in 2008.
- (d) Negative value-added index is noted in 2009.
- (e) Significant drop of Stanline from 4 to 2 in 2010

Follow-up:

- (a) Passing score of S3 Computer Literacy, English in Mathematics in Final Exam should be a prerequisite of tacking ICT as an X3 Option.
- (b) Students should be encouraged to read IT magazine like e-zone of PCM to familiarize them with the current trend of CIT.
- (c) Structural questions and conventional questions training will be reinforced.
- (d) Review on past papers for the preparation coming examination.
- (e) Students are required to finish through all written papers from 2005 to 2011.
- (f) Reading assignment/report should be implemented to alert students of the current development of computer applications.
- (g) Students need to drop the ICT as an X3 Option, if they failed in S4 final examination as well as the make-up examination.
- (h) Full review on past papers for the preparation coming examination.
- (i) Exchange mock exam paper with other secondary schools.

1.7.2 S7 Computer Applications

Name/Group	Value-Added			Stanline
	Low	Estimate	High	
2001	-10.22	-5.27	-0.32	2
2002	-5.44	-2.04	1.36	4
2003	-2.41	1.17	4.74	6
2004	-6.26	-2.63	1	4
2005	1.73	5.23	8.72	8
2006	-6	-2.41	1.18	4
2007	-1.29	1.85	4.98	6
2008	-8.96	5.7	2.43	2
2009	Sample size too small to evaluate			
2010				

General Comment:

- (a) Index turned from positive to negative.
- (b) Stanline index dropped from 8 to 2.
- (c) Moving average showed a drop after an upward trend.
- (d) School performance is below similar intake schools and schools from the same district.

Follow-up:

- (a) Students are required to finish through all past papers of 2003-2011.
- (b) Reading assignment/report should be implemented to alert students of the current development of computer applications.
- (c) Collection of reference web sites should be posted on school Intranet to expose students to the current trend of Computer Applications.
- (d) In view of the revised syllabus, pass in HKCEE CIT subject should be a prerequisite for taking Computer Applications in S6.
- (e) Students would be advised to drop the subject, if they failed in S6 final examination as well as the make-up examination.
- (f) Full review on past papers for the preparation coming examination.
- (g) Exchange mock exam paper with other secondary schools.

Integrated Science Programme Plan 2011-2012

- I. Purposes**
- II. Issues to be addressed**
- III. Programme Team**
- IV. Objectives**
- V. Implementation Plan and Method of evaluation**
- VI. Performance Standard**
- VII. Budget proposal**

I. Purposes

To aim for students to:

1. arouse interest in science;
2. design and carry out scientific investigation;
3. develop the ability to inquire and solve problems;
4. acquire basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
5. recognize the usefulness and limitations of science and the interconnections between science, technology and society and to develop an attitude of responsible citizenship, which includes paying respect for the environment and commitment to the wise use of resources;
6. become familiar with the language of science and be equipped with the skills to communicate ideas in science-related contexts;
7. appreciate and understand the evolutionary nature of scientific knowledge;
8. attain personal growth through studying science; and
9. be prepared for further studies or enter careers related to science.

II. Issues to be addressed:

A. Strengths:

1. Some students show much interest in science.
2. Some students have high potentiality and are eligible to learn more than the syllabus required.
3. Teachers are experienced, cooperative and receptive to new ideas.
4. The laboratory technicians are experienced, helpful and responsible.
5. The department keeps a good stock of teaching aids including video tapes, CD-ROMS, specimens, models and charts.

6. The teaching aids (model, ETV programmes, apparatus) are all in good conditions and can be easily approached.
7. Reference books available in the library and I.S. lab. are sufficient for students' self-learning.
8. Scienceland and enrichment programs have been set up to enhance the science learning environment in school.

B. Weaknesses:

1. As the intake of the students is more diversified, more students are weak in English. They have difficulties in expressing their ideas both orally and in their written work.
2. Students seldom make good use of the library.
3. Students have not developed a strong self-study ability.
4. Students' discipline in lab. is worse than in classroom.
5. Class size is large and no split class in I.S.

C. Opportunities

1. English learning environment in school enhances students to improve their language standard to read English science books.
2. Students read science books more frequently because of the establishment of reading period in school.
3. Strong support of the old boys enhances the slow learners to catch up with the subject contents after the lessons.
4. Gifted education programs give opportunity for the students to get higher achievements.
5. Co-teaching in some classes will be established.

D. Threats

1. Due to the education policy, the intake of the students is more diversified.
2. Students have increasing tendency to lose concentration in class. The attitude of learning is weak. Some students are not well behaved in their practical work.
3. Some students are not aware of the safety in the lab.

III. Programme Team

Integrated Science Panel Members:

Mr. K.T. Choi (I.S. Panel Chairperson)

1A/1D/1E Mr. S. Y. Leung

1B Ms. S. Y. Wong

1C Ms. K. T. Choi + Ms. Y. Chan (co-teaching)

2A/2E Mr. K. W. Cheung

2B Ms. Y. L. Chao

2C Mr. S. S. Mar

2D Ms. Y. L. Chao + Ms. Y. Chan (co-teaching)

3A/3C/3D (phys) Mr. K. T. Choi

3B/3E (phys) Mr. T. C. Ko

3A (chem) Ms. T. S. Leung

3B/3C/3D (chem) Mr. S. Y. Leung

3E (chem.) Mr. K. W. Cheung

3A/3C/3E (bio) Ms. Y. L. Chao

3B (bio) Ms. S. Y. Wong

3D (bio) Mr. S. S. Mar

Lab Technicians

Mr. T. L. Yiu

Mr. W. T. Kwan

Mr. K. M. Leung

IV. Objectives:

Objectives	Area concerned	School major concern
1. To construct 3-year school-based I.S. curriculum structure	Learning strategies	1.1 Enhance of L and T
2. To develop subject-based L & T strategies	Effectiveness of Learning and Teaching	1.1 Enhance of L and T
3. To modify the assessment policy	Assessment policy	1.1 Enhance of L and T
4. Co-teaching strategies	Effectiveness of Learning and Teaching	1.2 Enhance of L and T
5. To apply diverse teaching methods to enhance students' learning	Effectiveness of Learning and Teaching	1.1 Enhance of L and T
6. To collaborate with the science teachers in the primary school	Through train collaboration	
7. To provide extra training to gifted students in science	Learning diversity	
8. To support lower achievers	Learning diversity	
9. To promote project learning in science	Project learning	
10. To promote "reading to learn" to arouse the students' interest in Science	Reading to learn	
11. To promote science atmosphere in school campus, e.g. Scienceland	Subject development	
12. To improve the working environment in laboratory	Subject development	
13. To mentor new teachers	Subject development	
14. To setup template for score input	Subject development	
15. Mass visit	Learning through visits and foster the sense of belongings	3.3 Fostering of Student sense of belongings

V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of evaluation
1	To construct 3-year school-based I.S. curriculum structure	To suggest a 3-year school-based I.S. curriculum by comparing our school and EDB I.S. syllabus	1. KT Choi 2. YL Chao	The structure will be made at the year end

2	To develop subject-based L & T strategies	To investigate one of the subject-based L and T strategies and to share it in the second meeting	1. KT Choi 2. SY Leung	Report in the second meeting
3	To modify the assessment policy	To add-on 10% bonus marks in the UT and exam paper	Setters of mid-term and final exam	Set the mid-term and exam paper
4	Co-teaching strategies	To investigate the co-teaching strategies	1. KT Choi 2. YL Chao 3. Y Chan	Report in the meeting
5	To apply diverse teaching methods to enhance students' learning	To use teaching aids such as ETV, web-sites and computer software in a suitable way (only S1 students)	S1. SY Leung	Lists of suggested ETV, websites or software in the syllabus outline
6	To collaborate with the science teachers in the primary school	To attend the YWPS meeting and to coordinate with YWPS teachers	1. KT Choi 2. TS Leung	Report in the meetings
7	To provide extra training to gifted students in science	To provide gifted education in Science accelerating programme after school (By referring to last year, only Phys and Chem are required)	1. KT Choi: phy 2. TC Ko: phy 3. TS Leung: chem (GCE) 4. SY Leung: chem. (IJSO) 5. Y Chan : bio	To be evaluated at the year end
8	To support lower achievers	To set remedial classes during the post-exam period	1. SY Leung	To be assessed at the year end
		To investigate the language across curriculum scheme	1. Y Chan	Report in the meeting
9	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), role play, inquiry-based expt.	S.1 SY Wong S.3 YL Chao S.3 KT Choi	To be assessed in panel meetings
10	To promote "reading to learn" to arouse the students' interest in Science	Buying library books	1. KT Choi 2. SY Wong	Booklists will be reported in the meeting

11	To promote science atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)	Leader: 1. KT Choi (1 st term) 2. Y Chan (2 nd term) Helpers: 3. SS Mar 4. KW Cheung	To be evaluated in the last panel meeting
12	To improve the working environment in the laboratory	To set new visualizers in lab. To post science notices in different lab. To follow up any new suggestion	1. KT Choi 2. Lab Technician	Report to be done in the meeting
13	To mentor new teachers	To help the new members to develop their profession	KT Choi > Y Chan	To be evaluated at the year end
14	To setup template for score input	To setup an EXCEL template for S.1 and S.2 teachers	KT Choi	Finished before 1 st UT
15	Mass Visit	To organize the mass visits	1. KT Choi S3: SY Leung	

Work allocation of the 2010-2011 year plan

SY Wong: To promote project learning in science by planning the S1 project

To Buy I.S. library book

S.1 project coordinator

YL Chao: To construct 3-year school-based I.S. curriculum structure

To modify the assessment policy – add 10% bonus in mid-term / final exam

To construct co-teaching strategies

To promote project learning in science by planning the S3 project

S.2 form coordinator

S.3 Biology form coordinator

SS Mar: Hold 1-2 sections in Scienceland

KT Choi: To construct 3-year school-based I.S. curriculum structure

To develop subject-based Learning and teaching strategies

To modify the assessment policy – add 10% bonus in mid-term / final exam

To construct co-teaching strategies

To collaborate with the science teachers in the primary school

To provide extra training to gifted students in science

To promote project learning in science by planning the S3 project

To plan the Scienceland in the 1st term

Follow up all suggestion of the laboratory improvement

To mentor new teacher
To Buy I.S. library books
To make the EXCEL template of the daily marks
To hold the mass visit to the Science Museum
S.3 Physics form coordinator

TS Leung: To modify the assessment policy – add 10% bonus in mid-term / final exam
To collaborate with the science teachers in the primary school
To provide extra training to gifted students in science

SY Leung: To develop subject-based Learning and teaching strategies
To modify the assessment policy – add 10% bonus in mid-term / final exam
Lists of suggested ETV, websites or software in the syllabus outline
To provide extra training to gifted students in science
To support lower achieves by setting the remedial classes
To hold the mass visit to the Science Museum
S.1 form coordinator

KW Cheung: To modify the assessment policy – add 10% bonus in mid-term / final exam
Hold 1-2 sections in Scienceland
S.3 Chemistry form coordinator

TC Ko: To modify the assessment policy – add 10% bonus in mid-term / final exam
To provide extra training to gifted students in science

Y Chan: To construct co-teaching strategies
To provide extra training to gifted students in science
To support lower achievers by investigate the language across curriculum scheme
To plan the Scienceland in the 2nd term

Lab. Tech. Technical help in Scienceland
Follow up all suggestion of the laboratory improvement
To record the completeness of the experiments

VI. Performance Standard:

1. 80% of students are able to pass the tests and examinations.
2. All students are able to complete their assignments.
3. 80% students can make use of the library books and web-sites in their project work and assignments.

VII. Budget Proposal (2011-2012)

The 2011-2012 budget is awaiting to be proposed from the school.

Mathematics Programme Plan 2011-2012

1. PURPOSE

1.1 General Purpose

With reference to the framework of Mathematics curriculum proposed by Curriculum Development Council(CDC), the purpose of Mathematics education is to "*provide content knowledge which can serve as a means to develop student's thinking abilities and foster students' generic skills and positive attitudes towards Mathematics learning.*" (CDC, 2000) To realize this purpose, Mathematics Department aims at helping students in the following three aspects of development: content-based learning, values and attitudes, and generic skills(high order thinking). Integrated with the suggestions made by *Learning to Learn*(CDC, 2001), the purposes of the school-based Mathematics education for junior forms and senior forms are listed in 1.2 and 1.3.

1.2 Junior Forms (S1 – S3)

- 1.2.1 To help students gain basic Mathematical knowledge, develop abstract Mathematical concepts and acquire related skills
- 1.2.2 To help students understand symbolic treatment of Mathematics
- 1.2.3 To help students apply Mathematical knowledge in real-life situations
- 1.2.4 To help students develop logical mind
- 1.2.5 To help students prepare for the study of senior form Mathematics
- 1.2.6 To maintain students' interest in learning Mathematics
- 1.2.7 To encourage students to appreciate the beauty of Mathematics
- 1.2.8 To encourage students to participate in Mathematics-related activities to enrich their learning experience
- 1.2.9 To nurture Mathematically gifted students
- 1.2.10 To help low-achievers by providing remedy and arousing their interest in learning Mathematics
- 1.2.11 To encourage students to use IT software to investigate and solve some simple Mathematical problems.

1.3 Senior Forms (SS1 – SS2, S6 – S7)

- 1.3.1 To help students understanding more complex and abstract Mathematical concepts, methodologies and related skills
- 1.3.2 To enable students in handling Mathematical problems in a more abstract context
- 1.3.3 To help students apply Mathematical knowledge in more complex real-life situations
- 1.3.4 To help students develop high order thinking skills through the basic idea of logic, problem-solving and methodologies in proofs
- 1.3.5 To help students prepare for the public examinations: HKALE and HKDSE
- 1.3.6 To help students acquire knowledge of Mathematics for further studies
- 1.3.7 To maintain students' interest in learning Mathematics

- 1.3.8 To encourage students to appreciate the beauty of Mathematics
- 1.3.9 To encourage students to participate in Mathematics-related activities outside the school to enrich their learning experience
- 1.3.10 To nurture Mathematically gifted students
- 1.3.11 To help low-achievers by providing remedy and arousing their interest in learning Mathematics
- 1.3.12 To encourage students to use IT software for self-learning and for investigation to solve some Mathematical problems.

2. ISSUES TO BE ADDRESSED

2.1 Strength

- 2.1.1 Most students show great interest in Mathematics.
- 2.1.2 On the whole, the Mathematics standard of the students is high.
- 2.1.3 Most students have relatively higher achievement in public examinations.
- 2.1.4 Able students are usually eager to participate in various inter-school Mathematics competitions and assessments.
- 2.1.5 Many panel members are dedicated to their own work. They are willing to help students in studying Mathematics and provide remedy after school.
- 2.1.6 There is good rapport among panel members, favoring collaboration in the department.
- 2.1.7 Mathematics Society has been established for many years. It organizes extra-curricular activities and enhances Mathematics learning.
- 2.1.8 Extra resources from school have been allocated to split and remedial classes in junior forms as well as “medium” classes in S4. Remedial work can be strengthened and individuals can be catered better.
- 2.1.9 IT equipments are adequate for Mathematics teaching.

2.2 Weakness

- 2.2.1 In lower forms, some students’ learning attitude and working habit is not good enough.(e.g. They do not hand in their homework on time.)
- 2.2.2 Some students are weak in algebraic manipulation.
- 2.2.3 Some students are too dependent on calculators. Number sense is weakened and they have no idea in determining whether a numerical answer is reasonable.
- 2.2.4 Although a lot of students are skillful at doing exercise, many of them are short of ways in logical proving. It can be observed from their performance in geometrical problems.
- 2.2.5 Some students, even in senior forms, have difficulties in understanding questions, especially geometry problems. In lower forms, diagrams are given in nearly every geometry problem. However, students lack the ability to construct diagrams from literal description.
- 2.2.6 Senior form students concentrate on examination syllabus and they have relatively little interest in Mathematical problems outside the syllabus.

- 2.2.7 Since set theory and logic are not included in the curriculum, students are not good enough in analytical thinking.
- 2.2.8 S7 students' incentive and mathematics standard is a bit low.

2.3 Opportunities

- 2.3.1 In recent years, more and more old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors and assistants in holding activities.
- 2.3.2 Mathematics Society is ready to organize extra-curricular activities in Mathematics learning and assist the department to organize "*Life-wide Learning*" activities.
- 2.3.3 More and more organizations outside the school (such as HKAME, HKASME) and publishing companies provide professional training and other life-wide learning opportunities to teachers and students.
- 2.3.4 Old boys who are experts in Mathematics education and curriculum studies are willing to give advice and help in curriculum development and staff development. This is especially good to the school-based through-train curriculum development as well as the curriculum change in secondary section.
- 2.3.5 Student Self-Access Centre will provide opportunities to enhance student's self-learning in Mathematics.
- 2.3.6 With the change to DSS mode, more students of higher academic ability can be selected as new S1 students.

2.4 Threats

- 2.4.1 Due to the change of the banding system, greater individual difference exists in junior forms. The background of Mathematics knowledge and ability, studying habit and attitudes of learning among S1 students has been deteriorating in recent years.
- 2.4.2 The Mathematics standard of students from Ying Wa Primary School is also widely spread. Starting from the forthcoming academic year, the problem of individual difference is becoming more serious.
- 2.4.3 Downward trend on the performance in public examinations is observed in recent years.
- 2.4.4 Due to the education reform in recent years, including NSSC and Through-Train mode, panel members are bearing heavy work-load. Time for carrying out annual plan and professional development is very limited.

3. OBJECTIVES

3.1 For Students:

- 3.1.1 To acquire basic concepts and skills in the 3 Main Learning Dimensions, as stated in the syllabuses for secondary school Mathematics(CDC, 1999): Number and Algebra Dimension; Measures, Shape and Space Dimension; Data Handling Dimension
- 3.1.2 To develop number sense
- 3.1.3 To acquire higher analytical power and develop logical mind

- 3.1.4 To develop better strategies and methods in problem-solving
- 3.1.5 To connect and apply Mathematics to real-life situations
- 3.1.6 To develop good studying attitude and habit in learning Mathematics
- 3.1.7 To enrich Mathematics learning experience outside the classroom through "*Life-wide Learning*", "*Project Learning*" and "*Learning through Reading*", as proposed by *Learning to Learn* (CDC, 2001)

3.2 For Teachers:

- 3.2.1 To equip, enrich and strengthen themselves in teaching skills and pedagogy
- 3.2.2 To have a better understanding of the new Mathematics curriculum and the key learning area
- 3.2.3 To be knowledgeable in the current trend of Mathematics education
- 3.2.4 To collaborate with other teachers for the improvement of learning and teaching, as well as the quality of Mathematics education

4. IMPLEMENTATION PLAN

- 4.1 The Implementation Plan consists of targets from different areas of concerns, strategies on how to achieve the targets, success criteria, method of evaluation and people of in-charge.
- 4.2 Some strategies are proposed in the implementation Plan in response to school's major concerns:
 - 4.2.1 Preparing students for HKDSE and HKALE
 - Targeting to complete teaching syllabus before the end of Dec.
 - Organizing revision test(s) for S6 and S7
 - Holding discussion on HKDSE sample papers with S6
 - Setting up class-based revision schedule for S6 and subject-based revision schedule for S7
 - 4.2.2 Enhancing of learning and teaching
 - modification of KS3 curriculum: core + extended
 - fine-tuning of assessment policy:
 - ◆ 3-level questions + bonus part
 - ◆ Inclusion of assessment on coursework (HW + CW)
 - Cultivation of students' learning habits:
 - ◆ note-book/classwork book for taking notes and doing classwork, clear folder for worksheet filing
 - Modification on homework policy
 - Promotion of reading to arouse interest in Mathematics
 - Promoting self-learning through using IT software
 - Variety in pedagogies: e.g. questioning, pair-up/group activities, advices from QSIP, etc.
 - Sharing among panel members:
 - ◆ Peer observation
 - ◆ Collaborative lesson planning
 - 4.2.3 Preparation for a 12-year Through-Train Mathematics Curriculum
- 4.3 Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback.

Please refer to the **APPENDIX I** for details of the Implementation Plan.

5. EVALUATION

5.1 Student's Assessment

5.1.1 Formative Assessments

- 5.1.1.1 **Classwork**, as a kind of formative assessment, will be given to students during the lessons in order to help students consolidate the knowledge and skills just learned. Direct and immediate feedback of students' learning can be obtained and remedy can be made for improvement.
- 5.1.1.2 **Homework** is also a kind of formative assessment. After teaching each topic or sub-topic, suitable frequency, quantity and quality of homework will be given to students according to the homework guideline of the department. Detailed marking of homework gives both teachers and students valuable feedback.
- 5.1.1.3 **Supplementary Exercise** for each chapter are given to every student for consolidation and drilling.
- 5.1.1.4 **Quizzes and Tests** are given to students after finishing one or two topic(s)/sub-topic(s). **Uniform Tests**, given once at the mid-time of each term in S1 to S3, are used for evaluation, providing feedback and planning remedial work.
- 5.1.1.5 **Projects** and **Reading Reports** reveal students' content-knowledge, generic skills and interests. Through the feedback from teachers, students are likely to have improvement and enrichment in the above aspects.
- 5.1.1.6 **Informal Assessments** such as participation and performance in class, follow-up discussion and questioning after school are valuable in evaluating students' ability and interest in Mathematics.

5.1.2 Summative Assessments

- 5.1.2.1 **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
- 5.1.2.2 **Public Examinations** (HKALE, HKDSE) serve as important indicators of students' individual performance and school performance in Mathematics.
- 5.1.2.3 **Attainment Tests** in S1 and S3 indicate the ability of students in Mathematics in junior form. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.

5.1.3 Other Kinds of Assessments

- 5.1.3.1 **Mathematics Competitions and assessments** (individual and grouped) reveal the ability of Mathematics elites and also the standard of Mathematics of the school. Inter-school competitions also enable school comparison, which encourages

school improvement.

- 5.1.3.2 **Participation in Extra-curricular Activities** such as joining Mathematics Society and taking part in activities reveals students' enthusiasm and interest in Mathematics.

6. PERFORMANCE STANDARD

The performance standard listed below is based on the result last year and the expectation of the department.

6.1 School Examinations

At least 80% of S1 to S7 students should pass the Mid-year, Final and Mock Examinations.

6.2 Public Examinations

Over 80% of S7 students should pass the public examination. For HKAL Pure Mathematics and HKASL Applied Mathematics, both the credit rate should be over 40% while that of Mathematics & Statistics should be over 20%. No great change in SVAIS indices should be expected in these subjects.

For HKDSE, over 90% of S6 students should pass the compulsory part with credit rate over 50%. For extended modules, over 90% of passing rate and 50% of credit rate should be expected.

6.3 Mathematics Competitions and assessments

Improved result and ranking (in terms of individuals and team) should be achieved in various Mathematics Competitions and assessments, including:

6.3.1 Entering final in HKMO

6.3.2 Achieving individual award in IMO-HK Selection Contest

7. BUDGET

Regular annual budget:

Items		Remarks
Teaching aids	\$ 1,000.00	
Library books	\$ 2,000.00	For promoting reading habits and culture in Mathematics
Student activities	\$ 1,000.00	Expenses on student activities such as competitions, gifted education, project learning, reading, ... etc.
Total	\$ 4,000.00	

8. PROGRAMME TEAM

Team members	Special Duty
WC CHAN	Subject Chairperson(Deputy), Subject Representative of Learning Resources Committee, Coordinator of S2 Mathematics
YS CHAN	Coordinator of S1 Mathematics, Coordinator of S5 Mathematics Module 1
TC KO	Coordinator of S4 Mathematics Module 1
KC LING	Coordinator of S5 Mathematics Module 2, Coordinator of S7 Pure Mathematics
TC MAK	
MC PUN	
YM SHING	Subject Chairperson, Coordinator of S4 Mathematics Core Part, Coordinator of S6 Mathematics Module 1, Coordinator of S7 Applied Mathematics
KL SO	Subject Chairperson (Deputy), KLA Coordinator, Coordinator of S4 Mathematics Core Part, Coordinator of S6 Mathematics Core Part, Coordinator of S7 Mathematics & Statistics
SC TAM	Assistant Teacher
WH WAN	Coordinator of S5 Mathematics Core Part
KS WANG	Coordinator of S4 Mathematics Module 2, Coordinator of S6 Mathematics Module 2
OP WONG	Coordinator of S3 Mathematics
HJ YU	Subject Representative of Language Learning Enhancement Committee

For allocation of teaching lessons and duties, please refer to **APPENDIX II & III**.

REFERENCE

- Curriculum Development Council (1999). *Syllabuses for Secondary School Mathematics S1–S5*. Hong Kong: HKSAR.
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- Curriculum Development Council (2001). *Learning to Learn: Life-long Learning and Whole-person Development*. Hong Kong: HKSAR.
- Curriculum Development Council, Hong Kong Examinations and Assessment Authority (2007). *Mathematics Curriculum and Assessment Guide (Secondary 4–6)*. Hong Kong: HKSAR
- Education and Manpower Bureau (2005a). *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*. Hong Kong: HKSAR

APPENDIX I

Ying Wa College
Mathematics Department 2011 – 2012
Implementation Plan

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
Double-Cohort	To prepare students for HKDSE and HKALE (#)	<ul style="list-style-type: none"> - Target to complete teaching syllabus by the end of December - Setting up class-based revision schedule for S6 and subject-based revision schedule for S7 - Arranging form-based revision test(s) for S6 - Arranging subject-based revision test(s) for S7 - Holding discussion on HKDSE sample papers with students 	<ul style="list-style-type: none"> - Teaching syllabus completed by the end of December - Revision schedules set - Revision tests arranged - Discussion on sample papers held 	<ul style="list-style-type: none"> - Observation - Documents 	1/9/2011 – 1/5/2012	subject teachers involved	Nil
Curriculum Development	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> - Encouraging panel members to attend related seminars and workshops - Holding sharing session within the department 	<ul style="list-style-type: none"> - Every panel member attended seminars/workshops - Sharing session held 	<ul style="list-style-type: none"> - Attendance record - Observation 	1/9/2011 – 13/7/2012	KL SO WC CHAN YM SHING	Nil
	To prepare for a 12-year Through-Train Curriculum (preliminary stage) (#)	<ul style="list-style-type: none"> - Studying official documents on current P1-P6 curriculum - Working with the Primary School to draft some essential elements for a 12-year curriculum 	<ul style="list-style-type: none"> - official documents studied - Joint meeting with YWPS held - Some essential elements for a 12-year curriculum listed 	<ul style="list-style-type: none"> - Documents - Minutes 	1/9/2011 – 13/7/2012	KL SO WC CHAN YM SHING	Nil
Learning & Teaching	To improve the quality of learning and teaching	<ul style="list-style-type: none"> - Improving pedagogy through <ul style="list-style-type: none"> * developing subject-based L&T strategies (#) * receiving training from QSIP (#) * sharing among subject teachers via <ul style="list-style-type: none"> - peer observation - collaborative lesson planning * collecting feedback from students for self-reflection - Cultivating students' good learning habit <ul style="list-style-type: none"> * having note-book/classwork book for note-taking and doing classwork * having clear folder for filing worksheets - Seeking and applying suitable teaching aids - Promoting students' self-learning through <ul style="list-style-type: none"> * reading (please refer to Learning through Reading) * doing group project (please refer to Project Learning) * using IT software (coordinated by Math Society) - Strengthening the departmental web-page 	<ul style="list-style-type: none"> 2. - Students' participation in classroom learning increased 3. - Positive feedback from subject teachers obtained through sharing of pedagogies 4. - Training from QSIP received 5. - Useful and positive feedback from students obtained 6. - Students' learning habits cultivated 7. - Good classroom learning atmosphere 8. - Suitable teaching aids obtained and applied <ul style="list-style-type: none"> - Frequency of usage of SALC and CAL room Increased - Departmental web-page further strengthened 	<ul style="list-style-type: none"> - Observation - Records - Questionnaires - Frequency of usage of the SALC and CAL Room 	1/9/2011 – 13/7/2012	KL SO WC CHAN YM SHING WHWAN	\$1,000
Catering for	To help low-achievers and to nurture	- Holding two S1, two S2 and two S3 split / remedial classes	- KS3 curriculum reviewed and	- Documents	1/9/2011 –	KL SO	Extra

Learning Diversity	Mathematically gifted students	<ul style="list-style-type: none"> -Reviewing and modifying KS3 curriculum with flexibility to fit students' need (#) -Modifying departmental homework policy -Modifying departmental assessment policy (#) -Organizing after-school remedial classes -Organizing Summer remedial classes -Receiving trainings and advice from QSIP (#) -Organizing regular training sessions for high-achievers -Recommending studentsto various external gifted programmes -Taking part in various competitions and assessments outside school -Promoting self-learning through using IT software 	<ul style="list-style-type: none"> modified -Homework policy modified -Assessment policy modified -Remedial classes held - Trainings from QSIP attended. -Learning attitude improved -Performance in internal and external examinations improved -80% of attendance rate of training sessions -Performance in outside-school competitions and assessments improved - IT software workshops held 	<ul style="list-style-type: none"> -Observation -Performance in tests and examinations -Attendance records -Performance in competitions, assessments and examination 	13/7/2012	WC CHAN YM SHING	funding from CEG
Project Learning	To develop generic skills, apply knowledge and learn how to learn	-Involving in S2 Project-Based Learning	<ul style="list-style-type: none"> -90% projects handed in on time -1/3 of the projects graded well 	- Grading records	1/9/2011 – 13/7/2012	WC CHAN YM SHING	Nil
Learning through Reading	To develop reading habit and broaden knowledge outside syllabus	<ul style="list-style-type: none"> -Delivering Mathematics-related extracts for reading in S1 -Promoting various kinds of Mathematics-related books for reading 	<ul style="list-style-type: none"> -80% students read and mastered the materials delivered -High borrowing rate of Math-related books from library attained 	<ul style="list-style-type: none"> - observation - exam evaluation records - library borrowing record 	1/9/2011 – 13/7/2012	WC CHAN KL SO YM SHING	\$2,000 for library books
Life-wide Learning	To provide learning experience outside classrooms	-Organizing activities like talks, workshops, competitions, etc, through Mathematics Society	<ul style="list-style-type: none"> -Activities held successfully -Satisfactory attendance rate -Positive feedback from students 	<ul style="list-style-type: none"> -Activity record -Attendance record -Observation 	1/9/2011 – 13/7/2012	YM SHING KL SO	\$1,000
Professional Development	To equip panel members in skills, pedagogy, insight and curent trend of Math education	<ul style="list-style-type: none"> -Encouraging panel members to attend seminars, workshops and training courses -Holding sharing session within the department -Conducting staff appraisal (lesson observation) 	<ul style="list-style-type: none"> -Every panel member attend ed seminars/workshops -Sharing session held - Appraisal done 	<ul style="list-style-type: none"> - Attendance records - Appraisal records 	1/9/2011 – 13/7/2012	YM SHING	Nil

Remark: (#) Targets/strategies echoing school's major concerns

APPENDIX II

**Ying Wa College
Mathematics Department 2011 – 2012
Allocation of Teaching Lessons**

Teachers and no. of periods		WC CHAN	YS CHAN	TC KO	KC LING	TC Mak	MC PUN	YM SHING	KL SO	SC TAM	WH WAN	KS WANG	OP WONG	HJ YU	Total No. of Periods
MATH	1A													6	6
	1B												6		6
	1C												6		6
	1D									6					6
	1X(CD)	6													6
	1E1									6					6
	1E2		6												6
	2A						5								5
	2B													5	5
	2C			5											5
	2D									5					5
	2X(CD)	5													5
	2E1													5	5
	2E2					5									5
	3A									6					6
	3B				6										6
	3C													6	6
	3D1													6	6
	3D2							6							6
	3E1				6										6
	3E2									6					6
	4A(C+M1)							7							7
	4B(C+M1)				7										7
	4C(C+M2)												7		7
	4D(C)					7									7
	4E(C)													7	7
	4F(C)						7								7
	4G(C)			7											7
	5A(C+M1)								6						6
	5B(C+M2)					6									6
	5C(C/M1)			6											6
	5D(C/M1)	6													6
5E(C/M1)											6			6	
6A(C+M1)								6						6	
6B(C+M2)												6		6	
6C(C/M1)									6					6	
6D(C/M1)											6			6	
6E(C)	6													6	
PURE MATH	7B/C				7										7
APPLIED MATH	7C							5							5
MATH & SFAT	7A								4						4
Total no. of periods		23	24	19	25	7	18	17	22	17	12	13	24	23	244

APPENDIX III

Ying Wa College
Mathematics Department 2011 – 2012
Allocation of Lessons and Duties

Subject	Class	Teacher	Form Co-ordinator	1 st term U-test Setter	1 st term Exam Setter	2 nd term U-test Setter	2 nd term / Mock Exam Setter	Make-up Exam Setter	Remarks
MATH	1A	HJ YU	YS CHAN	HJ YU	SC TAM WC CHAN	OP WONG	SC TAM YS CHAN		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	1B	OP WONG							
	1C	OP WONG							
	1D	SC TAM							
	1X(CD)	WC CHAN							
	1E1	SC TAM							
	1E2	YS CHAN							
	2A	MCPUN	WC CHAN	YS CHAN	MCPUN HJ YU	KC LING	SC TAM WC CHAN		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	2B	HJ YU							
	2C	YS CHAN							
	2D	KC LING							
	2X(CD)	WC CHAN							
	2E1	HJ YU							
	2E2	SC TAM							
	3A	KL SO	OP WONG	OP WONG TC KO	KL SO MCPUN	KL SO MCPUN	OP WONG TC KO		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	3B	TC KO							
	3C	OP WONG							
	3D1	OP WONG							
	3D2	MCPUN							
	3E1	TC KO							
	3E2	KL SO							
	4A(CORE+M1)	MCPUN	CORE: KL SO YM SHING		CORE: YS CHAN TC KO TC MAK		CORE: KSWANG KCLING MCPUN	CORE: HJ YU	
	4B(CORE+M1)	TC KO							
	4C(CORE+M2)	KS WANG							
	4D(CORE)	KC LING							
	4E(CORE)	HJ YU							
	4F(CORE)	TC MAK							
	4G(CORE)	YS CHAN							
	5A(CORE+M1)	YM SHING	CORE: WHWAN		CORE: YM SHING WHWAN WC CHAN		CORE: YS CHAN KCLING	CORE: WHWAN	
	5B(CORE+M2)	KCLING							
5C(CORE/M1)	YS CHAN								
5D(CORE/M1)	WC CHAN								
5E(CORE/M1)	WHWAN								
6A(CORE+M1)	YM SHING	CORE: KL SO				CORE: ALL			
6B(CORE+M2)	KS WANG								

	6C(CORE/M1)	KL SO	M1: YM SHING M2: KSWANG				M1: YM SHING KL SO M2: KSWANG			
	6D(CORE/M1)	WHWAN								
	6E(CORE)	WC CHAN								
PURE MATH	7B/C	KC LING	KC LING				KC LING			
APPLIED MATH	7C	YM SHING	YM SHING				YM SHING			
MATH & STAT	7A	KL SO	KL SO				KL SO			

Subject Chairpersons: YM SHING KL SO (Deputy), WC CHAN (Deputy)

Subject Representative of Curriculum Committee: KL SO (KLA

Coordinator)

Subject Representative of Learning Resources Committee: WC CHAN

Subject Representative of Language Learning Enhancement Committee: HJ YU

Physics

Programme Plan 2011-2012

A. Subject Aims

Physics is the quantitative study of the laws of nature. We cannot understand the nature by pure reasoning without the aid of experiments. Doing experiment and observation are the fundamental of study of physics. Physics provides a good training on systematic work, formulating and testing of assumptions and drawing conclusions based on a pool of solid data.

The physics education on the certificate level and the advanced level aim to:

1. arouse students' interest, motivation and a sense of achievement in their study of physics.
2. develop an appreciation for the nature and appreciate the importance of physics in daily life.
3. acquire knowledge of laws, principles and concepts of physics and their application in daily life as well as in the fields of engineering and technology.
4. establish a conceptual framework for physics and an understanding of its methodology.
5. acquire skills and attitudes required for scientific investigation and communication.

B. Issues To Be Addressed

1. Strengths:

1.1 Some students have high academic abilities. They show curiosity to new ideas. They acquire new concepts and complicated theories fast.

1.2 Students have acquired basic scientific knowledge and concepts in lower forms Integrated Science.

1.3 Teachers are creative and energetic. They are willing to adopt new ideas and approaches in teaching to motivate students, e.g. using newly developed software to make our own teaching aids.

1.4 Teachers are patient, responsible, sensitive and are able to spot the weaknesses of students. They are willing to adopt different teaching methods to help the less capable students.

1.5 Teachers are experienced (with at least ten years of teaching experience) and able to maintain a good learning atmosphere inside the classroom.

Computer software/animations and audio visual aids are provided to assist in explaining

abstract concepts.

Teachers have good communication skills.

2. Weaknesses

2.1 Some students are impatient and flippant when doing practical work.

2.2 Some students are incompetent in using English as a means of communication.

2.3 Some students prefer memorizing model answers to understanding the subject content.

2.4 Some students are weak in flexible application of concepts, knowledge and skills in different other contexts.

2.5 Some students are poor in time management and they spend too little time on doing revision at home.

2.7 Some students are not confident in expressing their ideas in front of teachers and classmates.

2.8 Students are examination-oriented. They show low interests in participating in science-related activities like seminars and exhibitions.

2.9 Some students are not serious in doing presentations. Their materials are not well organized and some are not confident in speaking in front of the class.

3. Opportunities

3.1 With the use of new sensors and data loggers, more experiments can be introduced to arouse students' interests in using data loggers during experiments.

3.2 With the introduction of project work, students can develop better communication and presenting skills.

3.3 With the introduction of project work, some upper form students can help the lower form students and serve as a role model to them.

3.4 With the introduction of newly purchased software, students will have more opportunities to do self-learning at home and therefore teachers will have more time to drill their problem solving skills.

4. Threats

4.1 Due to "Through Train" effect, the learning diversity is widened.

4.2 More administrative work is assigned to teachers and this distracts their focus, which should be on teaching.

4.3 Students, having less public examination experience, are not mature enough to manage such a long and difficult HKDSE syllabus.

4.4 More students will have poorer learning attitude, thus teachers will need to spare more time for handling students' problems.

C. Subject Objectives

1. Knowledge and understanding

Students should be able to recall and show understanding of

- i. physics terminology, definitions and conventions;
- ii. concepts, laws and models ;
- iii. relevant applications of physics in society and everyday life.

2. Practical skills

Students should be able to

- i. comply with safety regulations;
- ii. manipulate common laboratory materials and apparatus;
- iii. perform common laboratory techniques with control and precision.
- iv. perform experiments using data-logging system.
- v. analyze data with the help of the software.

3. Attitudes

Students should be able to

- i. recognize that theories and models have their strengths and limitations in making predictions and describing physical phenomena;
- ii. judge evidence objectively and revise judgment in the light of new evidence;
- iii. support value judgments using sound scientific principles.
- iv. take an active role in the science learning process

D. Implementation Plan 2011

Task	Objective	Task Description	Person in Charge	Evaluation
1.	To Promote Self-learning	With several lectures & self-learning materials, students are expected to study some chosen topics at home.	KK Lee KT Choi (10/11 – 04/12)	Students' performance in assessment. Feedback from the students through questionnaires.
2.	To cope with learning diversity	To cope with the coming challenges, we have the following strategies Revise the SS1 and SS2 syllabus to help students learn more effectively. Small tasks are assigned and feedback are given frequently to encourage learning in small class teaching. Timely review of students' performance and needs More group sharing or tasks are held during the lesson to motivate learning.	All members (09/11-05/12)	Feedback from the students Questionnaires. Students' performance in assessment.
3	To cope with learning diversity	More Self-learning materials will be prepared according to students' needs. Part of the syllabus in "Mechanics" (From "circular motion", projectile motion, to "gravity") will be taught in SS2. The high achievers can study by themselves in SS1 at home using the materials provided on the internet. More self-learning materials concerning knowledge requiring high order thinking (from past AL syllabus) will be prepared for revision and learning at home.	KK Lee KT Choi (09/10 – 10/10)	Feedback from the students Questionnaire
4	To prepare students academic readiness for exam	Subject syllabus should be finished by the end of Decembe011 so as to allow more time fore revision and discussion of the DSE sample scripts. NOTE: An analysis of the sample scripts has been prepared (app. C) and will be discussed with the students. Exam-oriented drilling classes on topic basis are held from time to time. Students are invited and encouraged to form study partner/groups during the class. Special self-learning materials are designed to help them solve the problems independently or through discussion. A tutor, well-trained last year, is invited to monitor their learning	All members KH Lam (Tutor) (10/11-5/12)	

		progress and provide guidance during the lesson.		
5	To prepare students psychological readiness for exam	Students' attitude and expectation in the coming year are investigated through questionnaires. Teachers will share the results obtained with the classes. Students from upper forms are invited to share their experience of preparing for the public examination, e.g. examination skills, study strategies and how they cope with stress. Individual counseling is provided for the students in need from time to time.	All Members (09/11-05/12)	Assessed by Questionnaires Assessed by Students' attitude
6	To develop new SBA for NSSC.	There are 2 sets of 6 (3X2) experiments. They are carried out according to the schedule below: SS2... 4 to 5 experiments SS3... 4 to 5 experiments Each class will be divided into groups, with 2 to 3 members in each group. Each session consists of two parts Data collection... students in each group work together in setting up the apparatus and collecting the data through discussion. Data analysis... students carry out this part independently. Discussion is not allowed. The brief report will be collected after each session. All reports will be marked by the same teacher in order to make marking fair. One more section (Data analysis) lasting 15 min. is added in the examination paper to make assessment fair. The weighting is as follows: Data Collection: 30% Data Analysis : 40% Data Analysis (Exam): 30%	KK Lee (10/11)	Assessed by all panel members Feedback from the students
7	To carry out continuous assessment	Students' performance is assessed in multiple ways such as small practical tasks, homework, and quizzes. They will all be counted in final term score (15%).	Panel member (09/11 – 05/12)	Observation by all panel members in students' attitude towards learning.
8.	To promote the culture of sharing teaching experience among teachers.	Peer Observation Peer observation should be conducted before the mid- March. Improvement in pedagogy in small class teaching Sharing will be held among panel members on how make good use of small class teaching. Mass lecture will be held for NSS2 during	Panel members (03/11)	Teachers' self-evaluation

		the summer holiday and each panel member is responsible for teaching one part of the syllabus. Teachers can learn from each other during the lecture. (See App. D)		
9.	To widen students' horizons in physics	Science Talk Guest speaker from the universities are invited to share with the students the modern technology nowadays. (e.g. construction of express highway last year) Collaboration with other departments to hold sharing concerning current and hot issue. (e.g. Radiation leakage from nuclear plant last year)	KT Choi (011/11 – 5/12)	Assessed by students' feedback

E. Performance Standard

1. More than 95% of students are able to pass HKAL.
2. More than 40% of students get credits or distinctions in HKAL.
3. More than 70% of students show interest in learning Physics in the lesson.
4. More than 60% of students get credits or distinctions in HKDSE
5. More than 80% work well with their group members in the project learning.

Students work well with others through study group and the attendance is more than 80%.
Students work well independently using the self-learning materials.

F. Budget

Expenditure	Amount (HK\$)
Library books	1000
Consumable goods	2000
Apparatus	10000
Subsidy for students' activities	1000
Total	14,000

G. Program Team

Mr Choi Kam To
Mr Lee Ka Kit
Mr Siu Chung

Programme Plans of Subject Panels

C. Cultural Subjects

Visual Arts Programme Plan 2011-2012

A. Aims/ Purposes:

- Enrich Students' aesthetics experience;
- To develop creativity and critical thinking, nature aesthetic sensitivity, and build up cultural awareness and effective communication;
- For lower forms (S1-S3)
 - To develop self-discipline, skills, art appreciation aspect, knowledge and positive values and attitudes in the visual arts;
- For upper forms (S4-S7)
 - Strengthen students' abilities in art appreciation and create various forms of visual arts work aesthetically and critically;
 - Develop perceptual abilities, generic skills, and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning, so we strongly required for space to do the media arts and an AT prepare for the NSSC visual arts development;
 - Enhance multiple perspectives, and cross cultural understanding through exploration of the visual arts of diverse cultures, especially in western arts and eastern arts;
 - Cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
 - For upper forms :Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries.
 - To gain delight, enjoyment and satisfaction through participating in arts-making activities;
 - To pursue a life-long interest in the visual arts and broaden the vision of each students.
 - Educate the others (parents and colleagues) the fair and beautiful society of future.

B. Issue to be addressed (SWOT):

Strength

- Many students like to create their works by painting and making art pieces. They also respect to their art works as well as the marks.
- The lower form (S1-S3) students always enjoy their lessons in art room, but need to improve their self-discipline. We need to concern this problem by co-operation of our art team.

- Many upper form students like to stay in the art room and discuss with teacher the ideas and process of art developments.
- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talk, museum tour and computer graphic.
- Art teachers of YWC can share the work load and take care for the different kind of students, but it becomes difficult in these years. Luckily, we have an AT to help us.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers.
- Many students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education society that helps to push the growth of Hong Kong Art Education.
- We always have chance to participate the exchange art study trip that can let us understanding the changes of whole art field.

Weaknesses

- We need more financial budget support because more consumable materials are needed for two art working room and NSSC development.
- We don't have the split class in S1 and S2, so we have large amount of students in each class. Therefore, it's hard to concern each student's needs and changes these years in lower forms.
- The visual arts teacher and YWP don't expect to develop the art and drama.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school, approach of our society don't support, like their parents. We really need the support of financial, policy, more space to store the portfolios and setting of drama club in the coming year. Luckily, we have success in application of the lsd drama training.
- The opening hour of art room is long, but some of the students are not used to tidy up after finished their work, especially for the ceramics making class, teachers need to help them. The room B104 didn't have enough time to do the tidy up works. The art teachers are usually helping them. The support from our school to visual arts, music and sport are not balanced. Not even the budget, policy, but also the atmosphere built up. However, we have more students could participate the art faculties in universities. If we really expect to have a better development and learning attitude of VISUAL ARTS in YWC.

Opportunities

- Our art club and drama club have participated the external art activities and volunteer works. We also understand academic development is the main concern in our department.
- We have art weeks, drama night, Joint-school drama performance, public performances and talks to encourage the student to open their minds and enhance students to raise their life standard.
- Encourage students to participate the competitions within and out of HK. It helps students to broaden their vision and helps them to apply for the overseas art/ architecture / design studying.
- Our students and teachers can stay in the art room for an extra time to discuss and have extra art training after school, this help the students to love their school and their works.
- Drama club and art club are worked together to promote the art atmosphere. Moreover, it may help students to have different possibility of art presentations.
- Our school has many spaces to set up gallery, but still not support. However, this coming year, the members of PTA encourage us to edit the art and academic booklet that can build up the academic atmosphere. Our teachers will continue to apply for the funding of ADC and QEF because not enough support from OBA and school.
- Our alumni (these years) are willing to support our school's art developments, like holding workshops and talks to younger brothers.
- The museum, art centre and heritage museum have different kinds of exhibition to promote different media of art presentation.
- We have opportunity in many art activities through the art societies and parties.

Threats

- Our class lessons don't have enough time for the students to finish their works, especially for the upper form. The form 6 and form 7 students and teacher need to have lessons on Friday after school and public holiday. Actually, we have very good result these years in HKCEE and AL Visual Arts Public Examinations even nobody cared, we care about every boy's development and art life.

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
HKCEE	A-C	50	48	58	47	70.3	--
	A-E	94	96	96	100	100	--
HKAL	A-C	100	100	100	100	100	100
	A-E	100	100	100	100	100	100

- For lower forms, students don't have enough time to finish their works. Their parents and school administrators didn't support them. The teachers of Visual arts willing to do more work to change their bias.

- We don't have enough space to stock the art works and drama settings that why we try to ask for more spaces.
- Encourage to promote environmental protection and cultural concern in activities and curriculum.

C. Objectives:

- Developing Creativity and Imagination
 - Develop ideas from observation, imagination and experiences
 - Interact with other subjects or clubs to develop artistic ideas
 - Explore art elements and design principles to express ideas and feelings
- Developing Skills and Processes
 - Record direct responses to art forms in nature and man-made environments by verbal/ non-verbal presentation
 - Explore ideas with visual elements and design principles
 - Explore alternatives by using different materials and techniques (sketching, drawing, information technology or other appropriate tools and resource materials)
 - To evaluate alternatives based on aims, purposes, aesthetic logic and design principles.
- Cultivating Critical Responses
 - Reflect their lives, communities, societies and cultures in relation to the arts.
 - Respect, appreciate and demonstrate open-mindedness towards arts expressions that are different from their own
 - Build up the self-esteem for all art students.
- Understanding Arts in Context
 - Understand the abreast of global trends and adapt these to suit the local context
 - Concern the development of Western Kowloon Cultural Project.
 - Try to Combine the drama and visual arts , art appreciation in the coming curriculum
 - Understand the development of the curriculum development in universities in HK and new senior school curriculum.
 - Understand the development of Art marketing and Art Trend in the world and Mainland.

D. Implementation Plan: (include measures to support the school development plan, through train collaboration, ways to achieve excellence, etc.)

■ For students,

- Students can handle different kinds of materials to present their ideas and enjoy the process of creation.
 - Examine how to combine the visual elements and principles and arranged to achieve certain effects.
 - Analysis the image sources and image-development strategies used in the work.
 - Identify the materials used to create the image and the processes and technologies applied.
 - Identify cultural or stylistic aspects represented in the artwork.
 - Emphasizes the art appreciation and criticism.
 - Broaden their view in future and build up their self-esteem.
 - Exchange the idea with the others or classmate, build up their self-assessment mind.
 - Students can be measured by the 3-4 course works and one competition each term.
 - S1 to S3 will have final examination in May.
 - The extra art or drama activities and report will be counted as the bonus mark 10% each term.
 - Selected one outstanding and one best improvement students each form at the end of academic year.
 - Cooperate with counseling, discipline group and civic education
 - Cooperate with other activities, like student council, D & T.
 - Students' reflection and teachers' reflection finished by each term.
 - SBA schedule reference to the syllabus outline from S4 to S7 (2011-2012)
-
- Form 1) → train the observation of students
 - How to observe the perspective and vanishing point
 - How to observe the texture, composition and color value of the drawing and painting
 - Self-identity studying
 - Values and attitudes of art appreciation
 - Build up interest in art
 - Try to create art work by cooperation with others: Group Work.

 - Form 2) → Enhance basic technique training
 - Enable to handle different kinds of technique, materials
 - Art criticism, Values and attitudes of art appreciation

- Try to create art works by cooperation with others: Group Work (paint on wood)
- Form 3) → Understand the different countries, styles, and media.
 - in visual arts development trend and contemporary world.
 - Art criticism, Values and Attitudes of art appreciation
 - Concern about self-development.
 - Enable to handle different kinds of technique, medium, materials.
- Form 4) → Try to understand the relationship of cultures and art in art history and art trend, especially to focus in the culture of HK, like the film appreciation these years.
 - Understand the relationship of human culture and Beauty
 - Search the main theme and try to finish the art works on it
 - Let the students to define the relationship of fine arts and design, as well as the architecture and computer graphic.
 - Analysis different techniques
 - e.g. Chinese painting, soft-pastel, oil painting, acrylic painting, plant and figure drawing, sculpture, ceramics, computer graphic, photography and presentation.
- Form 5-6) → stretch students' aesthetic and artistic potential and develop their values and attitudes, empowering them;
 - embody physical, cultural and spiritual aspects of life;
 - enable them to participate in the fast growing creative industries of HK;
 - help students to select the individual examination papers which based on their abilities;
 - select the suitable reference notes and artists to be the study theme's reference;
 - select the suitable career for their futures;
- Form 7) → stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;
 - Select the suitable career for their futures;
 - Help them to get satisfactory public examination result;
- For teachers
 - Co-operated to plan the curriculum
 - Highly used the website and computer studies for the learning and studying, exchange the idea and curriculum plan with the other schools.

- Work together with school plan and art design in school
 - Crossover with the other subjects and clubs within school and art society or organization in HK.
 - Miss Ng will help in managing the workshops and normal works of art room.
 - Concern the development in new curriculum and other changes, Miss Lau will highly concern and follow the EAA and EDB development; Miss Ng will concern about the Education Trend in HK by studying in HKIED.
 - Peer observation each term and concern the self-reflection.
 - Cooperate with other KLA department.
- For Parents and staff,
- Analysis the global visual arts development
 - Analysis the development in universities of HK these years
 - Help us to build up better visual arts environment
 - Reduce the resistant of students development in visual arts aspect
 - Reduce the bias of visual arts in the past generation
 - Continue cooperation with PTA in Bookmark design competition and Canvas Booklet.
 - Cooperate with other OB, like MTR manager or other organization.
- For the new curriculum,
- Believe visual arts is a professional subject in school and society that can contribute to the quality of life (embody physical, cultural and spiritual aspects of life)
 - Highly concern the development of the senior school curriculum in creative industrial development of HK.
 - Enhance the art criticism in visual art curriculum.
 - Recreate a ceramics workshop and lessons in school which can work together with counseling and civic education
 - Communication with the other schools and art society in HK
 - Combine drama and art appreciation in visual arts lessons
 - Cross-curriculum with other subjects or societies
 - Concerns about the generic skills and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning
 - Have public exhibition about the portfolio making next July.
 - Have art criticism training “藝術小記者培訓” in 2011 summer holiday : S4C Wong Ka Ho, S4A Huen Chek Ming, S3A Chan Ka Wing, the others didn't attended: S4 Li Man Chung, S4 Lai Yu Hoi, S4 Lai Chit Shun

- For the school,
 - Decorate and enrich the new campus that can help L & T.
 - Build up “Art Path” in school, focus on mural paintings and sculptures and art criticism : Build up the art history circle on each floors(1/F to 5/F)
 - 1/F Renaissance and three masters
 - 2/F Baroque Period and representative artists
 - 3/F Rococo, Neo-classicism and Romanticism, etc.
 - 4/F Impressionism artists and theory
 - 5/F Modern Art Period
 - Photographic competition and retired teachers’ collection of photographic
 - Broaden eye- view of people, not only for the students, recruit more
 - Let the others to understand visual arts are not only entertainment and decoration
 - To build up self-esteem for art students
 - Build up better school name in art field by holding art meeting in YWC.
 - Build up respecting attitude in each subject through every aspects in school and parents.
 - Promote beauty and love through Art Work, linking the retired teachers to build up “Home” of our Youth Spirit.
-
- For the YWP’s student,
 - Helping them to broaden the art presentation, like drama
 - Co-operation the activities ,performances and competitions
 - Work closely to develop the new curriculum (if possible)

E. Evaluation:

- students should finished their works and respect to their studying by reflection
- 80% student can reach the standard of quality, means pass.
- Students should at least participate one art activity within and without school, we have the ART PASS for the Junior forms.
- Encourage students to participate the competitions and activities through our workshops or out of school.
- Students understand art is not only entertainment and playing or decorations by regular rules.
- Raise the result in public exams, set up schedule through the year. (refer to the syllabus time line of S4 ot S7)

F. Performance Standard:

	<i>objective</i>	<i>process</i>	<i>Requirement</i>
1	Finished the curriculum	Evaluate the standards of all art works	Enough class lessons and students should finished their works
2	Environmental protection value should add into lessons and concerns about the fully used of the new campus	Introduce the environment protection idea to students and fully used the campus' space	Whole school space
3	Cross curriculum and concern to the society	Participate the activities and art services out of school Concern to the development of creative industry and Western Kowloon project	Activities in society Drama Performance
4	Learning project and Art Path	Try to promote the fun and study in ceramics making which can be displayed outdoor	Continue to apply for the funding of ADC/ QEF/ Old boy
5	Cross curriculum with the other clubs, like drama environmental protection, computer society, Photographic Club, Chinese Cultural Society and Moral education/ counseling	Co-operation with the clubs and work together with the whole school	Other societies/ clubs
6	Encourage to participate the other workshops and share with others, like morning assembly.	Encourage students to participate the other activities out of school and try to share with the others by verbal or art essays.	Art museum and other societies
7	Encourage student to museum, do more work in art appreciation	Ask students to museum and do the report Also try to prepare their exhibition	Museum, Alumni, Teacher and students' art works
8	Computer technology	Use computer for teaching, encourage students to design their websites and projects More students need to have more DV and DC taking experiences, so we need to replace the DV and DC equipments.	More software and disk for the computer teaching material
9	Try to communicate with YWP	Work together with the YWP in curriculum and activities	YWP
10	Finished the decoration of YWC and art room	Input some students' 3-D art works and continue to build up the art path	Finical support and the other teachers and helpers support
11	Re-open the ceramics class	More materials for the new classes and more display area for 3-D art works	Pup-mill, Vacuum cleaner
12	Build up self-assessment spirit	Finish the worksheet at the end of each term.	Worksheet : Self-assessment and classmate-assessments

Activities through the Academic Year

Month	Item / content	Clerk	Teacher In-charge (art, drama clubs)
Sept.	6/9 Assembly and Report of Art Journalism Promotion of Art and Drama Club 15/9 Drama Performance 24/9 Annual Drama Night Joint school performance. Complimentary ticket for all parents because of encouragement and raise the art atmosphere. 26/9 lcsd drama performance, morning assembly co.	Art club and Drama club chairman All participants and parents	Y Lau J Leung Y Lau and Miss Ng J Leung

	counseling	All students	Counseling
Oct.	4/5/10 Visiting to Heritage Museum Prospect Theatre Drama Training through the whole year Peer observation Design for the Canvas booklet	All participants S1-S5, S7 All students	Y Lau and Miss Ng Mr. Book
Nov.	Prospect Theatre Drama Training through the whole year Training for Inter-House Drama Training: script and Directing Inter-House Board Design Competition Illustration of Counseling General Meeting of CCC Joint School Art Exhibition Art Day for semi-open day (AGM of PTA) Morning Assembly	All participants All house All students CCC art teacher	Y Lau and Miss Ng Mr. Book
Dec.	Prepare for the drama competition Art competitions out school Joint school art out-door drawing Art appreciation, history banners cover the whole school	All participants All students All students S5 art students	Y Lau and Miss Ng Mr. Book
Jan.	Training for the inter house drama competition Competition out school Museum visit	All students	Y Lau and Miss Ng Mr. Book
Feb.	Graduation Exhibition at the cover playground Art Weeks Drama Festival Art competitions	All art students	Y Lau and Miss Ng Mr. Book
Mar.	PTA Art Bookmark design competition Training for the inter house drama competition Morning assembly	All S1 to S3 All students	Y Lau and Miss Ng Mr. Book
Apr.	Art Village Visiting, film training workshops (art week) Training for the inter house drama competition Morning assembly	All students	Y Lau and Miss Ng Mr. Book
May	Inter-House drama competition, talks Photoshop and illustrator training	All students	Y Lau and Miss Ng
July	CCC Art Exhibition in the City Hall Art competitions Post-examination training for oil, comics, animation, film	All art students	Y Lau and Miss Ng

Implementation Plan of Visual Arts 2011-2012

Task	objective	Task Description	Person-In-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
DSC S4	* raise interest *broaden materials *understanding the curriculum	*learning diversity of selected students *Cooperated with other activities, assemblies, clubs or subject, etc. Emphasis the art appreciation. *class practice of different materials that prepared for the NSSC Portfolio making (SBA)	Miss Lau Ying	*Build up confidence of weak students and do moral education in strong abilities students. *understand the level of each students	* Assessed from the test, exam and every art exercise. *assessed from the written materials and exercises. *Self reflection and teacher reflection	Twice each term Dec. and May	\$ 2000 Transport for visiting \$4000 Activities tutorial class
DSC S5	Same as above		Miss Lau Ying	Same as above			

DSC S6	*clarify the curriculum and examination. *Follow up the SBA	*Tutorial class in Lunch *exchange the Teaching methods with other schools *Joined teaching association and seminar to understand the method.	Miss Lau Ying	*Build up the healthy learning and teaching visual arts system of DSC in Hong Kong *assessment of SBA and Examination in class practice and exercises	*test in each end of month *Before mold examination, we will have 2 pre-mock examinations, like before. *Doing the pilot test for preparation *Finished SBA	Test – each month Pre-mock 1,2 before mock Nov.	AT help to store the portfolio making, SBA
AL	* clarify the curriculum and examination. *Follow up the SBA *Interview w tech.	*Tutorial class after school each Friday and special days *Portfolio making for public *Art history *Interview technique – contemporary artists	Miss Lau Ying	*No lessons and mock *Assessment in every test and examination *Cultural studies—materials *Presentation	*Test and Examinations Art history and practice *Exhibition visiting *Presentation *Workshops	Oct. and Dec. Interview in Jan.	AT help to store the portfolio making, SBA

*Reference to the following action plan schedule and have graduation exhibition in Feb. and Joint school exhibition in July, 2012.

Ying Wa College -- Visual Arts NSSC Planning

Arranged by: Ms Lau Ying (26/4/2011)

Schedule for the whole S4 to S6 NSSC

S4 – S6	50% 校本評核(SBA) S5 and S6 should upload the marks 學生須提交兩個作品集 包括：研究工作簿(顯示與藝術創作/評賞研究相關的藝術評賞及研究過程) (20%)； 以及針對主題的藝術作品/評賞研究(每一作品集包含三件作品，不同媒介) (30%)	50% 考評內容 文字表達 45 mins. 藝術創作 3 hrs.15 mins 學生須選擇卷一或卷二。 卷一視覺形式表達主題或 卷二設計(Our boys can't keep the works tidy, so just open paper I) 在每一考卷中，學生須完成以下兩部分：對所提供的藝術作品複製本作評賞，並以文字表達(10%)，以及藝術創作(40%)	
S4	Sept.	Impressionism painting practice – students are weak in coloring, Art history with DVD and notes Still Life Drawing practice – color tone practice, forms, volume perspective basic training	Acrylic Painting on Canvas Pencils Drawing/ color pencils -- A2 paper
	Oct.	Exhibition Visit – art history and criticism practice Umbrella Painting – creative 3-D practice, issue base in environmental protection topic 3-D sculpture making – theory, art history (Dadaist)	Short essay Acrylic Painting Clay, card or rubbish materials
	Nov.	Fashion Design – theory with practice Exhibition Visit – art history and criticism practice Design exercise	Storyboard or casual wear Short essay Simplify the form of landscape
	Dec.	Painting with topic, like exam. Art history revision: Impressionism, Cubism, Chinese painting	Acrylic and poster color on paper Notes with DVD
	Jan.	Analysis the examination: art history and criticism, painting Making Correction	ppt. Painting on paper and A4 paper

	Feb.	Portfolio making theory and samples Portrait of yourself / an idol	Ppt. Acrylic or Oil on Canvas
	March	Portrait of yourself / an idol Clay—floating (Individual interview with each S4 to S6 VA students in lunch)	Acrylic or Oil on Canvas clay
	Apr.	Pop Art and Chinese Paper Cutting Poster Design – Photoshop using technique Design a set – 3 piece as a social issue Chinese Contemporary Artist and trends Analysis Ai WaiWai Case in Contemporary Chinese – issue based art appreciation training (Individual interview with each S4 to S6 VA students in lunch)	Notes, ppt and VCD Notes, samples A4 – 3 pieces Ppt. Notes and question paper
	May	Evaluation of the designs Photography taking Day Comics drawing Portfolio making – based on the discussion with teacher (can be 2-D or 3-D art work) Work together with written process	Printed- design with statement Notes and Social issue Storyboard: A Day ... Sketch book on the process and statement. Different materials
	June	Painting Training for examination and essay, Art history: Expressionism and Pop Art	Painting on A2 paper Exam. book for essays
	July (Post-exam)	Portfolio making – based on the discussion with teacher SBA	Sketch book on the process and statement. Different materials
S5	Sept.	Portfolio making – based on the discussion with teacher (SBA) Self-portrait/ Environment Protection Painting –expressionism,Ed ward Munch(Scream)	Sketch book on the process and statement. Different materials Acrylic on Canvas Acrylic on Canvas
	Oct.	Exhibition Visit – art history and criticism practice Chinese Painting Collage – Cubism theory (art history) Different kinds of paper Portfolio making – based on the discussion with teacher (SBA) 3-D sculpture making – theory, art history (Dadaist)	Short essay Chinese painting technique Ching Ming Scene visiting Notes, ppt. with DVD Paper and bands on black paper Sketch book on the process and statement. Different materials Clay, card or rubbish materials
	Nov.	Portfolio making – based on the discussion with teacher (SBA) Portfolio making theory and samples Exhibition Visit – art history and criticism practice Painting on Canvas – with portfolio topic	Sketch book on the process and statement. Different materials, Ppt. Short essay Acrylic/ Oil painting
	Dec.	Painting with topic, like exam. Art history revision: Impressionism, Cubism, Chinese painting, Fauvism, Dadaist, Bauhaus, Expressionism	Acrylic and poster color on paper Notes with DVD
	Jan.	Analysis the examination: art history and criticism, painting Making Correction	ppt. Painting on paper and A4 paper
	Feb.	Portfolio making – based on the discussion with teacher (SBA) Mosaic Making in personal topic Finishing the first 3-sets portfolio making with statement	Different materials, Ppt. Ceramics and glass materials on wood board
	March	Portfolio making – based on the discussion with teacher (SBA) Correcting the 3-sets portfolio making (Individual interview with each S4 to S6 VA students in lunch)	Sketch book on the process and statement. Different materials Acrylic or Oil on Canvas

	Apr.	Poster Design – Photoshop using technique Design a set – 3 piece as a social issue Chinese Contemporary Artist and trends Analysis – pop art Ai WaiWai Case in Contemporary Chinese – issue based discussion Art history: Abstraction expressionism, media art and Germany Art (Individual interview with each S4 to S6 VA students in lunch) Correcting the 3-sets portfolio making and starting the other portfolio	Notes, ppt and VCD Notes, samples A4 – 3 pieces Ppt. Notes and question paper Individual correcting on classes
	May	Photography taking Day Portfolio making – based on the discussion with teacher (can be 2-D or 3-D art work), Work together with written process Rise the marks of the first three art pieces on portfolio to EDB	Printed- design with statement Notes and Social issue Sketch book on the process and statement. Different materials
	June	Evaluation of the designs and other portfolio making Painting Training for examination and essay, Art history: Egypt Art, Greek Art, Roman Art	Correcting the portfolio Painting on A2 paper Exam. book for essays
	July (Post-exam)	Portfolio making – based on the discussion with teacher SBA	Sketch book on the process and statement. Different materials
S6	Sept.	Art History: Dark ages and Renaissance arts Portfolio making – based on the discussion with teacher (SBA) Correcting and making the 2-sets portfolios	Notes with DVD Sketch book on the process and statement. Different materials Acrylic on Canvas
	Oct.	Art history: Baroque Art and sculptures, Rococo Art Exhibition Visit – art history and criticism practice Chinese Painting Correcting and making the 2-sets portfolios Portfolio making – based on the discussion with teacher (SBA)	Notes with DVD Short essays Based on the weakness of boys Sketch book on the process and statement. Different materials
	Nov.	Art history: Realism, naturalism, Neo-classicism, HK art Training of the other 2 papers (art history and criticism, painting) Painting on Canvas – with topic	Notes and short essays Poster color, oil-pastels, Acrylic/ Oil painting
	Dec.	Correcting and making the 3-sets portfolios Rise the mark to EDB Painting with topic, like exam. Art history Revision	Should prepare for EDB checking Acrylic and poster color on paper Notes with DVD
	Jan.	Training of the other 2 papers (art history and criticism, painting) Painting on Canvas – with topic	Painting on paper and Canvas
	Feb.	Training of the other 2 papers (art history and criticism, painting) Painting on Canvas – with topic	Painting on paper and Canvas

Pre-Exam Tutorial Class Visual Arts 2011

17/5/2011	S4 3X Visual Arts Tutorial Class(SBA)	Ms YLau
20/5/2011	S5 3X and S6 Visual Arts Tutorial Class(SBA)	Ms YLau
24/5/2011	S4 3X Visual Arts Tutorial Class(SBA)	Ms YLau
27/5/2011	S5 3X and S6 Visual Arts Tutorial Class(SBA)	Ms YLau
31/5/2011	S4 3X Visual Arts Tutorial Class(SBA)	Ms YLau

Post-Exam Tutorial Class Visual Arts 2011

4/7/2011-6/7/2011 10:00-12:00 S4 3X Visual Arts Tutorial Class(SBA) Ms YLau

4/7/2011-6/7/2011 13:00-15:00 S5 3X and S6 Visual Arts Tutorial Class(SBA) Ms YLau

Have the tutorial classes for S6 and S7 VA students from 22/8/2011 to 24/8/2011

(10:00-1:00p.m.)

If the result of testes and exams. are not good enough, will have the extra-tutorial classes on each long holiday.

We also have the talk about the trend and market in HK held by Scad college

G. Budget:

■ Amount of student taking visual arts classes:

- S1-S3 around 610 students
- S4-S6(Option) around 70 students
- S7(AL) around 6 students (No Lessons)

■ Materials Budget:

- *Consumable Materials* \$35000
- *Teaching Materials*
(More materials fee for the plant drawings these years and more CD, DVD for the new trends of art development nowadays, especially in the NSSC.
Consumable Ink and paper for the Printer bought last year. \$2000
- *Material for Ceramics*
(Ceramics art works and mosaic making to decorate the campus) \$8000
- *Transport fee for museum tour, artists' talk fee*
(broaden the view of students) \$2000
- *Art Path and Frames*
(Build up the art atmosphere in school) \$5000
- *Library Books* \$2000
- *DVD/VCD in library* \$2000
- *International Competition Fee* \$5000
(application fee)

Total: \$61000
(Actually, \$ 48000)

The fee will be supported by school fund and student materials fee.

In YWP, each student should pay \$50 for VA materials fee each term, means \$100/year

H. Programme Team:

Art Teacher Miss Lau Ying

(For S2E to S3C,D,E, S4-S6 option and S7AL) Total Teaching Lesson: __25__.

Art Teacher Mr. Book Kwok Chee

(For S1 and S2D) Total Teaching Lesson: __12__.

Assistant Teacher Miss Ng Siu Hung, Mia

(For S2A,2B,2C and S3A,3B) Total Teaching Lesson: __12__.

Judgement: (10 marks for Bonus)

S1-S3 Full Mark:100, Passing Mark:50

S4-S6 Full Mark:100, Passing Mark:40

“美藝徑” ART PATH

Aims:

- Fully used the space of new campus, raise the art atmosphere
- Enhance the environmental protection and belongings to YWC
- Encourage the students who like art
- Provide chance for students to post their art works and share with others

Procedure:

- cooperated with the art curriculum, collect the outstanding ceramics and art works
- S1 Rock painting and floating / Mural painting
- S2 Mural painting
- S3 Ceramics (Face)
- S4 Nature (Mural painting)
- S5-S7 Mosaic making or 3-D sculpture
- For S4 students, can have mural paintings for their individual portfolio and school decoration
- S1 floating and some rock painting can place on the floor of the path
- Water protection frame for the acrylic paintings
- Ask school helper to finished the works in summer holiday

Place:

- Beside the canteen and main gate

Budget:

■ Boxes/ displaced boxes	\$5000
■ Frames	\$1000
■ Other materials	\$500

Total: \$6500

Budget:

■ Acrylic paint and materials	\$2000
■ Frames	\$2000
■ Other materials	\$1000

Total: \$5000

2011-2012 Prospect Theatre –supported by lcsd \$420/@, total 25

Drama Training Workshop through the whole year (total 40 lessons with one performance)

Fee: \$420 (students can apply for the School Fund)

Date: Oct. to June mainly on Wednesday

Time: 4:15p.m. to 5:45p.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

2011-2012 Animation Workshops & Comics \$200/@, total 25

Animation and Comics Training Workshop (held by experienced artist/ OB)

One in each term (total 10 lessons with one exhibition)

Fee: \$200 (students can apply for the School Fund)

Date: Oct. to June mainly on Friday/ Saturday

Time: 4:15p.m. to 5:45p.m. / 10:00-11:30 a.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

2011-2012 Photoshop and Illustrator Workshop \$200/@, total 25

Computer Photoshop and Illustration Workshop (held by teacher)

One in each term (total 10 lessons with one competition)

Fee: \$200 (students can apply for the School Fund)

Date: Oct. to June mainly on Friday

Time: 4:15p.m. to 5:45p.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

2011-2012 Western Painting and Sculpture \$200/@, total 25

Western Painting and Sculpture Training (held by OB)

One in each term (total 10 lessons with one out-door drawing workshop)

Fee: \$200 (students can apply for the School Fund)

Date: Oct. to June mainly on Monday

Time: 4:15p.m. to 5:45p.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

2011-2012 Chinese Painting and Calligraphic \$200/@, total 25

Chinese painting and calligraphic (held by OB)

One in each term (total 10 lessons with one competition)

Fee: \$200 (students can apply for the School Fund)

Date: Oct. to June mainly on Monday

Time: 4:15p.m. to 5:45p.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

2011-2012 Ceramics Throwing Workshop \$300/@, total 25

Computer Photoshop and Illustration Workshop (held by teacher)

One in each term (total 10 lessons with one competition)

Fee: \$200 (students can apply for the School Fund)

Date: Oct. to Dec mainly on Friday

Time: 4:15p.m. to 5:45p.m.

	Name	Class/ no.	Contact no.	Remarks
1-25 Students				
Waiting List				
1-5 Students				

Music Programme Plan 2011-2012

I. Purposes

This programme aims at providing students with opportunities:

1. to appreciate music through general music lessons, instrumental training course for S1, instrumental tutorial groups for S1-S6 and musical activities.
2. to raise students' confidence, co-operation and leadership through rehearsals, performances, workshops, festivals and contests.
3. to develop a sense of creativity in music making and composition.
4. to integrate music learning with information technology.
5. to promote students' leadership through teams/classes rehearsals and performances.

II. Issues to be addressed

Strengths

1. Students show great interest in singing and listening.
2. Students are willing to learn and class discipline is very good.
3. The three orchestras and band are well established and members of the three choirs have good attendance and co-operation with choirs of different girls' schools.
4. Students are willing to participate in inter-schools music interflow/festival events and have good results.
5. Instrumental classes started in S1 with great support to the three orchestras and band.

Weaknesses

1. Senior form students emphasize more on their academic work and are less active in musical activities.
2. Insufficient instrument is the main obstacle in promoting instrumental classes.
3. Insufficient rooms for instrumental class reduce the effectiveness of instrumental learning.
4. Only one and a half music teaching staff. The teachers have insufficient opportunity to attend in-service training courses and promote musical activities.
5. The time allocation recommended by the E.D. is 2 periods per cycle/week. Our school has only one period per week and finds difficulties to cover the syllabus especially in Secondary One and Two levels.

III. Objectives

1. To enrich students' musical knowledge through singing, music reading, listening and learning musical instruments.
2. To enrich students' interest through regularly attending concerts, joining college orchestras/choirs and entering competitions both outside and inside school.
3. To explore individual talented student to develop musical abilities.
4. To find financial assistance from alumni/parents.

IV. Implementation Plan

1. Singing

Tone quality, intonation and enunciation are focused. Examples of good singing by boys and men voices related to the singing programme are presented to serve as models.

2. Musical reading

Time, tonality, rhythm, pitch, sight-reading are focused.

3. Listening

Music appreciation in music lessons, assembly concerts and regular attendance to public concerts are focused.

4. Learning musical instruments

Each S1 student is recommended to learn a Chinese or Western instrument under the S1 music training scheme.

5. Musical Composition

Each S5 student can compose one short musical piece.

V. Budget(Proposed)

1. Piano Tuning	\$10,000
2. Laser Discs	\$4,000
3. Music Score (Orchestras)	\$6,000
4. Orchestra Conductors	\$140,000
5. Transportation for HK Music Festival	\$7,000
6. Entry fees for HK Music Festival	\$12,000
7. Repair Orchestra Instruments	\$5,000
8. Purchase New Instruments	\$20,000
9. Library Books/AV disc	\$4,000
Total	\$208,000

VI. Evaluation

1. Number of students participate in instrumental classes
2. Singing/Instrumental playing assessed in practical examination.
3. Assessment of musical knowledge in concert reports and written examinations.
4. Assembly, Annual and Prize Winners' Concerts
5. Hong Kong Schools Music Festival and Hong Kong Youth Music Interflows

VII. Programme Team

Mr. B. LI, Ms. P. YU

Physical Education and Sports Programme Plan 2011-2012

A. Aims/Purposes

In the coming year, the Physical Education and Sports section will aim at the following purposes:

1. to educate students through physical activities and sports.
2. to develop students' positive interpersonal relationships through games and sports.
3. to stress the students' responsibilities in Ying Wa Sports domain.
4. to promote students' sense of belonging to Ying Wa through sports participation.
5. to prepare the first NSS (PE) exam.

B. Issue to be addressed

Strength

1. Most senior students show interest in physical activities and they are to a great extent active when they are attending the PE lessons.
2. The facilities and resources for the subject of P.E. are sufficient to teach a wide range of sport activities.
3. The P.E. teachers are self-motivated and enthusiastic in teaching and coaching.
4. An extra half PE teacher is added.

Weaknesses

1. The indoor facilities are limited when there is an inclement weather condition.
2. About 35% of the students are poor in general fitness and body coordination.
3. Many junior students are weak in focusing and self-centred.
4. Many junior students are weak in physical domain and cannot be motivated.

Opportunities and Threats

Ying Wa College has a grand campus that is capable to organize a range of physical activities in PE lessons and extra curricular activities.

The PE section has to face the problems related to the lack-of-resource family background students. Many students cannot afford training expenses and the time spent on training and competitions.

In addition, the widened individual difference of the students and low academic and physical achievers make the PE teaching and sports coaching more difficult.

Due to the effect of through train policy, the number of sport talented students is limited. In addition, due to the reason of double cohort year, it is difficult or almost impossible to have 2 classes in one block in time tabling. Some PE lessons may have 3 classes at the same block.

C. Programme and Implementation Plan

Objectives

The general PE lessons offer students opportunities and experiences that can help them to:

- * develop a healthy body and a sound mind;
- * know and pursue the importance of physical fitness;
- * understand mental well being is crucial to personal growth;
- * develop self respect and an appreciation of their self worth through physical activities;
- * establish positive personal and social relationships and to develop at least one physical activities as their life-long leisure activity;
- * provide enjoyment and relaxation from stressful exams.

Modules and Goals to be achieved

Athletics

to enhance students' skill in track and field;
to prepare for the Sports Day;

Badminton

to teach students the basic skills and techniques;
to emphasize the importance of stretching.

Basketball

to consolidate students' basic skills and game situations; to organise inter class competitions
to promote class spirit.

Long Distance Run

to enhance students' cardio-respiratory endurance;
to strengthen students' mental toughness.

Fitness Training

to educate students the importance of fitness to their health and well being; to raise students' fitness level.

Football

to consolidate students' basic skill and to appreciate the high standard matches; to organise All Ying Wa Football Competitions in school.

Handball

to consolidate students' basic skill; to maintain the superiority in Inter-school competitions.

Table Tennis

to enhance students footwork; to upkeep the high spirit of the school teams.

Volleyball

to motivate students' interest;
to organise inter competitions.

Implementation Plan

In order to achieve the mentioned goals, the following programs will be implemented.

/PE NSS classes

/Implementing Secondary One Sports Development Program on Saturdays

/Annual Swimming Gala and Annual Athletic Meet will be held.

/Organizing seminars or talks on PE and sports

/Organizing friendly matches

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 14 sports in the HKSSF;

(Athletics, Badminton, Basketball, Beach Volleyball, Cross Country, Fencing, Football, Handball, Indoor Rowing, Squash, Swimming, Table Tennis, Tennis and Volleyball)

Performance Standard

The skill, fitness, attitude and achievement of the students will be assessed. The PE assessment of S.1 to S.3 accounts for 100 marks while S.4 accounts for 50 marks. Only grade is given to S.5 or above.

Skill

/Students from S.1 to S.3 are expected to demonstrate the basic skills of a wide variety of sport activities.

/Students from S.4 to S.7 are expected to acquire four sports proficiency in reasonable depth.

Fitness

/A Nine-minute run test is used to assess students from S.1 to S.3.

/A Twelve-minute run test is used to assess students from S.4 to S.7.

/Skin fold measurement, strength measurement and lower back flexibility measurement are taken to reflect students' level of physical fitness.

/A sit-and-reach test is used to assess students' lower back flexibility.

Attitudes

/Students' participation in intra and inter school sports are taken into account.

/Tidiness of PE uniform, attitude and attendance are also taken into account.

Achievement

Student's participation in inter house, inter school sports or Open competitions are taken into account.

Methods of Evaluation

After every module of teaching, a simple test will be administered to check students' learning outcomes. Based on the findings and observations, PE colleagues can evaluate their teaching effectiveness and the teaching content.

It is challenging for PE colleagues to motivate an increasing number of inactive and passive students. This is more difficult when students are S.7 because they put public exams as the top priority.

D. Budget

1. Inter-school sports activities/ school contest / transportation etc	\$ 70,000
2. Team Uniform Subsidy:	\$ 8,000
3. Swimming Gala:	\$ 8,000
4. Athletics Meet:	\$ 13,000
5. Equipment, stationary:	\$ 22,000
6. Transportation:	\$ 5,000
7. Trophies:	\$ 2,000
8. Library Books / Software:	\$ 500
9. Sports entry fee/ HKSSF registration fee/ Student registration fee/ Venue fee of LCSD	\$ 30,000
<u>TOTAL:</u>	<u>\$227,100</u>

E. Programme Team

Lessons allocation:

Pong Yiu Wing	S1: 4	S4: 6	NNS4: 4	NNS6: 5	S7: 6	Total: 25
Law Hon Leung	S2: 10	S4: 6	S5: 8	S6: 2		Total: 26
Tang Wai Chung	S3: 10	S4: 2	S5: 2	NNS5: 5	S6: 8	Total: 27
Ho Wan Sing	S1: 6					Total: 6

Special Duties:

Head of PE: Pong Yiu Wing
Sports Master: Law Hon Leung
House Master: Tang Wai Chung

Sports Advisors

Athletics:	Law Hon Leung	Tang Wai Chung	
Badminton:	Law Hon Leung		
Basketball:	Law Hon Leung		
Beach Volleyball:	Tang Wai Chung		
Cross-country:	Lee Ka Kit	Tang Wai Chung	
Fencing:	Ho Wan Sing		
Football:	Chan Ip Cheung	So Ka Lok	
Handball:	Pong Yiu Wing		
Indoor Rowing:	Wong Wai Ming	Ho Wan Sing	
Life Saving:	Mak Tai Yuen	Pong Yiu Wing	Wong Siu Yan
Squash:	Mr. Ho Wan Sing	Wong Wai Ming	
Swimming:	Mr. T.Y. Mak	Pong Yiu Wing	Wong Siu Yan
Table Tennis:	Wong Wai Ming		
Tennis:	Ho Wan Sing		
Volleyball:	Tang Wai Chung		

PE (NSS) Learning Diversity Grant (2011 - 2012)

- Objective: 1. Through co-organizing professional courses with other networking schools, students can interact with students from other schools.
2. Through different modes of learning, students can consolidate and widen the learning experience.

Network

Schools: Cheung Sha Wan Catholic Secondary School,
Ng Wah Catholic Secondary School.

Suggested Programs:

Items	Mode	PE (NSS)
Employing Sport psychologist to demonstrate a list of sport psy. Skill including pre-season and pre-game talk, mental practice room.	Workshop	Sport Psychology
Renting sports venues for practice and assessment	Small group coaching	Practical
Employing specialist to deliver lecture on movement analysis and bio-mechanics	Lecture	Movement Analysis
Purchasing reference materials	Self Learning	Disciplines included in the syllabus
Purchasing fitness testing equipment	Workshop	Fitness and nutrition
Organizing First Aid course	Lecture and practical	Sports Injuries and basic anatomy
Visit Sport Laboratory	Visits	Human Body
Visit Sports Associations, Recreation Clubs, etc	Visits	Sport and recreation management
Watching sport events	Visits	
Organizing friendly matches with network schools or universities	Friendly Matches	Practical and sport management

英華書院
二零一一至二零一二年度
宗教教育科周年計劃

(一) 本科宗旨

- 1) 使學生認識基督信仰和基督徒的生活方式。
- 2) 帶領學生尋求人生意義，並幫助學生透過前人的經歷及周遭的人和事，認識及經歷神。
- 3) 幫助學生以聖經的原則行事，從而增進學生各方面的成熟度。
- 4) 引導學生尋求一種以耶穌基督作為榜樣的生活方式。

(二) 本年度綜合目標

- 1) 宗教活動：
 - 藉著配合校園團契和英華堂活動，培養及提高初中學生對本科的學習興趣，以助認識神。
- 2) 教學形式：
 - 透過資訊科技及大眾傳媒作為教學媒體，促進本科知識緊扣時代發展，以生活化的教學方法提升學生對本科的興趣。
- 3) 與其他部門合作：
 - 與學校其他部門合作，促進本科知識與學校文化整合，使學生明白學習本科有助他們豐富校園生活，以此提升學習本科的動機。
- 4) 增加人力：
 - 推行學生協助老師的課內和課外活動，凝造學生參與本科發展的氣氛，以朋輩互動的方式吸引其他學生有興趣本科和參與本科的課外活動。
- 5) 教學同工：
 - 藉著教學同工間交流有關本科知識，以豐富各同工教學

(三) 本年度綜合教學計劃

- 1) 宗教活動：
 - a) 配合本校福音工作，以助學生認識及經歷神
—配合宗教事務委員會，校園團契和英華堂的各類福音工作
 - b) 邀請就讀大學一年級的學兄回校，主持午間團契，分批認識中一的同學
- 2) 教學形式：
 - a) 有關資訊科技的教材，以提高學生的學習興趣和促進教學效能之程度
 - b) 運用大眾傳媒作為教學媒體，以提高學生的學習興趣和促進教學效能之程度

四. 評估：

優：

- 1) 本科與本校「創校宗旨」配合；而本校長遠及優良的傳統有助於本科發展。
- 2) 所採用的課本內容豐富，插圖生動，加上有良好的連貫性，有助學生更有興趣及全面地認識本科。
- 3) 採用平時功課計分制度，會減低學生的學習壓力，以致能更有效地學習。
- 4) 本科對學生有深遠的影響，部份學生因此以基督作為生活榜樣。
- 5) 本校整體之宗教氣氛較以前有改善，而學生對本科之興趣及投入程度亦有改善

機會：

- 1) 新高中的推行，宗教科推行至中六，讓同學有更多機會探討基督教信仰與生活的關係。
- 2) 透過與英華堂及擔任團契職員已多年的校友的合作，增加人力資源，加強學生工作，及課外活動。
- 3) 透過與英華堂的合作，與小學方面溝通，從而貫徹中小學一條龍的理念，著重信仰與德育方面的教導。

危：

- 1) 新高中推行後，會考宗教科取消，減少同學有深度探討經文釋義方面的機會。
- 2) 新高中推行後，有大量的準備工作，需要時間進行。

2011-2012 各同工任教宗教科教節數目

	總數	中一 班／堂	中二 班／堂	中三 班／堂	中四 班／堂	中五 班／堂	中六 班／堂
李詠儀	26	5×1	1×1	3×1	7×1	5×1	5×1
黃靄萍	2	0	2×1	0	0	0	0
余朗程	2	0	2×1	0	0	0	0
王堅臣	2	0	0	2×1	0	0	0

財政預算

R.E. & R.S.	Audio-video Aids	\$1,000.00
	Activities	\$100.00
	Library Books	\$1,000.00
	Miscellaneous Expenses	\$150.00

李詠儀老師
英華書院
宗教教育科科主任

英華書院
二零一一至二零一二年度
設計與科技科教學計劃

【壹】 宗旨

藉著提供初中三年的設計與科技科課程，希望學生能夠透過學習：

1. 發展對手藝的興趣及對製成品的欣賞能力；
2. 藉著文字、圖象、繪圖或模型製作，發展其溝通能力及分享構思；
3. 運用自己的想像力，發展對事物的創意、美感及多元思考等方面的潛能；
4. 認識不同材料特性的及對環境的影響，從而發展對材料選擇的判斷能力及適當的應用；
5. 藉觀察及累積的經驗，發展對事物的分析、評估及批判思考能力；
6. 認識解難程序，增強對日常處境中解難 (problem-solving) 的能力，換言之，讓學生懂得如何『設計』；
7. 透過各級的比賽，同學們擔任評判、計時員及紀錄員等工作，甚至為比賽作準備及安排，都能夠培養出同學之間的協作能力；
8. 培養同學對新科技的認知和欣賞能力。

【貳】 對本科的評估

優點

1. 本校是男校，男生對科技的事物具有濃厚的興趣；
2. 本科有 4 位具豐富 D&T 教學經驗的老師任教，形成密切的團隊；
3. 本科不設考試，採用持續評估方法，這樣可減輕學生考試的壓力；
4. 本科的工場是標準工場，無論是環境及可用空間，都比較優勝。

弱點

1. 作為一門科技科目，一般學生甚至家長，均不甚重視本科，故教學成效亦會受影響；
2. 工場工友需兼顧其他校園清潔土地作，故電腦繪圖室未開放給有需要學生使用。

機會

1. 基於校本課程設計的改革，本科課程的設計及內容，可以更自主及有彈性，朝向社會科技發展及興趣方面前進；
2. 資訊科技的普及，有助學生認識科技及科技發展的世界；
3. 設計與科技室的設備趨向多元化，現已配置 22 台多媒體電腦及機械人套件，可望使課堂變得更多姿多彩。

障礙

1. 市面上，關於本科的課本或參考書籍，還是有限的，對本科的發展會有影響；
2. 市面上有關本科的多媒體教材仍然非常缺乏；若自製教材，要動用的人力資源是很龐大，支援也欠缺；
3. 隨著新高中課程的改革，本科暫時仍未被列為高中選科。科技教育在教改過程中前景未明，對本科長遠發展構成障礙；
4. 學生質素不如以往，更摻雜有部份「特殊需要」學童，其學術水平、學習興趣均與舊日收生有別。

【參】 目標

本科於 2010-2011 年度的教學目標：

中一教學目標

1. 讓學生透過探討、認識不同材料的特性及用途；
2. 讓學生認識，藉著文字、圖象、繪畫技巧及模型製作，可以有效地將意念表達及傳輸；
3. 讓學生接觸不同的產品，認識「設計」的基本元素；
4. 讓學生認識「設計過程」，及應用此過程之「解難」(problem-solving)精神於生活處境；並學會從成本計算、設計及製作各方面評估及改良設計。

中二教學目標

1. 讓學生認識及應用更多、更精確的傳輸方法；
2. 讓學生認識更多不同材料的特性及用途；
3. 讓學生認識「設計過程」，及應用此過程之「解難」(problem-solving)精神於生活處境；並學會從成本計算、設計及製作各方面評估及改良設計；
4. 讓學生認識不同的能量傳動、能源再生及節約能源方法；
5. 讓學生認識基本電子線路；
6. 讓學生使用電腦輔助設計及模擬測試工作；
7. 透過校內比賽，讓同學互相觀摩。

中三教學目標

1. 從科技發展史中，透過分析及批判，讓學生認識科技的價值及對社會的影響，從而發展其對科技的正確價值觀念；
2. 讓學生認識不同的基本邏輯電子線路及節約能源方法；
3. 透過較複雜的處境問題，增強學生對「設計過程」的分析及應用能力；
4. 讓學生使用電腦輔助設計及模擬測試工作；
5. 透過校內比賽，讓同學互相觀摩。

【肆】 教學策略

設計與科技科的首要目標是發展學生三項共通能力：就是溝通能力、創造力及批判思考能力；科技教育的最終目標也是要發展學生對生活處境的解難能力，增強學生對周遭的需要的認知、對事物的觀察及感覺、對自然界的融合等態度。換言之，設計與科技著重發展學生的知性及感性情操。

「設計」就是為生活「解難」；所以設計的範疇就該以生活為本、以改善生活質素為目標。生活的範疇十分廣泛，本年度我們集中在三方面去學習：（甲）家居環境、（乙）社會與科技、（丙）興趣與設計。

（甲）家居環境：

家居環境就是每一個人首先接觸及開始學習的起點，而家居環境就包含了大大小小的有待解決的「問題」，中一習作的設計，就大部分與家居生活的問題有關，（參看具體方法）我們要求學生為這些問題提供可行的解決方案，以達致改善生活質素的目標。去實踐設計，就從家居環境開始。

家居環境設計	習作主題	目標	負責人	評核準則
中一	i. 書帶扣 ii. 時鐘	1. 讓學生透過探討、認識不同材料的特性及用途。 2. 讓學生明白，籍著文字、圖象及其他繪畫技巧，可以有效地將意念表達及傳輸； 3. 讓學生接觸不同的產品，使認識「設計」的基本元素；	中一統籌老師	i. 學生可利用圖及文字將自己的意念表達，提交設計圖冊； ii. 學生最後提交一份與設計相符的製成品。 iii. 學生利用提供的材料設計成有創意及有用產品。

（乙）社會與科技：

科技日新月異，它對社會帶來巨大的轉變，這些轉變有些是正面的，能夠改善我們的生活。例如電力的發明，便促使各類的電器產品及電力設施的發明及廣泛使用，大大改善及改變人類生活質素及模式；但電力的使用，也帶來負面的影響，造成不少問題，如污染空氣及影響生態等。我們希望同學對科技有正確的認識，亦明瞭科技對社會的正面價值及負面的影響。所以我們在課程以外，安排同學訪問或參觀與電力有關的機構或環保組織，了解電力的使用情況，對環境及生態的影響，加強同學們對電力在科

技上發展及對社會帶來各方面的影響。

同學除可從課堂去認識一些科技的實例外，還可透過 Lego 的活動套件及訪問、調查等親身體驗去獲取。

活動	目標	負責人	評核準則
訪問或參觀與電力有關的機構或環保組織	概括了解電力的使用情況，對環境及生態的影響	科主任	以專題報告形式提交學習報告
砌 Lego	i. 認識機械運動的種類及原理 ii. 認識機械運動的應用 iii. 認識機械運動對科技發展的影響	中二、三統籌老師	完成指定砌積木活動及有關工作紙要求

(丙) 興趣與設計：

「夢想成真」是人生的一大樂事；讓學生有機會去將自己的興趣、理念，化為夢想，透過課堂或課外的比賽活動，將他們心目中的意念 (idea)，變成可觸摸、可使用的製成品 (product)，提高他們對「設計」的認識及興趣。

「夢想成真」活動	目標	負責人	評核準則
四足步行機械拔河大賽	i. 認識步行機械原理，利用電腦軟件 Geometer' s SketchPad 測試設計 ii. 製作自己設計的步行機械 iii. 參加短跑比賽	中二統籌老師	i. 完成製作步行機械 ii. 分組拔河比賽
橋樑模型設計比賽	i. 認識簡單結構原理，利用電腦軟件 West Point Bridge Designer 測試設計 ii. 製作自己設計的橋樑 iii. 測試橋樑的最大效益		i. 完成製作橋樑 ii. 承托最大效益
太陽能車大比拼	i. 認識太陽能發電原理 ii. 製作自己設計的太陽能發電車 iii. 參加太陽能車大比拼		i. 完成製作太陽能車 ii. 參與比拼及完成指定項目
電子定力遊戲	i. 認識基本數碼電路原理 ii. 製作自己設計的電子遊戲	中三統籌老師	i. 完成製作電子定力遊戲 ii. 與分享遊戲

具體教學方法

中一教學安排

1. 首先讓學生學習基本表達技巧：
 - i. 認識基本繪圖技巧及標誌方法
 - ii. 認識徒手繪畫之平面（2D）及立體（3D）繪畫方法
2. 讓學生認識基本材料及明白到物料可循環再用
 - i. 塑膠-----PMMA 亞加力膠片、吸塑膠片
 - ii. 木材-----白楊夾板
 - iii. 紙張
3. 讓學生認識基本材料接合方法：
 - i. 黏合法：白膠漿、化膠水、熱熔膠
4. 讓學生認識及欣賞市面上不同的產品設計，從而可以自行設計下列產品：
 - i. 書帶扣
 - ii. 掛檯鐘
5. 讓學生認識基本手工具及機械運用，並注意工業安全。

中二教學安排

1. 讓學生認識更多繪圖表達技巧
 - i. 第一角投影法（三視圖）
 - ii. 均角圖（立體圖法）
 - iii. ProDesk Top V8 基本 3D 及工程圖電腦繪圖
2. 讓學生認識設計過程及技巧
 - i. 何謂「設計」
 - ii. 「多元法」及「綜合法」的應用
3. 讓學生應用「設計過程」於下列問題：
 - i. 太陽能車
 - ii. 模型橋樑創作
 - iii. 四足步行機械
4. 讓學生認識更多材料：
 - i. 鋁片、金屬線
 - ii. 櫟木棒
5. 讓學生認識更多材料接合法及變形法
 - i. 金屬冷屈曲法
 - ii. 木榫
 - iii. 各類黏接法

6. 讓學生認識簡單機械運作原理及簡單力學
 - i. 槓桿原理
 - ii. 齒輪原理 及簡單結構原理

7. 利用專題研習了解香港的電力及電池的使用情況
 - i. 產電原理
 - ii. 常用電源-----市電及電池
 - iii. 再生能源
 - iv. 產電的利與弊及對環境的影響

8. 認識能源再生的種類及太陽能發電的原理

中三教學安排

A. 習作部分

1. 深化「設計過程」的應用
 - i. 設計「電子定力遊戲」
2. 讓學生認識更多繪圖表達技巧
 - i. ProDeskTop V8 電腦繪圖:包括零件組合方法
3. 混合使用不同材料及其接合法
 - i. 白膠漿黏合法
 - ii. 熱熔膠接合法
 - iii. 機牙螺絲接合法
 - iv. 木牙螺絲接合法
 - v. 電子零件及電線焊接法

B. 理論部分

1. 加強認識不同材料特性及其連接方法
 - i. 金屬
 - ii. 木材
 - iii. 塑膠
 - iv. 電子學及數碼電路
2. 配合以下 LEGO 套件，學習不同的能量傳輸及省力方法
 - i. 槓桿與連桿原理
 - ii. 氣動原理
 - iii. 齒輪原理
 - iv. 輪軸與滑輪原理

資訊教學

本科按著本身的需要，會循序漸進的引進資訊科技於教學中。本年度（2011-2012）

本科續將有若干比例的教學內容使用資訊科技，務使教學吸引及使學生有興趣學習：

1. 使用已購置的教學光碟於相關課題上；
2. 利用 Powerpoint ，製作單元教材，將教學內容更多元化，更有趣味；
3. 利用實物投影機，將繪圖、示範、實物或作品清楚展示給學生觀看或欣賞；
4. 利用互聯網的尋搜器，尋索與教學內容及活動有關資料，開拓學生視野；

跨科協作

上學年我們協助資優學生教育參加各項活動及比賽，效果良好。本年度將繼續配合創意思維比賽和資優學生教育(Gifted Education)等，參與各項活動及比賽。

本年度關注事項

1. 配合本年度關注事項，各級注意訓練學生紀律，並需要求同學準時提交習作。
2. 老師互相觀課，提升教學質素。

一條龍及特殊需要學生的安排

據資料顯示，本年度中一至中三學習能力差異較大。必要時可調整對此等學生的要求。我們需對此級同學多加關注，藉此蒐集有關同學的特點，為以後的教學安排作好準備。

【伍】本科之評核準則

本科不設考試，全年採用持續評分法，即是只計算平時功課及習作之表現，所以本科要求學生用心及準時完成指定之功課。各級之評分方法及比例如下：

	上學期		下學期	
	繪圖/理論	習作	繪圖/理論	習作
中一	50%	50%	50%	50%
中二	60%	40%	40%	60%
中三	理論	習作	理論	習作
	60%	40%	50%	50%

註：以上各級之評分方法及比例表，會因教學進展及實際情況而作出調整。

【陸】檢討

為使預定之教學目標及內容達致預期效果，以及評估學生在學習的承載能力，我們預定全年最少有三次科會議，主要商討有關教學進展及困難，這些中期檢討有助我們計劃及調節後期的教學目標及內容，以期達致最佳效果。另一方面，讓學生清楚知道自己在設計習作的強弱點，我們設計了一份習作評估表（參看附錄一），使他們在以後的習作作出改善。有關繪圖習作的評估標準參看附錄二。

【柒】財政預算

1.	圖書館圖書	\$ 2,000.
2.	消耗性材料	\$ 60,000.
3.	維修或增補工具 / 設備	\$ 15,000.
4.	推廣本科活動（如比賽、參觀等）	\$ 2,500.
5.	添置教具或教材	\$ 5,000.
總計：		\$ 84,500.

【捌】任教本科老師名單、教節分配及各級統籌

任教本科老師共有三位，其任教之班別及教節分配如下：

任教老師	中一	中二	中三	課節總數
麥泰元	S1x5x2	S2x5x2	S3x1x3	23 課節
林錫忠	S1x4x2	S2x4x2	S3x3x3	25 課節
麥德祥		S2x1x2	S3x1x3	5 課節
余靄欣	S1x1x2	-	-	2 課節
各級總課節	20 課節	20 課節	15 課節	總課節：55 課節

統籌老師：

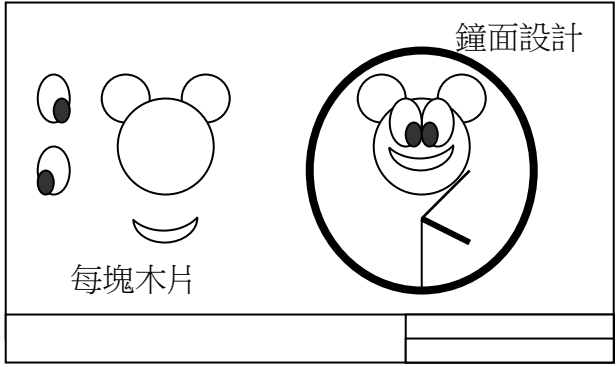
中一至中三級——麥泰元老師

各級統籌老師之職責：

1. 負責聯絡及協調該級任教老師之教學工作
2. 負責收集及整理該級之教學及參考資料
3. 負責編寫該級之課程大綱及內容

【玖】附錄（一）

時鐘設計習作評估

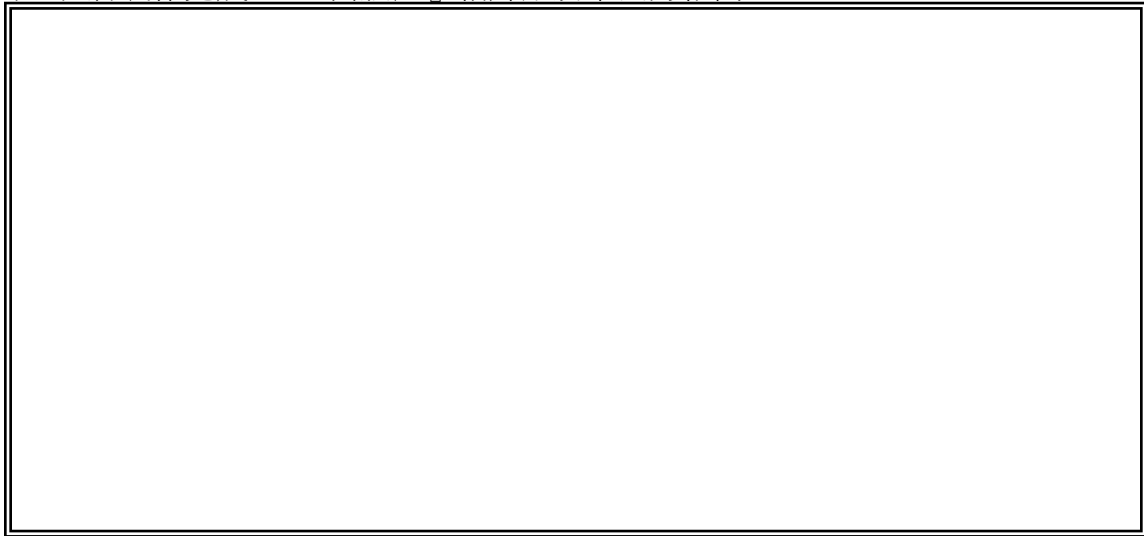
評分項目		滿分	得分
設計過程	設計方案 （必須使用方格紙或 A4 紙，圖文並茂作答並塗上木顏色。）	5	
	1. 傳意技巧（包括封面設計，可使用電腦。）		
	2. 資料搜集 及 問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	製作習作		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

	材料	數量	單價	總價
1.	白楊夾板 300mm x 150mm x 3mm		\$10	
2.	吸塑膠片 240mm x 300mm x 1mm		\$10	
3.	石英鐘肉一套		\$5	
4.	其他			
5.	其他			
			合計	

(二) 將製作完成之『掛牆鐘』相片貼於下面方格內



(三) 製作反思

(a) 描述設計及製作上遇到的困難：

(b) 描述解決困難的方法或策略

(四) 改良：你認為可以怎樣改良設計？

(五) 家長評估：設計成品的外觀屬 **優 / 良 / 可 / 有待改善** (圈一項) 其他
回應：(歡迎家長寫下回應並請簽署)

家長簽署：_____

附錄 (二)

繪圖習作評分準則	
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於5個錯誤。
8	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於10個錯誤。
7	線條大致平均，色澤均勻。大部分線條接合位保持圓滑。尺寸大致準確。完成指定題目。尺寸標示及字體大部分正確。全圖少於15個錯誤。
6	線條大致平均。大部分線條接合位保持圓滑。尺寸大致準確。完成大部分指定題目。尺寸標示及字體部分正確。全圖少於20個錯誤。
4-5	未能完成全部指定題目。繪圖法欠準確，尺寸標示及字體欠正確。線條欠平均，色澤欠均勻。不能保持圖紙清潔。
1-3	祇完成小部分題目，欠尺寸標示。不能掌握繪圖法及字體書寫。不能保持圖紙清潔。
0	不能完成指定題目，沒有繳交習作。
	(遲交習作可予降一級評估)

CHAPTER III
(Budget Summaries)

Financial Summary

Ying Wa College Income and Expenditure Accounts For the period from 1st September, 2010 to 31st August, 2011		
		From 1-9-2010 to 31-8-2011
Income		51,366,066.74
Expenditure		50,245,123.37
Surplus		1,120,943.37
Less/Add: (deficit)/surplus of grant account		-
Surplus for the year		1,120,943.37
Surplus b/f		10,101,437.33
Surplus adjustment after year end		0.00
Surplus c/f		11,222,380.70
Ying Wa College Balance Sheet as at 31st August, 2011		
		as at 31st August, 2011
Fixed Asset		
Pre-DSS		4.00
Post-DSS		1,387,964.73
Investment		997,562.53
Current Asset		
Stock		60,524.80
Sundry Debtor		49,929.53
Deposits and prepayment		276,225.00
Utility Deposits		66,150.00
Cash at bank		18,434,467.96
Cash in hand		4,000.00
Total Asset		21,276,828.55
Current Liabilities		
Received in advance		-80,978.60
Grant received in advance		-4,673,543.98
Deposit Received		-46,000.00
Sundry creditors		-93,644.70
Account Payable to EDB		-500.00
School-based after school learning and support programmes		-59,236.00
One off Grant for WebSAMS Upgrading		0.00
Diversity Learning Grant		-58,851.25
Capacity Enhancement Grant Account		759,973.50
Accumulated fund - Pre-DSS		-1.00
Accumulated fund - Post - DSS		-11,222,380.70
Non-Recurrent Grant for Building and Furniture and equipment received		-3.00
Fee Remission Reserve		34,620.00
Other reserve		-4,759,880.52
Approved Collection for Special Purposes Account		-1,076,402.30
Total Equity & Liabilities		-21,276,828.55

Subject to audit report 2010/2011

CHAPTER IV

Plan for Capacity Enhancement Grant (CEG)

2011-2012

Plan for Diversity Learning Grant (DLG)

2011-2014

Ying Wa College
Plan on Using Capacity Enhancement Grant
2011–2012

Number of operating classes: 33

Means by which teachers have been consulted: at the meeting of Academic Committee

Task Area	Major Areas of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' language proficiency	Improvement of English learning environment in school	To employ two more full-time Native English Teachers (NET) to help create a language-rich environment in the school	<ul style="list-style-type: none"> - More split-classes can be implemented in English lessons so that more students will benefit from native English speaker in the classroom. - More English learning activities outside the classroom can be held, such as English debate training, English drama workshop, and reading activities. 	1/9/2011 – 31/8/2012	Monthly Salary (MPS pt.24: \$32,235x12x2) +MPF(\$1000x12x2) = \$797,640	<ul style="list-style-type: none"> - Students' active participation during the lessons conducted by NETs - Students' improving performance in English examinations - Students' active participation in English learning activities 	<ul style="list-style-type: none"> - Lesson observation by Panel Chairpersons - Students' examination results - Participation records of English learning activities - Panel Chairpersons' observation in English learning activities outside the classroom 	Panel Chairpersons of English (Ms. B Tse & Mr. R Tsang)
					Total: \$797,640			

Expected amount of Capacity Enhancement Grant to be received in 2011–2012: 1289x\$441 = \$568,449

Top-up fund from **Special Collection** in Tong Fai Accounts: **\$797,640** – \$568,449 = \$229,191

YING WA COLLEGE

Three-year plan — Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2011/12 to 2013/14 cohort of senior secondary students

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programmes	Strategies & Benefits Anticipated	Name of Programmes	Duration of Programmes	Target Students	Estimated No. of Students Involved in Each School Year			Evaluation of Student Learning / Success Indicators	Teacher-in-Charge
					2011-12	2012-13	2013-14		
Other Programmes	Network Programme In view of the small number of students opting for PE, this network programme with Cheung Sha Wan Catholic Secondary School (CSWCSS) and Ng Wah Catholic Secondary School (NWCSS) can help to cater for students' diverse needs.	Network Programme of HKDSE Physical Education	3 years	S4-6 students of this cohort of students	15	15	15	Students will take the HKDSE Examination	PE teachers of YWC, CSWCSS and NWCSS jointly organize the programme.
	Gifted Ed Programme To enhance students English debating skills	Intensive training course for aspiring debaters	2 years	S4-S5 elite students in the English debate team	10	10	---	Students will improve their English debating skills. Participation and achievement in debate contests are expected.	Experience Eng debate trainer outside the school
	Gifted Ed Programme To teach student advanced Math knowledge and skills through problem-solving	Advanced Math course	3 years	S4-S6 elite students in Math	15	15	15	Students will improve their Math knowledge and skills. Participation and achievement in Math contests are expected.	Experienced Math Olympiad trainer outside the school
	Gifted Ed Programme To financially support Science elites to take gifted ed courses in universities	University gifted ed courses in Science for secondary school students	3 years	S4-S6 elite students in Science	4	4	4	Science elites gain advanced knowledge and share their knowledge with other students after taking university courses.	Chairman of Gifted Ed Committee