

# Ying Wa College

(Founded 1818)



## Annual Plan

(2020-2021)

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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 2018-2023**

### **Annual School Plan 2020-2021**

## **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、綜合人文/通識教育、中國歷史、西史、地理、經濟、電腦及資訊科技等,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, Integrated Humanities/Liberal Studies, Chinese History, History, Geography, Economics, Computer and Information Technology, 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 2018 – 2023 5-Year School Development Plan

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
1. Purposeful Learning	1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u>						<ul style="list-style-type: none"> <li>• Students' ownership in learning and learning effectiveness enhanced</li> <li>• Specific learning outcomes being stated in all subjects/ modules/ lessons/ assignments</li> <li>• e-learning practices successfully integrated into daily L&amp;T</li> <li>• Students of different ability levels feeling recognized and confident in their learning</li> <li>• A strong reading culture shared by students and teachers</li> </ul>
		- Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness	✓	✓	✓	✓	✓	
	1.2 Fostering Effective Learning	- Learning oriented Assessment (LoA)	✓	✓	✓	✓	✓	
		- e-learning pedagogies to promote L&T interaction in & beyond classroom	✓	✓	✓	✓	✓	
		- Awards in due recognition of students' improvement and excellence	✓	✓				
		<u>Reading-to-learn</u>						
		- Reading-to-learn elements in L&T and assessment policies across subjects	✓	✓	✓	✓	✓	
		- Administrative measures to infuse a strong reading culture	✓	✓				
		- Whole school activities to promote a strong reading ambience (e.g. reading festival, BookCrossing, precept blackboard)	✓	✓	✓	✓	✓	

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
2. Positive School	2.1 Character Building	- Mass education curriculum in promoting civic-mindedness, nurturing caring and compassionate youngsters	✓	✓	✓	✓	✓	• Students demonstrating civic mindedness, care for others and empathy.
	2.2 Developing Potential	- Upgrading school facilities to create an ambience conducive for stretching students' potential	✓	✓	✓			• Offering different platforms for students to display their talents
		- Diversified criteria reinforcing positive students' behaviors and achievements	✓	✓	✓	✓	✓	• Students of different ability levels feeling accepted and acknowledged in their endeavors
	2.3 Forging Brotherhood	- Theme-based and level-based programs designed to instill a sense of belonging in students	✓	✓	✓	✓	✓	• Students being heavily involved in learning and actively engaged in other school activities
2.4 Collaborating with Parents	- Enhancing the transparency of school policies by bolstering the existing e-communication channels	✓	✓				• User-friendly and enhanced interface embedded in school website	
	- Collaborating with PTA to tap into professional advice in leveling up parenting skills	✓	✓	✓	✓	✓	• Empowering parents to support and connect with their children throughout adolescence with confidence	

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
3. Serving Community	3.1 Cultivating the Spirit of Service	<u>Preparation strategies</u> - Reviewing the current service elements in school as well as their design and effectiveness	✓					<ul style="list-style-type: none"> <li>• Drawing up a report summarizing the existing service elements in school</li> <li>• Formulating a strategic plan on service learning in school</li> <li>• Arranging service learning according to the strategic plan</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> <li>• Mass education being conducted with positive feedback from teachers and students</li> <li>• Relevant social issues being included and taught in some subjects, with positive feedback from teachers and students</li> <li>• Co-curricular activities being held, with positive feedback from teachers and students</li> <li>• Conducting service learning in collaboration with different parties in and out of school, with positive feedback from teachers and students</li> <li>• A culture of serving people in need being developed in school</li> </ul>
	3.2 Service in Action	- Re-organizing and integrating service learning and opportunities - Arranging staff development and sharing sessions on service learning		✓	✓			
		<u>Cultivation strategies</u> - Providing mass education and sharing sessions with a focus on the varied needs of the society and the world as well as service experiences - Diffusing knowledge of topics such as poverty, vulnerable social groups and related social issues in school curriculum - Organizing co-curricular activities such as visits and reading opportunities relevant to social issues and service experiences	✓	✓	✓	✓	✓	
		<u>Experiential learning strategies</u> - Providing service opportunities in and out of school with collaboration with old boys, parents and external organizations, followed by debriefing and sharing sessions		✓	✓	✓	✓	



**Ying Wa College**  
**Annual Plan 2020–2021**

**Major Concern 1: Purposeful Learning**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in-Charge</b>	<b>Resources Required</b>
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing revision of curriculum and assessment framework (with LoA) to enhance learners' ownership &amp; learning effectiveness</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom especially amidst school suspension</li> <li>- Adaptive measures on students' 'learning from home' experience               <ul style="list-style-type: none"> <li>- Adapting teaching schedules</li> <li>- Student-centred &amp; individualized learning – using mixed modes of delivery: real-time &amp; videotaped</li> <li>- Promotion of self-directed learning</li> <li>- New forms of learning outcomes, e.g. C.A., video production, oral reports, etc.</li> </ul> </li> </ul> <p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>• Administrative measures to infuse a strong reading culture</li> <li>• Whole school activities to promote a strong reading ambience</li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on, take ownership of their learning experience and sense of control in online learning</li> <li>• SD sessions for professional sharing in LoA, e-learning pedagogies and soft/hard-ware usage</li> <li>• New Webex accounts for individual teachers with 'breakout function' &amp; Webinar account for whole school/ form events</li> <li>• Setting up for VLE platforms and Google classrooms to facilitate T&amp;L material management &amp; homework submission</li> <li>• Providing support to student in accessing e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Mobile learning device loan record</li> <li>• Usage of VLE and Google classroom</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> <li>• Gifted Education Committee</li> <li>• Staff Development Committee</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Fostering Effective Learning	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>• Administrative measures to infuse a strong reading culture</li> <li>• Whole school activities to promote a strong reading ambience</li> </ul>	<ul style="list-style-type: none"> <li>• KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> <li>• KLAs and subjects integrating the use of e-reading platforms and databases into their L&amp;T and assessments</li> <li>• Teacher-led leading small groups of reading circles/ book clubs to integrate reading with positive school elements</li> <li>• Adopting Flipgrid to record oral reports for Young Scholar Reading Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> <li>• Oral report records</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• Library and Reading Promotion Committee, AC &amp; SHKLACC</li> <li>• ITEC Committee</li> </ul>	Funding to support reading and e-reading initiatives

## Major Concern 2: Positive School

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Character Building	<ul style="list-style-type: none"> <li>Organize mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> <li>Integrate the student development and support curriculum on character strengths development in S1 – S3 into the academic curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others</li> <li>Character building integrated strategically into the academic curriculum of S1 – S3</li> </ul>	<ul style="list-style-type: none"> <li>Mass education program documents included in annual plans of different functional groups</li> <li>Progress monitored by teachers</li> <li>Topics related to character strengths development integrated into the academic curriculum</li> <li>Students had a better understanding of their character strengths</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Members of SDSC</li> <li>Class &amp; subject teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>Funding for organizing mass education program(s)</li> <li>Funding for supporting activities on the promotion of character strengths</li> </ul>
2.2 Developing Potential	<ul style="list-style-type: none"> <li>Upgrade school facilities to create an ambience conducive for stretching students' potential</li> <li>Reinforce positive students' behaviors and achievements with diversified criteria</li> <li>Prepare for establishing a school-based student development database to record and visualize student development with a holistic view</li> <li>Provide coaching and utilize external resources for staff members to facilitate the development of students' potential</li> </ul>	<ul style="list-style-type: none"> <li>New facilities and existing facilities upgrade completed in the current year</li> <li>Students across the whole spectrum of abilities felt being recognized in different aspects of school life</li> <li>A plan for establishing a school-based student development database developed</li> <li>Programs/ activities to develop staff's potential successfully held</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoying the facilities and showing a readiness to use these facilities in their daily school life</li> <li>Positive responses in the APASO data in related strand</li> <li>Record of the establishment of the school-based student development database</li> <li>Record of staff's participation in various learning opportunities</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Members of SDSC</li> <li>Staff Development Committee &amp; other committees concerned</li> <li>Class &amp; subject teachers</li> <li>IT Manager</li> </ul>	<ul style="list-style-type: none"> <li>Funding for upgrading school facilities</li> <li>Funding for organizing staff development program(s)</li> <li>Funding for establishing a school-based student development database</li> </ul>
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>Design theme-based and level-based programs to instill a sense of belonging in students</li> <li>Co-create platforms with students (e.g. school-based service programs, a gratitude journal, sharing sessions etc.) to develop brotherhood and put values in education</li> </ul>	<ul style="list-style-type: none"> <li>Strong bonds amongst students of the same and different levels observed</li> <li>Students' sense of responsibility established through different platforms</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observations</li> <li>Positive responses in the APASO data in related strand</li> <li>Record of organized programs to forge brotherhood</li> <li>The atmosphere of appreciation and gratitude enhanced on campus</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>Members of SDSC</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Funding for supporting programs on forging brotherhood</li> </ul>
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>Collaborate with PTA to tap into professional advice in levelling up parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>Increasing use of eClass Parent App to disseminate school's information</li> <li>An increased number of parents visiting the school website to acquire information about the school</li> <li>Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents</li> </ul>	<ul style="list-style-type: none"> <li>Record of parents using the eClass Parent App</li> <li>PTA Exco's observations</li> <li>Records and documents of parenting workshops (educational programs) included in PTA &amp; HSCC annual plan</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>PTA Exco &amp; head of HSCC</li> <li>IT Manager</li> </ul>	<ul style="list-style-type: none"> <li>Funding for enhancing tools to disseminate school's information to parents</li> </ul>

### Major Concern 3: Serving Community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Cultivating the Spirit of Service	<p><u>Preparation strategies</u></p> <ul style="list-style-type: none"> <li>• Re-organizing and integrating service learning and opportunities               <ul style="list-style-type: none"> <li>- Developing Service Learning Working Group to draw up strategic plan and coordinate service learning activities</li> </ul> </li> <li>• Staff development               <ul style="list-style-type: none"> <li>- holding talks, training and sharing sessions as well as providing opportunities of service learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan on service learning in school being formulated</li> <li>• Better coordination on various service learning activities being observed</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Documents, records and strategic plan of Service Learning Working Group</li> <li>• Records and evaluation of staff development</li> <li>• Stakeholders' survey</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>• P</li> <li>• Service Learning Working Group</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	Funding for organizing staff development programs and service learning activities for staff
3.2 Service in Action	<p><u>Cultivation strategies</u></p> <ul style="list-style-type: none"> <li>• Mass education               <ul style="list-style-type: none"> <li>- holding talks and sharing sessions in the morning assembly and morning announcement sessions, with a focus on the varied needs of the society and the world as well as service experiences</li> <li>- diffusing knowledge of topics such as poverty, vulnerable social groups and related social issues in school curriculum in order to raise the awareness of teachers and students</li> </ul> </li> <li>• Co-curricular activities               <ul style="list-style-type: none"> <li>- organizing service-related co-/extra-curricular activities such as visits and reading opportunities relevant to social issues and service experiences</li> </ul> </li> </ul> <p><u>Experiential learning strategies</u></p> <ul style="list-style-type: none"> <li>• Providing service opportunities in and out of school               <ul style="list-style-type: none"> <li>- collaboration with old boys, parents and external organizations, followed by debriefing and sharing sessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mass education in various forms being conducted with positive feedback from teachers and students</li> <li>• Relevant social issues being included and taught in some subjects, with positive feedback from teachers and students</li> <li>• Service learning opportunities according to the strategic plan being provided</li> <li>• Service-related co-/extra-curricular activities such as visits and reading opportunities relevant to social issues and service experiences</li> <li>• Service opportunities in collaboration with different parties in and out of school being provided, with positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Records and evaluation of mass education</li> <li>• Learning and teaching materials relating to service learning</li> <li>• Records and evaluation of service-related co-/extra-curricular activities</li> <li>• Stakeholders' survey</li> </ul>	9/2020 – 7/2021	<ul style="list-style-type: none"> <li>• P</li> <li>• Service Learning Working Group</li> <li>• Panel Head and Form Coordinators of each subject</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	Funding for organizing mass education and co-/extra-curricular activities

## **CHAPTER II**

### **(Programme Areas)**

# **Programme Plans of Special Committees and Teams**

# **Academic Committee Programme Plan 2020-2021**

## **I. Purposes**

The Academic Committee, assisted by Subject Heads and Key Learning Areas Coordinators Committee (SHKLACC) 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. Strengths**

1. All teachers show enthusiasm in teaching. They have sound knowledge in their subject matters and are well-qualified as professional teachers.
2. 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 and resourceful clerical team.
6. The socio-economic status of parents is comparatively high.

### **B. Weaknesses**

1. The learning diversity of students is great. Teachers have heavy workload in the development of strategies to cater for needs of students.
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

through regular meetings with YWPS teachers and the annual P6 Assessment.

3. The School is granted Direct Subsidy School status. It gives the school more freedom and resources to carry out new plans.
4. The new teachers employed are comparatively young. Though young, they are enthusiastic and experienced teachers who are committed to the profession.
5. Secondary 1 cohort since 2014-15 is all composed of DSS students who possess a stronger academic foundation and learning motivation.
6. The COVID-19 pandemic has sped up the development of e-L&T strategies across all subjects. Both students and teachers are more familiar with various e-learning platforms and softwares.

#### **D. Threats**

1. The formation of the Through-train with Ying Wa Primary School results in the admission of students with diversified learning capabilities.
2. Education Reform creates new problems to the school. Inclusive education policy is translated into a rising number of students with special educational needs, which further intensify the widening of learner diversity.
3. As a DSS School not yet fully enjoying the benefit of collecting school fee from the students, it is not easy to address all the expectations from parents in providing tailor-made programs for students with a wide spectrum of talents and needs.
4. The COVID-19 pandemic has interrupted the normal teaching schedule seriously. School timetable has to be reduced to half-day.

### **III. Goals**

#### **A. For students**

1. To be biliterate and trilingual with a flair for languages;
2. To be numerically knowledgeable and competent at critical thinking, independent learning, as well as interpersonal, moral, civic, physical, and aesthetic development;
3. To be an informed and responsible citizen with a sense of global and national identity;
4. To respect different cultures and views, and be a critical and independent thinker;
5. To acquire IT and other necessary generic skills for being a lifelong

learner;

6. To understand their own career/academic aspirations and develop positive attitudes towards work and learning;
7. To lead a healthy lifestyle with active participation in aesthetic and physical activities.

**B. For teachers**

1. To give full support to teachers in matters of teaching and professional development, especially in the fields of MOI, curriculum development, pedagogy and assessment, catering for learner diversity and e-learning.
2. To make the necessary education resources and equipment available so that 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. Creating a sense of purpose in students' learning
2. Enhancing the effectiveness of classroom learning and teaching
3. Achieving a smooth transition between the junior and senior curriculum
4. Coping with greater learning diversity of students
5. Maintaining academic excellence of senior form students, especially in public examinations

**V. Implementation Plan**

1. Developing ownership in learning
2. Fostering effective learning  
(Please refer to the attached table.)



**Ying Wa College**  
**Academic Committee Annual Plan 2020–2021**

**Major Concern 1: Purposeful Learning**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
1.1 Developing Ownership in Learning	<u>Leamers' ownership and learning effectiveness</u> <ul style="list-style-type: none"> <li>- Ongoing revision of curriculum and assessment framework (with LoA) to enhance learners' ownership &amp; learning effectiveness</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom especially amidst school suspension</li> <li>- Adaptive measures on students' 'learning from home' experience               <ul style="list-style-type: none"> <li>- Adapting teaching schedules</li> <li>- Student-centred &amp; individualized learning – using mixed modes of delivery: real-time &amp; videotaped</li> <li>- Promotion of self-directed learning</li> <li>- New forms of learning outcomes, e.g. C.A., video production, oral reports, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on, take ownership of their learning experience and sense of control in online learning</li> <li>• SD sessions for professional sharing in LoA, e-learning pedagogies and soft/hard-ware usage</li> <li>• New Webex accounts for individual teachers with 'breakout function' &amp; Webinar account for whole school/ form events</li> <li>• Setting up for VLE platforms and Google classrooms to facilitate T&amp;L material management &amp; homework submission</li> <li>• Providing support to student in accessing e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Mobile learning device loan record</li> <li>• Usage of VLE and Google classroom</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> <li>• Gifted Education Committee</li> <li>• Staff Development Committee</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Fostering Effective Learning	<u>Reading-to-learn</u> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>• Administrative measures to infuse a strong reading culture</li> <li>• Whole school activities to promote a strong reading ambience</li> </ul>	<ul style="list-style-type: none"> <li>• KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> <li>• KLAs and subjects integrating the use of e-reading platforms and databases into their L&amp;T and assessments</li> <li>• Teacher-led leading small groups of reading circles/ book clubs to integrate reading with positive school elements</li> <li>• Adopting Flipgrid to record oral reports for Young Scholar Reading Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> <li>• Oral report records</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• Library and Reading Promotion Committee, AC &amp; SHKLACC</li> <li>• ITEC Committee</li> </ul>	Funding to support reading and e-reading initiatives

## VI. Budget

See plans of individual subject panels and committees.

## VII. Committee Members

### 1. Academic Committee

Chairperson: Mr. Tsang CT (VP, Gifted Education)

Secretary: Ms. Tse WC (Office)

Members: Mr. Cheng KK (P) **Ms. Lai WM (VP)**  
Mr. Shing YM (VP)  
Ms. Chan SC (PSHE) **Mr. Lee KK (Science)**  
**Ms. Chan YY (Staff Development)**  
Ms. Kung SY (Library & Reading) **Ms. Cheung TY (English Lang.)**  
Mr. Lam SC (STEM Education) Ms. Ng PW (Chinese Lang.)  
Mr. So KL (Mathematics) Ms. Siu MY (LS)  
Mr. Tsang TC (Exam) Mr. Wong CF (Careers Guidance)  
Mr. Wong KW (I.T.) Mr. Yip CL (Academic Enhancement)

### 2. Subject Heads & KLA Coordinators Coordination Committee

Chairperson: Mr. Tsang CT (VP)

Secretary: Ms. Tse WC (Office)

Members: Mr. Cheng KK (P)  
Ms. Chan SC (Geog/PSHE KLA) Ms. Chan YY (Hist)  
Ms. Kwok KN (Chem)  
**Mr. Lam CB (Eng)** Mr. Lam WH (Econ)  
Mr. Yiu KH (LS) Mr. Law HL (PE KLA)  
**Mr. Lee KK (Phy / Sci KLA)** Ms. Lee WY (RE, **E&RS**)  
Mr. Li B (Mus/ Aesthetic KLA) Mr. Mak TY (D&T/Tech KLA)  
Mr. Mar SS (Bio) Mr. Pong YW (PE)  
Ms. Siu MY (LS/Careers Guidance)  
Mr. So KL (Math) Ms. Tong W (PTH)  
Mr. Tsang TC (C. Hist) Mr. Tse F (VA)  
Mr. Wang KS (CL/ICT) Ms. Chao YL (IS)  
Ms. Wong SYW (BAFS) Mr. Yan YK (Chi)  
**Mr. Yiu KH (L&S)**

# **Careers Guidance Programme Plan 2020-2021**

## **1. Purpose**

- To promote careers education through the formulation of a holistic careers guidance curriculum across all forms in school.
- To promote careers / life planning, ownership of students in their own life and academic development and pursuit of academic achievement.
- To enlighten students 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 16 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. A group of careers teachers is experienced in writing recommendation letters and capable of handling the increasing number of applications.
3. Careers corner in the school library has been expanded to provide students with more reference books and information pamphlets. There are computers in careers room and the library for students to search for information provided by various local and overseas universities on the Internet and do IELTS exercises.
4. Students can easily obtain the most updated careers information from notice boards in classrooms and on the ground floor throughout the year.
5. Class teachers cooperate closely with the Team in assisting various programmes and disseminating careers information.
6. Careers Guidance Committee has a close partnership with other school departments, eg. Guidance Committee, OLE Committee, PTA and Library etc.
7. The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and S5 Careers Day.
8. There is also a lot of support from other organizations such as the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM), 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, HKFYG, The Hong Kong General Chamber of Commerce, and other individual organizations.

## **B. Weaknesses**

1. Students' individual needs are varied and sometimes they cannot be fully entertained and satisfied due to the limited manpower.
2. Some students may not know exactly what their interests and abilities are, making life planning and careers counseling difficult.
3. Students are becoming less interested in non-academic visits or talks because of the stress of studies and heavy workload.
4. 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. NAS has brought the attention of school administration and frontline teachers to the importance of careers guidance, careers education and life-planning workshop. With the support of Career and Life Planning Grant, 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 for S.1 to S.6 students. The team will further refine the regular activities and provide more out-of-school learning opportunities to our students. More teachers inside or outside the team can be more active in taking professional training in careers guidance.
2. The HKACMGM has designed two careers planning tools - 'Finding Your Colours of Life' and 'Career Mapping' for secondary schools. Decided by experts of careers 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. 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 careers awareness.

## **D. Threats**

1. NAS, HKDSE and JUPAS have imposed unprecedented pressure on Careers Guidance Committee. The team has to support students from S.3 to S.6 intensively, while S.6 students require tremendous form level and individual level attention their tertiary education 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 careers counseling and careers education more difficult to be carried out than before. The team may have to provide career guidance programs of much more levels to suit their needs, e.g. multiple pathways.
3. 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, subject drop and promotion exercise.

### E. Major concerns of Careers Guidance Committee (in response to School Annual Plan)

#### Major Concern 1: Purposeful Learning

Targets	Strategies	Tasks
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness</li> <li>- Learning oriented Assessment (LoA)</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> </ul>	<p>Careers corner at library will be optimized for student access of career-related materials;</p> <p>The collection of career-related books will be continuously expanded as careers education has been one of the designated book categories in S.3 Young Scholar Reading Scheme;</p> <p>Career-related books in the school library will be recommended by teachers in order to encourage students to explore the careers world and know more about themselves, and to equip themselves with better language skills and qualifications;</p> <p>More career-related posters and news clips will be displayed in classroom notice boards throughout the year;</p> <p>Careers boards on ground floor and 3/F will be updated more frequently;</p>
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> <li>- Awards in due recognition of students' improvement and excellence</li> </ul> <p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>- Administrative measures to infuse a strong reading culture</li> <li>- Whole school activities to promote a strong reading ambience</li> </ul>	<p>Careers workshops will be held to help students making reflection on study style with reference to senior fellow classmates;</p> <p>Careers workshops will be mainly held on Day A or Day F as designated reading time (Day C and Day E 8:45-9:05am) will be strictly implemented.</p>

#### Major Concern 2: Positive School

Targets	Strategies	Tasks
2.1 Character Building	<ul style="list-style-type: none"> <li>• Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> </ul>	<p>Promoting life planning among junior form students by holding:</p> <ul style="list-style-type: none"> <li>- S.1 &amp; S.2 life planning workshops;</li> <li>- S.1 &amp; S.2 careers assembly;</li> <li>- S.3 ‘Finding Your Colours of Life’ careers planning workshops;</li> </ul> <p>Helping S.4 students manage their learning and strengthen their self-understanding by Career Mapping workshops;</p>
2.2 Developing Potential	<ul style="list-style-type: none"> <li>• Upgrading school facilities to create an ambience conducive for stretching students’ potential</li> <li>• Diversified criteria reinforcing positive students’ behaviors and achievements</li> </ul>	<p>Developing students’ work values and careers aspiration and promoting life planning among S.5 students by careers workshops and Careers Day, in order to prepare them for the production of SLP;</p> <p>Assisting S.6 students to locate their career interests and related further studies opportunities by careers workshops, mass talks, Careers Inventory Test, old boys’ sharing;</p> <p>Careers counseling will be conducted in small group to cater the varied needs of students;</p> <p>Workplaces and institutions visits will be enhanced to broaden horizons of senior form students.</p>
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>• Theme-based and level-based programs designed to instill a sense of belonging in students</li> </ul>	<p>Sharing from old boys and senior schoolmates will be a key element in careers activities, including careers workshops, mentorship scheme etc.</p>
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>• Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>• Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<p>Parents’ talks on careers planning and further studies opportunities for different forms will be held;</p> <p>Introducing life education and career-related activities of our school in the PTA Parents’ Talk.</p>

### 3. Implementation Plan

## S.1 to S.6 Careers Workshops and Mass Talks

<b>Objective:</b>	<ol style="list-style-type: none"><li>1. To promote careers / life planning, ownership of students in their own life and academic development and pursuit of academic achievement</li><li>2. To enlighten students to find a purpose in life, set goals and take actions to achieve them</li><li>3. To enhance students' self-understanding</li><li>4. To enhance students' understanding of work world and foster positive work value and life value</li><li>5. To support S.6 JUPAS application</li><li>6. SLP as a tool for setting goals &amp; a reference of learning experiences</li><li>7. To prepare S.3 students to make wise NSS subject choices and to lay good academic foundation for NSSC</li></ol>
<b>Task Description:</b>	<p>S.6: 4 mass talks (class teacher's periods) and 1 workshop (pastoral care lesson) to coach students on the preparation of SLP, JUPAS application and multiple pathways. Students are systematically guided to make serious reflection on their senior form study life (academic &amp; non-academic studies), write self-accounts and plan forward for JUPAS application.</p> <p>S.4-S.5: 3 workshops (class teacher's periods) to guide students 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.</p> <p>S.3: 1 mass talk and 4 workshops (class teacher's periods) to guide students 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.</p> <p>S.1-S.2: 1 assembly and 1 workshop (class teacher's periods) to guide students to build self- understanding, work and life aspirations, and make reflection on study style so as to make sense of their own study life and foster positive attitudes towards learning.</p>
<b>Person in Charge:</b>	Wong CF, Siu MY
<b>Means of Evaluation:</b>	<ol style="list-style-type: none"><li>1. Feedback from students, class teachers &amp; subject teachers</li><li>2. SLP self-accounts written by students</li><li>3. Level of satisfaction of students' NSS subject allocation results</li></ol>

<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Familiarity of new careers teachers and S.1 to S.6 class teachers with the theoretical backgrounds of the workshops</li> <li>2. Close cooperation between careers teachers and class teachers</li> <li>3. Fixed designated teaching periods (class teacher's periods) to conduct workshops</li> <li>4. Readiness of students</li> <li>5. Subject teachers to brief students on NSS subjects</li> <li>6. Support from OLE Committee in handling SLP production</li> </ol>
<b>Date of Completion:</b>	<p>S.6: September to December 2020</p> <p>S.5: March 2021</p> <p>S.4: January to February 2021</p> <p>S.3: March 2021</p> <p>S.2: April 2021</p> <p>S.1: May 2021</p>
<b>Budget:</b>	\$500 for all forms (materials for workshops & gifts for students)

### S.5 Careers Day

<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To provide opportunities to S.5 students to meet alumni from working in fields that they are interested in and learn from their experiences</li> <li>2. To foster positive work value and life value</li> <li>3. To support S.5 Career Mapping workshop and S.5 English – workplace communication module</li> </ol>
<b>Task Description:</b>	S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters
<b>Person in Charge:</b>	Wong CF, Siu MY
<b>Means of Evaluation:</b>	<ol style="list-style-type: none"> <li>1. Higher awareness of students about jobs and work environment</li> <li>2. Feedback from students, English teachers and alumni</li> </ol>
<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Strong support from OBA and alumni</li> <li>2. Close cooperation between Careers Guidance Committee, Student Council and English Department</li> <li>3. Readiness of S.5 students</li> </ol>
<b>Date of Completion:</b>	24 April 2021
<b>Budget:</b>	\$800



### **S.6 Career Interest Inventory Test (CII)**

- Objective:**
1. To support students' JUPAS application and careers awareness
  2. To enhance students' self-understanding and to relate themselves to further study and careers opportunities
- Task Description:** Students take CII Test after a mass briefing
- Person in Charge:** Wong CF
- Means of Evaluation:** Level of satisfaction of students' JUPAS results
- Success Criteria:** Students' understanding of CII Test's theoretical backgrounds
- Date of Completion:** 7 October 2020 (Pastoral Care Lesson Cycle 4)
- Budget:** N/A

Due to the termination of CLAP for Youth project, the CII accounts for students may not be available on the scheduled date. Career Mapping workshop will replace CII if necessary.

#### **4. Evaluation**

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

#### **5. Budget**

<b>Items</b>	<b>Budget</b>
Membership Fee for HKACMGM	400
Reference books for students	2,000
Reference books for careers teachers	1,000
Materials for S.1-S.6 Careers Workshops	500
Materials for S.5 Careers Day	800
Souvenirs for guest speakers	500
Stationeries	500
Student subsidy for career-related activities	800
Transportation Fee for students visit	1,000
Postage for bulk order of books and delivery service	500
<b>Total</b>	<b>8,000</b>

## Duty List 2020 – 2021

### 1. S.1 to S.6 Careers Workshops

	Date		Workshop Teachers	Class Teachers
1A	13 May 2021 Day A		So LS	Lam CB    Tam KP
1B			Wong YS	Chan SK    Wong WY
1C			Wong CF	So KL    Yiu KH
1D	12 May 2021 Day F		<b>So LS</b>	Lau YK    Cheng KM
1E			Wong YS	Lam MT    Lam SC
1F			Wong CF + <b>Au KC*</b>	Mak MY    Lam YW
2A	23 Apr 2021 Day A		Wong CF	Leung SY    Cheung HY
2B			<b>Ma CL</b>	Chao YL    Ma CL
2C			Lee SW	Yu HJ    Choy TK
2D	22 Apr 2021 Day F		<b>Lee SW</b>	Wong TN    Lee SW
2E			<b>Ma CL</b>	Wong SY    Chu KY
2F			Wong CF	Lee KW    Yeung YM
3A	10 Mar 2021 Day F 11 Mar 2021 Day A 18 Mar 2021 Day F 19 Mar 2021 Day A		<b>Lau CN</b>	Tang WY    Wan HT
3B			<b>Lee HW</b>	Lo HY    Kwok KN
3C			Wong CF + <b>Choi SM*</b>	Choi SM    Tsang TC
3D			<b>Chan SC</b>	Yip SH    Siu C
3E			Siu MY	Pun MC    Chung YF
3F			<b>Lin NS + Au KC*</b>	Lin NS    Au KC
4A	28 Jan 2021 Day F 1 Feb 2021 Day B 3 Feb 2021 Day D		<b>Chan CK</b>	Chan WS
4B			Lin NS	Wan WH
4C			<b>Siu MY + Choi SM*</b>	Siu MY
4D			<b>So LS</b>	Chan YS
4E			<b>Wong CF</b>	Wat KY
4F			<b>Lee HW</b>	Wu WY
5A	26 Mar 2021 Day F 30 Mar 2021 Day B 31 Mar 2021 Day C		Chan CK	Tang SM
5B			<b>Yan YK</b>	Yan YK
5C			<b>Tsang CT</b>	Cheng KW
5D			<b>Wong CF</b>	Cheung TY
5E			<b>So LS + Ma CL*</b>	Chan CM
5F			<b>Wong YS</b>	Wong YS
6A	CII/Career Mapping: 7 Oct 2020 Day E	Period 2	<b>Chan CK</b>	Kwok WY
6B		Period 0	Wong CF	Yeung WM
6C		Period 7	<b>Yan YK + Lee HW</b>	Lee HW
6D	Self Account: 15 Oct 2020 Day E	Period 3	<b>Chan CK</b>	Yip CL
6E		Period 5	<b>Lin NS + Lau CN</b>	Lau CN
6F		Period 3	<b>Siu MY</b>	Chow WL

\* as observer of workshop(s)

## 2. S.3 & S.6 Interviews

S.3 Interview Period: 3-28 May 2021			
	Careers Teachers	Class Teachers	
3A	Lau CN	Tang WY	Wan HT
3B	Lee HW	Lo HY	Kwok KN
3C	Wong CF	Choi SM	Tsang TC
3D	Chan SC	Yip SH	Siu C
3E	Siu MY	Pun MC	Chung YF
3F	So LS	Lin NS	Au KC

S.6 Interview Period: 3 Nov-4 Dec 2020		
	Careers Teachers	Class Teachers
6A	Chan CK	Kwok WY
6B	Wong CF	Yeung WM
6C	Yan YK + Wong CF	Lee HW
6D	Chan CK + Tsang CT	Yip CL
6E	Lin NS + Chan SC	Lau CN
6F	Siu MY + Wong YS	Chow WL

#Teachers who are responsible for S.6 Interview will also give feedback to students about their 1<sup>st</sup> draft of self-accounts.

## Other Duties

	Duties	Date	Teachers-in-charge
3	S.3 & S.6 Mass Talks	Sep - Dec 2020 Mar 2021	Wong CF, Siu MY, Chan CK
4	S.1 & S.2 Careers Assembly	21 May 2021	Wong CF, Lee SW, Ma CL, So LS, Wong YS
5	S.5 Careers Day	24 Apr 2021	Wong CF, Siu MY, Tsang CT, Chan CK, Wong YS, Yan YK
6	S.6 Career Interest Inventory Test	7 Oct 2020 (Pastoral Care Lesson)	Chan CK (6A, 6D), Wong CF (6B), Lee HW (6C), Lau CN (6E), Siu MY (6F)
7	S.3 Parents' Night	19 Mar 2021	Wong CF, Siu MY, Tsang CT, Chan CK
8	S.5 Parents' Night	7 May 2021	Wong CF, Siu MY, Tsang CT
9	S.6 Parents' Talks	8 Nov 2020 3 Jul 2021	Wong CF, Siu MY, Tsang CT, Chan CK
10	S.3 NSS Subject Allocation	Jun - Jul 2021	Wong CF, Chan CK, Lin NS, Lee HW, Tang WY
11	Subject Add-drop and Subject Enrollment Data Processing	All year round	Wong CF
12	S.6 JUPAS Exercise	All year round	Wong CF
13	S.6 Non-JUPAS Application	All year round	Wong CF
14	S.6 HKDSE Result Release	21 Jul 2021	All Team Members

15	Reference Letters, Scholarships & Grants Application & Record Keeping	All year round	Siu MY, Chan CK, Lee SW, Ma CL, Tang WY
16	Information Dissemination	All year round	Wong CF, Siu MY, Chan CK
17	Visits (Workplaces & Careers Centre)	All year round	Wong CF, Chan CK, Chan SC, Lau CN

# **Civic Education Programme Plan 2020-2021**

## **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 on the main theme of this academic year: 關愛、感恩

日期	內容	備註/協作團體
全年	每週新聞報道 (Day C)	公民大使
全年	新聞評述 (Day A)	中五學生/中文科 公民大使
全年	每日新聞佈告板	
	新冠肺炎衛生防疫宣傳	公民大使
	飯堂外清潔計劃(小息)	中一至中三公民大使
12月	學友社第二十四屆全港中學生十大新聞選舉	全校
2/2020	利是籌款活動	全校
	學界饑饉－貧富餐	中一
	義工活動:惜食堂...	
	終審法院學校導賞活動計劃	30位
	講座: 律政司刑事檢控科	全校
	英華論壇	全校
	火炬公民版	火炬合作
	認識基本法宣傳活動	
	電影生命教育課	中一至中三 輔導組

	廉政互動劇場	中三級
	無障礙社區體驗日	中三中四 (30位)
	知識產權署互動劇場-「尊重互聯網上的知識產權」	中二級

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





# **Discipline Committee Programme Plan 2020-2021**

## **I. PURPOSE**

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

## **II. SWOT ANALYSIS OF STUDENT DISCIPLINE DEVELOPMENT IN YING WA**

### **A. STRENGTHS**

- The Discipline Committee is well-established and has the strong support from the school administration.
- Members of Discipline Committee are responsible and cooperative.
- The school management is open to opinions from students, teachers and parents. Students have a sense of belonging to school and most of them are well behaved.
- The Student Support and Development Committee enhance the collaboration of the Discipline Committee and other committees in student development and a wide range of activities related to students' growth are designed to suit the personal growth of all students.
- The Prefect Board is well established. Most Prefect leaders are capable and self-motivated. They can lead the Prefect Board to carry out duties smoothly.
- The Discipline Committee can obtain professional advice and services from the School Social Workers and the CCC Educational Psychologist.

### **B. WEAKNESSES**

- Most of the prefect leaders are core members of the Student Council or chairmen of various clubs and societies. They are too busy to carry out the duties of prefects.
- There is no appropriate venue which is available for discipline teachers to talk to and preach at students as the Discipline Room at the school office is occupied by different administrative tasks on daily basis while corridors, open space on G/F and 7/F may not be the ideal settings for serious conversation.
- Busy teaching and non-teaching schedules make some programs difficult to receive the massive support from teachers. It is especially challenging for trainings which require students' participation on several school days.
- Family support for some students was weaker than before. Parents are very busy and do not have time to be with their children. Besides, mindset in nurturing the boys may not be the same as before. More efforts are required in explaining the school rules and in keeping good communication with parents.
- Heavy workload leaves discipline teachers less time and energy on doing precaution works against students' problems. Besides, they have no time to receive both internal and external professional training and update themselves with the current trend of school discipline work.

### **C. OPPORTUNITIES**

- Long term and continuous programs can be planned and implemented together with Primary School Discipline Committee.
- As staff size expanded, it is hoped that workload of discipline teachers can be relieved and more human resources can be assigned to the Discipline Committee.
- Clearer school policy on special-talented student helps ease misunderstanding among teachers and students.
- Administrative Assistant can relieve some workload of discipline teachers.

#### **D. THREATS**

- Political climate in the society leads to tension and problems in school.
- Anti-authority behaviours were observed to have increased significantly, which might probably be affected by the prevailing social environment. Their anti-authority behaviours were particular obvious when teachers or prefects enforced school regulations including those on uniforms and the use of mobile.
- Students' problems become much sophisticated. Some cases need interference of the police and some may even draw the interest of the mass media. Special attention and greater efforts are required in handling such cases. This increases workload of the Discipline Committee and may create much pressure on discipline teachers.
- The learning motivation of our students was quite extreme, ranging from highly motivated to unmotivated. School needs to prevent the low motivation and poor attitude towards studies from spreading.
- The diversity of students' learning abilities may lead to student problems.
- Heavy workload and strong request of accountability from parents may lessen the enthusiasm of teachers from joining the Discipline Committee.
- The great study pressure from public examination has impeded some capable senior students from joining the Prefect Board. Thus, some prefects elected are not mature enough to carry out their duties. More training and guidance from the school is expected.
- Under Through Train system, many students and parents have been accustomed to a set of norms in primary school that may lead to conflicts between students and teachers as well as parents and teachers.

### **III. OBJECTIVES**

#### **A. Long-term objectives**

- To implement school discipline policy in nurturing good discipline and good study attitude of students;
- To help students develop good personality and character;
- To have closer guidance and supervision to targeted students with disciplinary problems;
- To enhance home-school cooperation on student discipline;
- To enhance committee members' abilities in processing discipline cases;
- To strengthen collaboration with class teachers as well as the Guidance Committee.

#### **B. Short-term objectives (Major Concern of 2020-21 in response to School Annual Plan)**

- To response to the School Annual Plan Major Concern 2 Positive School (Character Building Developing Potential, Forging Brotherhood, Collaborating with Parents);
- To raise the awareness of self-discipline of students, promote positive thinking and appreciation among students;
- To help students in Character Building building up good habits like diligence, honesty, punctuality, politeness, cleanliness and tidiness;
- To strengthen professional sharing among members on tackling with students' cases;
- To strengthen the team work among committee members.

#### IV. KEY CHALLENGES

- Unstable political climate in the society leads to tension and problems in school. Students bring in their political inclinations and organizing activities echoing the society increased the workload and challenges of teachers.
- anti-authority behaviours were observed to have increased significantly, which might probably be affected by the prevailing social environment. Focused form discipline talks were held from time to time to promote students' awareness of self-discipline in a tailor-made manner.
- Increasing rate of misbehaviour due to improper value judgement
- Negative impacts of Integrated Education
- Hindrance to home-school cooperation due to parents' disagreement with the punishment
- Hindrance to sustainable development of the Discipline Committee due to the lacking of expertise in dealing with disciplinary matters
- Too much dependence on the discipline teachers

#### V. PROGRAM PLAN IN RESPONSE TO STUDENT SUPPORT CURRICULUM

Please refer to Appendix I for details.

#### VI. PROGRAM PLAN (Manpower Allocation)

PROGRAMME CONTENT	Schedule	Person-in-Charge
Duties Allocation	August 2020	LSK / LSYJ
S.1 Orientation	9 July 2020 28 August 2020	LSK / LSYJ
S.1 Camp	17 October 2020	LSK / LSYJ / SSDC members
S.1 Parents' Night	16 October 2020	LSK / LSYJ / YYM
Class Captain and Monitor Workshop	6 October 2020	LSK / LSYJ / YSH / WHT
Prefect Workshops	3 November 2020 19 December 2020	LSK / LSYJ / SKL / YWM
S.3 Enhanced Smart Teen Project	22-26 February 2021	LSYJ / YSH / TKP / CKW / CTK / LMT / CSK / LSK
S.4 Leadership Training Camp	(To be confirmed)	(To be confirmed)
Educational Talks	Assemblies / Class talks	LSK / LSYJ / Form Discipline coordinators
Collaboration with SSDC	Whole year	LSK
Regular Form Meetings	Whole year	LSK / LSYJ / Form Discipline Coordinators
Case Investigation	Whole year	Members
Prefect Board Advisory	Whole year	LSK / LSYJ / SKL / YWM
Merits and OLE Record	Whole year	LSK / WWH / YYM
Demerits Record	Whole year	LSK / LSYJ / SKL
New Leaf Program / Student Caring Scheme	Whole year	CYS / LKW / WHT / CWS
Decency Award Scheme	Whole year	LSK / LSYJ / CWL
Inter-class Classroom Cleanliness Competition	Whole year	YSH / YYM / TKP / CKW / CSK / LKW / WWH / LSK
Detention Class	Whole year	LSK / LKW / WHT / LMT
Handling late-comers	Whole year	TKP / CTK / LMT / CKW / Prefects

Handling lost properties	Whole year	LKW/ LHY / CWS
Survey and Statistics	Whole year	LSYJ / CWL / LHY / WWH
Fire Drill	Unforeseen date	LSK / LSYJ / YYM

## VII. EVALUATION

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

## VIII. BUDGET

Items	Budget
Leadership Training for Prefects	20,000
Prefect/Captain and Monitor Workshops (General)	1,000
Decency Award Scheme	5,000
Student Caring Scheme	1,500
Enhanced Smart Teen Project	2,500
Interclass Cleanliness Competition	1,500
Activities (Miscellaneous)	500
Transport of materials for Swimming Gala/ Sports Day/ Long Run/ School Activities	500
Prefect's Duty Book	10,000
<b>TOTAL:</b>	<b>42,500</b>

## IX. DISCIPLINE COMMITTEE MEMBER LIST

CHAIRPERSON:	Lam Siu Kuen, Annette (Discipline Mistress)
VICE-CHAIRPERSON:	Leung Sai Yung, Jacky (Deputy Discipline Master)
ADVISOR:	Lai Wai Man, Norris (Vice-Principal, Student Support)
SECRETARIES:	Chan Wing Shan, Hebe (Junior Forms) Lo Ho Ying, Connie (Senior Forms and Joint Meetings)

### JUNIOR FORMS

S.1 DISCIPLINE	** Yeung Yee Man	Lam Man Tsun, Jason	Tam Ka Pui, Erica
S.2 DISCIPLINE	** Chow Wing Lam	Choy Tik Kwan	Chan Shue Kei
S.3 DISCIPLINE	** Leung Sai Yung, Jacky	Wan Hiu Tung, Priscilla	Lo Ho Ying, Connie

### SENIOR FORMS

S.4 DISCIPLINE	** Wan Wai Hon	Chan Yuk Shan, Vivian	Chan Wing Shan, Hebe
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S.5 DISCIPLINE	** Yip Shing Hei, Ryan	So Ka Lok	Cheng Ka Wai, Gareth
S.6 DISCIPLINE	** Yeung Wai Ming, Irene	Lee Ka Wan, Kelly	

**\*\* Form Co-ordinator**

Duties of the Discipline Teachers

- To check students' attire periodically;
- To tackle with emergency cases;
- To handle cases of students' misbehaviour;
- To hold interviews with students with misbehaviour and/or their parents; and
- To follow up the misbehaviour records of each level

Duties of Form Co-ordinators

- To attend correspondence Form meetings to exchange information about students' behavior and promote form discipline policies and programs;
- To enhance the communication between the Discipline Committee and class teachers; and
- To co-ordinate with class teachers in Form-based discipline programs and case follow-up work

Duties of Secretaries

- To compile minutes of the meetings and keep records for the committee and student's personal files;
- To compile parents' letters; and
- To straighten out discipline documents

**Duty during Morning Announcement and Morning Assembly:**

	<b>Line A (Balcony)</b>	<b>Line B (Balcony)</b>	<b>Line C (Main Hall)</b>
<b>DAY A</b>	Lee Ka Wan, Kelly	Chow Wing Lam	Leung Sai Yung, Jacky
<b>DAY B</b>	Wan Wai Hon	Lam Man Tsun, Jason	Yeung Yee Man / So Ka Lok
<b>DAY C</b>	Yip Shing Hei, Ryan	Chan Wing Shan, Hebe	Leung Sai Yung, Jacky
<b>DAY D</b>	Chan Shue Kei	Chan Yuk Shan, Vivian	Tam Ka Pui, Erica / So Ka Lok
<b>DAY E</b>	Choy Tik Kwan	Wan Hiu Tung, Priscilla	Leung Sai Yung, Jacky
<b>DAY F</b>	Lo Ho Ying, Connie	Cheng Ka Wai, Gareth	Yeung Wai Ming, Irene

Duties:

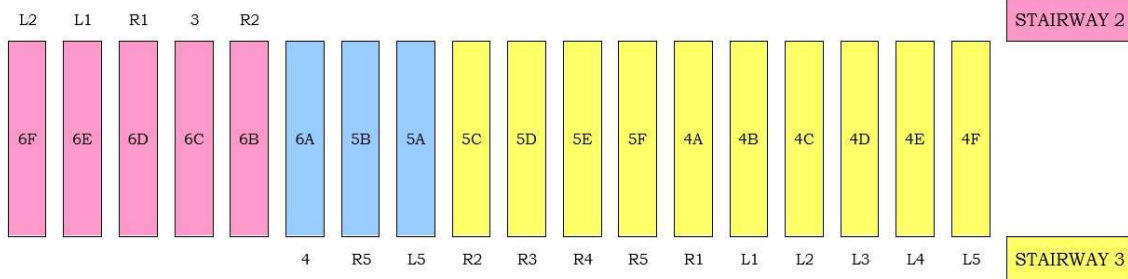
- To support prefects in carrying out their duties;
- To check students' uniform and attire;
- To maintain good order during morning announcement period or morning assemblies; and
- To patrol on the corridor designated below when students need to stay in classrooms due to the bad weather or other reasons and to remind students to keep good order and pay attention to the announcement.

Line A 1st Floor (including blocks B and D)  
Line B 2nd and 3rd Floors  
Line C 4th and 5th Floors

Remarks on Class Plan:

- The colours correspond to the stairway used.
- "L/R" represents the side used in the stairway, while the *number* indicates the leaving order.
- If the indication is placed at the back, the class queue needs to be reversed when leaving.

**CLASS PLAN for Morning Announcement**



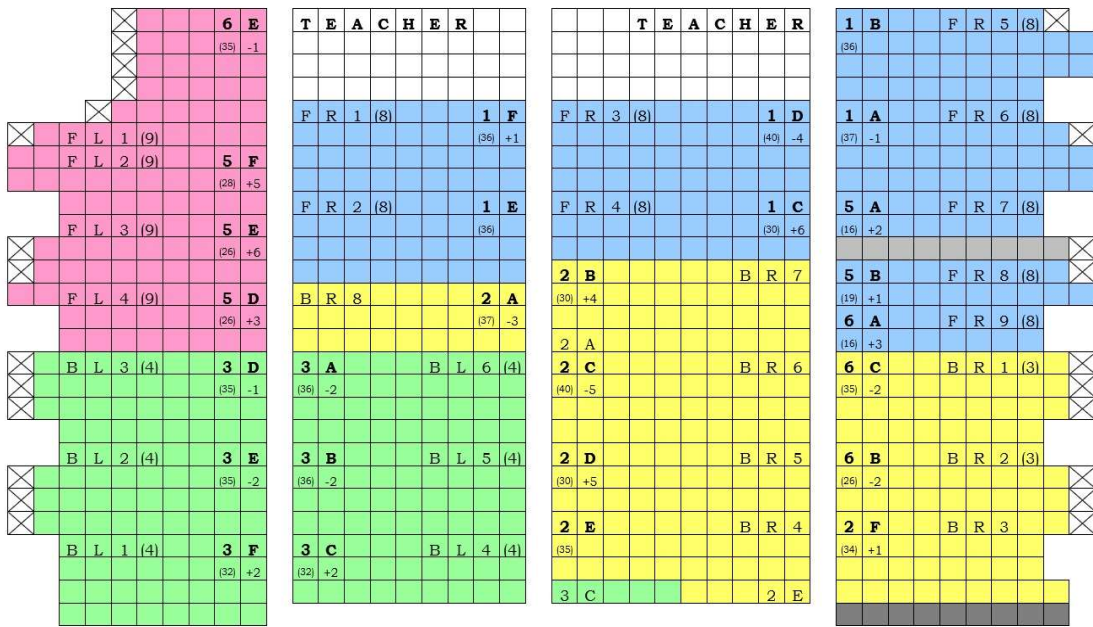
STAIRWAY 8

SPEAKER

STAIRWAY 4

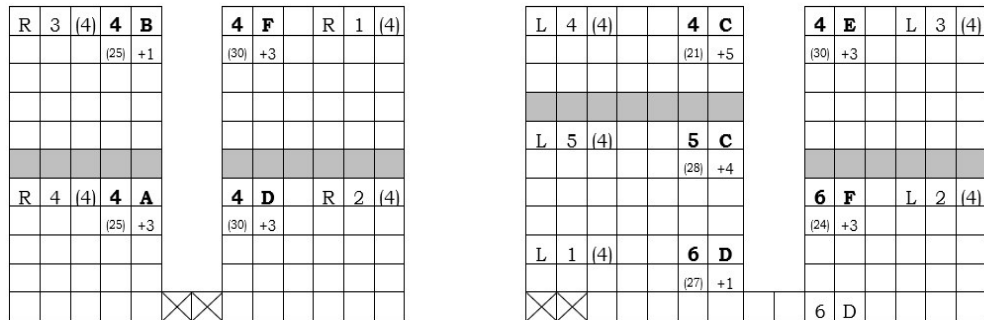
**NOBLE HALL SEATING PLAN**

STAGE



## BALCONY SEATING PLAN

### STAGE



#### Duties:

- To support prefects in carrying out their duties;
- To check students' uniform and attire;
- To maintain good order during morning announcement period or morning assemblies; and
- To patrol on the corridor designated below when students need to stay in classrooms due to the bad weather or other reasons and to remind students to keep good order and pay attention to the announcement.

Line A 1st Floor (including blocks B and D)

Line B 2nd and 3rd Floors

Line C 4th and 5th Floors

#### **B. Other Duties**

- |  |  |   |
|--|--|---|
| • PREFECT BOARD ADVISORY                           | Lam Siu Kuen, Annette<br>So Ka Lok   | Leung Sai Yung, Jacky<br>Yeung Wai Ming, Irene                                      |
| • MERITS AND OLE RECORD                            | Lam Siu Kuen, Annette<br>Yeung Yee Man                                       | Wan Wai Hon   |
| • DEMERITS RECORD                                  | Lam Siu Kuen, Annette<br>So Ka Lok   | Leung Sai Yung, Jacky   |
| • NEW LEAF PROGRAMME /<br>STUDENT CARING SCHEME    | Chan Yuk Shan, Vivian<br>Wan Hiu Tung, Priscilla                             | Lee Ka Wan<br>Chan Wing Shan, Hebe  |
| • DECENCY AWARD SCHEME                             | Chow Wing Lam<br>Leung Sai Yung, Jacky                                       | Lam Siu Kuen, Annette   |
| • INTER-CLASS CLASSROOM<br>CLEANLINESS COMPETITION | Yip Shing Hei, Ryan<br>Tam Ka Pui, Erica<br>Wan Wai Hon<br>Chan Shue Kei     | Yeung Yee Man<br>Cheng Ka Wai, Gareth<br>Lee Ka Wan, Kelly<br>Lam Siu Kuen, Annette |
| • S3 ENHANCED SMART TEEN<br>PROJECT                | Leung Sai Yung, Jacky<br>Choy Tik Kwan<br>Tam Ka Pui, Erica<br>Chan Shue Kei | Yip Shing Hei, Ryan<br>Cheng Ka Wai, Gareth<br>Lam Man Tsun, Jason<br>Lam Siu Kuen  |
| • LATENESS   | Choy Tik Kwan  | Tam Ka Pui, Erica   |

- |                            |   |  |
|----------------------------|---|--|
|                            | Lam Man Tsun, Jason   | Cheng Ka Wai, Gareth                     |
| • DETENTION CLASS          | Lam Siu Kuen, Annette<br>Wan Hiu Tung, Priscilla<br>Yiu Sim Fong (Administrative Assistant) | Lee Ka Wan, Kelly<br>Lam Man Tsun, Jason |
| • HANDLING LOST PROPERTIES | Lee Ka Wan, Kelly<br>Chan Wing Shan, Hebe   | Lo Ho Ying, Connie                       |
| • SURVEY AND STATISTICS    | Leung Sai Yung, Jacky<br>Lo Ho Ying, Connie   | Chow Wing Lam<br>Wan Wai Hon             |
| • FIRE DRILL               | Lam Siu Kuen, Annette<br>Yeung Yee Man  | Leung Sai Yung, Jacky<br>General Office  |

1. **Monthly Meeting**

Monthly Meetings of the Junior and Senior Forms will be held after school in the last week of each month.



**Ying Wa College**  
**Student Development and Support Committee 2020–2021**  
**Program Plan**  
**Discipline Committee**

**A. Major concerns of the Discipline Committee (in response to School Annual Plan Major Concern 2: Positive School)**

<b>Targets</b>	<b>Strategies</b>	<b>Tasks and Progress</b>
2.1 Character Building	<ul style="list-style-type: none"> <li>● Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> </ul>	<ol style="list-style-type: none"> <li>1. The Student Caring Scheme will carry on in providing guidance and support to targeted students with disciplinary problems. Discipline teachers will interview targeted students with disciplinary problems occasionally. In the event of school suspension, teachers would continue to offer support to students in need through telephone calls. At the end of the school term, teachers need to complete the interview records and hand in it for evaluation. Small gifts are prepared. Teachers can give the gifts to students for encouragement or rewarding purpose.</li> <li>2. The Inter-Class Cleanliness Competition for the whole school aims at developing an awareness of maintaining a clean and tidy learning environment among students will continue this year. It is hope that students can become more self-disciplined and understand the difference between rights and obligations. As school is currently conducted on a half-day basis, the manner and scale of the competition is adjusted. Regular in-class educational visit by form discipline teacher will be conducted for classes with unsatisfactory performance. Certificates and presents will be awarded to the best performing classes as well as those classes with significant improvement at the end of each term.</li> <li>3. The Decency Award Scheme aims at raising the awareness of self-discipline of students and helping them to build up good habits and positive values – <b>Diligence, Honesty, Service, Respect, Punctuality and Tidiness</b> will keep on this year. As a recognition of achievement, certificates and trophies will be awarded to students who could achieve the school requirement. In the event of school suspension, modification to the nomination system will be made to facilitate teachers to select suitable students for the awards. In addition, poster design competition is carried out in term 1 for junior forms students. 6 best designs (1 for each value) will be chosen for awards. The designs of the six students will be printed as class poster for promotion use.</li> <li>4. The Enhanced Smart Teen Project co-organized by the EDB and the Fire Services Department at the Fire and Ambulance Services Academy will carry out from 22-26 February 2021. The Project aims at enhancing students' self-discipline, self-confidence, resilience, leadership and team spirit. 40 S3 students will be enrolled. Besides the five-day-four-night camp, debriefing and follow up activities will be organized.</li> </ol>

		<p>5. As mass talks have been suspended due to the epidemic, online talks or form-based educational talks conveying positive messages to students will be conducted throughout the year.</p> <p>28/8 S1 Orientation (Webinar) (Discipline Committee Sharing)</p> <ul style="list-style-type: none"> <li>- Morning Sharing (Decency Award Scheme) (30 September 2020)</li> <li>- Morning Sharing (Inter-class classroom cleanliness Competition) (29 September 2020)</li> </ul> <p>2<sup>nd</sup> Term To be confirmed</p>
2.2 Developing Potential	<ul style="list-style-type: none"> <li>● Upgrading school facilities to create an ambience conducive for stretching students' potential</li> <li>● Diversified criteria reinforcing positive students' behaviors and achievements</li> </ul>	<ol style="list-style-type: none"> <li>1. Application for prefects and election of head prefect and deputy head prefect will be conducted when face-to-face teaching resume in late September to select student leaders to assist teachers in maintaining order and discipline in school. Apart from leadership, prefects can also develop personally in character building, such as self-confidence and decision-making ability, through participating in various school events to widen their horizon in preparation and organisation of school functions.</li> <li>2. A total number of 10 Junior Prefects will be selected from the graduates with outstanding performance in the training camp of the Enhanced Smart Teen Project and the post-camp attitude in learning at school. Students will be trained to develop their potential as student leaders in the school. They can put what they have learnt into practice and assist the Prefects in daily discipline work. Such a batch of S3 students are treated as pre-senior form duty training so as to serve the purpose of maintaining the tradition of the Prefect Board and passing on the torch.</li> <li>3. Captains and Monitors Workshop will be held on 5/10 to equip the captains and monitors with basic techniques in handling class affairs and helping teachers to maintain a good learning environment in the classroom. Personal development in leadership is focused on the individual, such as interpersonal skill in leading peers.</li> </ol>
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>● Theme-based and level-based programs designed to instill a sense of belonging in students</li> </ul>	<p>To cultivate class spirit and sense of belonging among students through different level-based activities:</p> <ul style="list-style-type: none"> <li>➤ S1 Training camp (17 October 2020). Big brothers from the Prefect Boards will meet with the S1 boys. Big Brothers will keep in touch with their younger brothers throughout the year to offer advices and help in adaptation to the Secondary school life. For the ease of developing brotherhood and adapting regulations in new campus life with cares, the big brothers are also the class prefects in the coming school term.</li> <li>➤ Two Prefects Workshops (documents handling + team</li> </ul>

		<p>building) (Dates to be confirmed) will be conducted after the Prefect Board Inauguration to equip the prefects with essential skills in performing duties as well as to strengthen the term spirit among different divisions. In the first workshop, the Prefect Board 1920 will conduct a workshop about documents handling and routine duties to the newly elected Prefects. In the second workshop, there will be team building training for the prefects and the Prefect Board 1920 will act as brothers to support the others.</p>
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>● Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>● Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<ol style="list-style-type: none"> <li>1. Individual interviews with parents in helping students to correct their misbehavior and to provide parents with professional advices in improving the quality of their sons' school lives will continue in the second term.</li> <li>2. To participate in parenting courses, seminars and talks organized by PTA to align parents with student support themes and values. Thus, eliminating misunderstanding between the Discipline Committee and the Parents so as to strengthen the Home-School cooperation.</li> </ol>
2.5 SEN student support		<ol style="list-style-type: none"> <li>1. The Discipline Committee members will cooperate with other student support teams in handling SEN students' disciplinary problems.</li> </ol>
2.6 Other important committee tasks that are not covered by School Major Concerns		<ol style="list-style-type: none"> <li>1. Discipline teachers will sit in the form meeting of each level to exchange information about students' behavior and to enhance the communication between the Discipline Committee and class teachers.</li> <li>2. To strengthen the discipline during school events, daily work like patrol during morning announcements and morning assemblies, handling disciplinary cases and class visits will carry out throughout the year.</li> <li>3. Compile S1 -6 Students' Discipline Record.</li> <li>4. Compile S1-6 Students' Merit Record and Demerit Record.</li> <li>5. Supervise the daily operation of the detention class.</li> <li>6. Hold monthly discipline meetings to discuss students' disciplinary cases.</li> <li>7. Handle mobile phone and electronic devices cases and other cases concerning lateness, homework problem and students not attending detention class or even absent from lesson/school without reasonable explanation.</li> <li>8. Supervise the daily operation of the Prefect Board.</li> <li>9. Help teachers to handle discipline problems happened during the lesson time.</li> <li>10. Handle lost properties found in school.</li> </ol>

		<ol style="list-style-type: none"><li>11. Handle complaints from public about students' misbehavior outside the school.</li><li>12. Handle parents' complaints.</li><li>13. Review school rules and discipline policy when needs arise through conducting surveys to collect opinions from teachers. Communicate with outside bodies like police force in students' behavioral problems.</li></ol>
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**Prepared by: Annette SK lam**  
**15<sup>th</sup> September, 2020**

**Information Technology in Education  
Co-ordination Committee  
Programme Plan 2020-2021**

Focus	Action Items
IT Services Account Renewal & Maintenance	<ul style="list-style-type: none"> <li>• Different IT and eLearning Platform account update</li> <li>• Induction of school IT systems to new colleagues &amp; S1 Students</li> <li>• Smart ID Card Production.</li> </ul>
School Infrastructure Strengthening and Maintenance	<ul style="list-style-type: none"> <li>• School website update</li> <li>• Maintenance &amp; Upgrade of School Network and Firewall</li> <li>• School Printing System maintenance</li> <li>• School PA System, Covered Playground, Mini-Stage Sound System maintenance</li> <li>• Student Activity Centre and Classroom sound system upgrade</li> <li>• Campus CCTV systems upgrade</li> <li>• Classroom Smart Control System installation</li> <li>• School computer rooms (C602 &amp; C604) renovation and maintenance</li> </ul>
Replenishment & Upgrade of IT Resources	<ul style="list-style-type: none"> <li>• Subscription of IT Hardware Annual Maintenance</li> <li>• Replacement of obsolete Projecting Devices</li> <li>• Replacement of IT Accessories</li> <li>• Software &amp; License Upgrade Services</li> </ul>

Focus	Action Items
Promotion of IT in Education and Routine Services	<ul style="list-style-type: none"> <li>• Promotion of LMS and BYOD to Colleagues</li> <li>• Promotion of OSM to Colleagues to ease marking works</li> </ul>
TSS & Appraisal	<ul style="list-style-type: none"> <li>• Carry out Appraisal for Technical Support Services</li> <li>• TSS Tendering / Contract Payment &amp; Renewal</li> </ul>

# Other Learning Experiences Programme Plan 2020-2021

## 1 Purpose

### 1.1 Achievement of personal growth

The conduct of OLE programmes is certainly not merely for the practical purpose of university application. More importantly, we see its function in bringing about teenagers' personal growth. Through participation in OLE, it is believed that students can open up their horizons, unlock their potential and equip themselves with generic skills that will be useful for their further studies and career development in the future.

### 1.2 Establishment of a caring campus

Ying Wa has been dubbed "Home of Our Youth" over the years. To build such a sense of belonging to the school among students and teachers, a more caring atmosphere at the school and a better student-teacher relationship are indispensable. To strengthen our student-teacher relationship, the OLE Committee has a role to play in holding whole-school activities with mass participation of both teachers and students.

### 1.3 Provision of OLE opportunities to enrich students' learning

As one of the three major components of the New Senior Secondary Curriculum, the pivotal role of OLE in promoting all-round education has been recognised. It is therefore our responsibility and our mission to provide opportunities for all students to take part in OLE. A comprehensive and extensive record of OLE in our students' student learning profile (SLP) will pave the way for their tertiary education.

## 2 SWOT Analysis of OLE development in Ying Wa

### 2.1 Strengths

#### 2.1.1 A history of solid foundation of OLE

The idea of OLE, previously known as extra-curricular activities (ECA), is indeed very well established in Ying Wa. In as early as the 1960s, the school had already realised the vital importance of ECA for students' well-being and has been promoting them since then. Nowadays, there are almost 50 clubs and societies in Ying Wa, offering a wide range of student-led activities.

#### 2.1.2 Close connection with outside organisations

Being equally active in joint-school activities and programmes organised by non-profit making organisations, Ying Wa has established close connections with many outside organisations, for example, Orbis Hong Kong. These organisations are important community resources that allow our students to get in touch with people from different walks of life.

### 2.1.3 Extraordinary performance in Arts, Music and Sports

Many Ying Wa boys excel in Arts, Music and Sports. Under the guidance of our teachers, these talented students perform outstandingly well and won many commendable awards in local, regional and even international competitions.

### 2.1.4 Nurturing of student leaders from both junior and senior forms

Over the years, many senior-form students have been keen on taking up leading positions in organisations in and outside school. The Student Council, Torch and other clubs and societies have provided Ying Wa boys with a platform to develop their leadership qualities. This tradition encourages Ying Wa boys to transform into mature leaders via taking part in various OLE programmes. In addition, with the commencement of the junior-form programmes in the past few years, it is believed that students with leadership potentials can receive training at an earlier stage, which gives them a better foundation and a smoother transition to take up important positions in the senior forms.

### 2.1.5 A maturing team of teachers

Since the implementation of OLE under the NSSC, more teachers from the Other Learning Experiences Committee and the Student Council have been involved in the design, conduct and management of OLE programmes of different scales. This maturing team of teachers with growing experience of event management are willing to and capable of giving professional advice to our students on organising and taking part in extra-curricular activities

## 2.2 Weaknesses

### 2.2.1 Self-understanding of high achievers

Having ample OLE opportunities in and outside school, high achievers are often occupied by extra-curricular activities after school. Some of them may even become too ambitious and overestimate their ability to handle different tasks at the same time. Without proper time management, time clash is commonplace. A better understanding of their own interests and aptitude is needed.

### 2.2.2 Passivity of low achievers

Some low achievers are often unmotivated and lack the confidence in joining any OLE programmes. They need a wider range of activities to develop their interests and understand their strengths and weaknesses.

## 2.3 Opportunities

### 2.3.1 Collaboration with outside organisations

With growing experience of conducting programmes with outside organisations,



more opportunities of collaboration with non-governmental organisations can be explored to make a better use of community resources. It is believed that these organisations can provide our students with professional training and connections, which are vital to an increased quality and variety of programmes.

#### 2.3.2 Training offered by EDB

In recent years, the EDB has been providing more training for teachers on Other Learning Experiences and the promotion of deep learning. With teachers equipped with such knowledge, OLE programmes can be conducted more meaningfully in a way that truly helps students reflect on what they learn from those programmes

### 2.4 Threats

#### 2.4.1 Parents' rising concern

Nowadays, parents are very much concerned about students' learning at school, including their participation in extra-curricular activities. More effective means of communication need to be explored to ensure that parents know about the details of programmes, their requirements and students' progress.

#### 2.4.2 Change of students' abilities

It is a commonplace phenomenon that while students are more expressive and proficient in information technology, some of them have also become less independent and responsible. Our students are no exception. More effort is deemed necessary to guide them through the challenges in organizing student activities.

#### 2.4.3 COVID-19 and school suspension

Due to the COVID-19 outbreak and the school suspension, many activities scheduled last year were suspended. It is anticipated that similar condition will continue at least in the first term. Even when school resumes, it is expected that there is only half-day school before lunchtime and in-school activities are not allowed according to the guidelines from the EDB.

### **3 Major concerns of OLE Committee 2020-2021**

- Character building with focuses on
  - Promoting civic-mindedness through the Student Council election, Opinion Board and visits
  - Nurturing caring and compassionate youngsters through volunteer training and social service
- Developing students' potential by
  - Nurturing their generic skills through duties from extra-curricular activities
  - Holding leadership training programmes

- Organising interest classes
- Promoting career-related extra-curricular activities
- Implementing the Arts Experiential Programme
- Formulating their reflective strategies through My Learning Profile
- Forging brotherhood through
  - Holding class-based activities and competitions
  - Organising the School Anniversary Week (TBC)

## 4 Implementation Plan

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
Character building	<ul style="list-style-type: none"> <li>➤ To promote students' civic-mindedness</li> <li>➤ To raise students' awareness about current affairs, social issues and Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Council election                             <ul style="list-style-type: none"> <li>• Pre-election Forum (TBC)</li> <li>• Election</li> <li>• Post-election consultation sessions (TBC)</li> </ul> </li> </ul>	SC Advisors	<ul style="list-style-type: none"> <li>➤ Close communication between candidates and teacher advisors</li> <li>➤ Smooth running of the forum raising students' awareness about their rights and duties in the election</li> <li>➤ Active participation in the voting by students and teachers</li> <li>➤ Impartiality to all candidates attained</li> <li>➤ Follow-up measures drawn up in response to students' opinion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Documents submitted by candidates in the election campaign</li> <li>➤ Questions and responses from teachers and students in the election forum</li> <li>➤ Voting rate</li> <li>➤ Opinions recorded in the post-election opinion collection session and their follow-up measures</li> </ul>	21/10 or 11/11 (TBC, when complete school resumption comes into force)	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Student Council Opinion Board                             <ul style="list-style-type: none"> <li>• To provide an open platform for students to express their opinions on issues of their concern in and outside school</li> </ul> </li> </ul>	SC Advisors	<ul style="list-style-type: none"> <li>➤ A clear set of instructions on the use of the Democracy Wall to be updated</li> <li>➤ Careful maintenance and promotion of the wall by the Student Council</li> <li>➤ Introduction of online channels to submit articles</li> <li>➤ Monthly themes explored to encourage students to express opinions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records of articles posted</li> <li>➤ Quality of articles posted</li> <li>➤ Response from students and teachers to articles posted</li> </ul>	Year round	Supported by SC

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>➤ Visits to places related to the development of Hong Kong <ul style="list-style-type: none"> <li>• To encourage students to learn more about the history and development of Hong Kong through visiting local places</li> <li>• To strengthen inter-departmental collaboration with the LS Department</li> <li>• Possible theme: to collaborate with WWF to look into marine conservation and development in Hong Kong, possible locations include Mai Po, Hau Hoi Wan, etc.</li> </ul> </li> </ul>	Tam KP Wan HT	<ul style="list-style-type: none"> <li>➤ Proper selection of destinations related to the LS syllabus</li> <li>➤ Pre-visit briefing to provide students with background knowledge about the destination</li> <li>➤ Guidelines drawn up to highlight items to observe during the visit</li> <li>➤ Post-visit follow-up teaching to help students consolidate the knowledge gained through the visit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Post-visit follow-up teaching conducted in LS lessons</li> </ul>	Feb 2021, to be confirmed with WWF	\$6000
	<ul style="list-style-type: none"> <li>➤ To nurture caring and compassionate youngsters</li> <li>➤ To offer students opportunities to get in touch with people from different walks of life and various backgrounds, learn from their difficulties and attitude towards life</li> <li>➤ To spread the message that it is more blessed to give than to receive</li> <li>➤ To teach students practical skills on</li> </ul>	<ul style="list-style-type: none"> <li>➤ Volunteer training <ul style="list-style-type: none"> <li>• To collaborate with YWCA and Interact Club to offer volunteer leadership training to committee members from service clubs: Interact Club, Red Cross, Scout</li> </ul> </li> </ul>	Kwok KN Yip SH	<ul style="list-style-type: none"> <li>➤ Close connection with YWCA and Interact Club</li> <li>➤ Close monitoring of students' training progress</li> <li>➤ Students equipped with proper volunteering skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Records of training sessions offered</li> <li>➤ Certificates of completion attained by participants</li> <li>➤ Quality of volunteer service provided by service clubs</li> </ul>	Year round	\$5000
		<ul style="list-style-type: none"> <li>➤ Community service organised by service clubs <ul style="list-style-type: none"> <li>• Interact Club</li> <li>• CYC</li> </ul> </li> </ul>	Chief Advisors	<ul style="list-style-type: none"> <li>➤ Close connection between the clubs and outside organisations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activities held by service clubs</li> <li>➤ Interim report</li> <li>➤ Annual report</li> </ul>	Year round	Club membership fees

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
	how to help the needy	<ul style="list-style-type: none"> <li>• AYP</li> <li>• Red Cross</li> <li>• Scout</li> </ul>		<ul style="list-style-type: none"> <li>➢ Teacher advisors' guidance</li> <li>➢ Students' active participation and demonstration of skills learnt in volunteer training</li> </ul>	<ul style="list-style-type: none"> <li>➢ Financial report</li> </ul>		
Developing potential	<ul style="list-style-type: none"> <li>➢ To develop students' generic skills through duties from extra-curricular activities</li> <li>➢ To provide students with an opportunity outside classroom to set goals for themselves</li> <li>➢ To encourage students to develop wide-ranging interests related to their future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>➢ Club and society duties <ul style="list-style-type: none"> <li>• Student Council</li> <li>• Academic groups</li> <li>• Interest groups</li> <li>• Service groups</li> <li>• Sports groups</li> </ul> </li> </ul>	Choi SM Kwok KN Lau YK Tam KP Chief Advisors	<ul style="list-style-type: none"> <li>➢ Manpower: <ul style="list-style-type: none"> <li>• Club advisors</li> <li>• Student leaders from S3-6</li> </ul> </li> <li>➢ Chairman Leadership Training Workshops held to equip Chairmen with activity organisation skills and club management skills</li> <li>➢ A clear Chairman Manual to serve as guidelines for Chairmen</li> <li>➢ Members Recruitment Day for clubs to recruit members</li> <li>➢ At least 1 activity held by each club per term</li> </ul>	<ul style="list-style-type: none"> <li>➢ Activities held by clubs and societies</li> <li>➢ Interim report</li> <li>➢ Annual report</li> <li>➢ Financial reports</li> <li>➢ Merit point system</li> </ul>	Year round	Club membership fees
		<ul style="list-style-type: none"> <li>➢ Student Council leadership training programmes <ul style="list-style-type: none"> <li>• Leadership Training Scheme targeting junior-form students (TBC)</li> </ul> </li> </ul>	SC Advisors Cheng KM Choi SM	<ul style="list-style-type: none"> <li>➢ Manpower: <ul style="list-style-type: none"> <li>• SC Ex-co members, sub-committee members</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➢ Feedback from students and teachers</li> <li>➢ Questionnaires for participants</li> </ul>	Year round	\$6000 & Supported by SC

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>Summer Leadership Training Camp targeting senior-form students to prepare future student leaders</li> </ul>		<ul style="list-style-type: none"> <li>Teacher advisors' guidance on the design of activities</li> <li>Close connection with partnering schools</li> <li>Around 50 S3-5 students participating in the Leadership Training Camp</li> </ul>			
		<ul style="list-style-type: none"> <li>Chairman Leadership Training Workshops               <ul style="list-style-type: none"> <li>To strengthen leadership qualities of club chairmen</li> <li>Focuses: collaboration skills, communication skills, problem solving skills, event management skills, club administration skills etc.</li> </ul> </li> </ul>	Lau YK Tam KP Wan HT Wong TN	<ul style="list-style-type: none"> <li>Diversified training activities</li> <li>Tailor-made programmes to cater for the needs of the chairmen and the school</li> <li>Teacher advisors' guidance</li> <li>Students' active participation</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> <li>students' performance in running the clubs</li> </ul>	Year round	\$6000
		<ul style="list-style-type: none"> <li>Interest classes &amp; OLE courses held by outside organisations               <ul style="list-style-type: none"> <li>During school resumption, 1-2 interest classes can be provided online each term</li> <li>Online classes should cater for video conference; contents may differ from normal club activities</li> </ul> </li> </ul>	Cheng KM Lam WH Tam KP Wong SYK	<ul style="list-style-type: none"> <li>Survey to collect students' opinions</li> <li>Careful selection of service providers</li> <li>Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>Number and variety of interest classes held</li> <li>Feedback from students and teachers</li> </ul>	Year round	\$10000
		<ul style="list-style-type: none"> <li>Career-related extra-curricular activities</li> </ul>	Cheng KM Wu WY	<ul style="list-style-type: none"> <li>Close connection between the school</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	Summer 2021	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>• To strengthen students' life planning</li> <li>• Caritas Hong Kong Summer Internship Programme (TBC)</li> <li>• Hospital Authority Hong Kong West Cluster Summer Volunteer Programme (TBC)</li> <li>• Disney Youth Programs 2020-2021 - Disney's Hospitality in Practice</li> </ul>		<ul style="list-style-type: none"> <li>and the business corporates</li> <li>➤ Teachers' guidance given to students on pre-visit preparation and post-visit reflections</li> <li>➤ Students gaining work experience through internship programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students reflections in S3-6 careers workshops</li> </ul>		
		<ul style="list-style-type: none"> <li>➤ Arts Experiential Programme <ul style="list-style-type: none"> <li>• To encourage students to diversify their interests through experiencing music, art and literature</li> <li>• Possible theme: Chinese opera and visit to Xiqu Centre</li> </ul> </li> </ul>	Wan HT Wong TN	<ul style="list-style-type: none"> <li>➤ Careful selection of diversified programmes</li> <li>➤ 1 experiential programme held per term</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Questionnaires for participants</li> </ul>	Feb 2021, to be confirmed when Xiqu Centre is reopened	\$5000
		<ul style="list-style-type: none"> <li>➤ S.4-6 My Learning Profile (MLP) Workshops <ul style="list-style-type: none"> <li>• To provide senior-form students with a self-reflection tool to have better planning, deep reflection and demonstration of their other learning experiences</li> </ul> </li> </ul>	Choi SM Wan HT Wong SYK	<ul style="list-style-type: none"> <li>➤ Collaboration with class teachers</li> <li>➤ Clear introduction of MLP to students</li> <li>➤ Well-designed materials that can suit students' needs</li> <li>➤ 1 workshop held for S5 students, 1 for S6 students, and 2 for S4 students to guide</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Records of students' MLP samples</li> </ul>	Year round	\$11400 (Purchase of iPortfolio)

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
				<p>them to compile their MLPs</p> <ul style="list-style-type: none"> <li>➤ Students understanding more about their strengths, weaknesses and aspirations through reflecting on their OLE</li> </ul>			
Forging brotherhood	<ul style="list-style-type: none"> <li>➤ To instill a sense of belonging to students</li> <li>➤ To promote harmony at school by strengthening student-student and student-teacher relationship through organising the School Anniversary Week that gathers students and teachers together</li> <li>➤ To strengthen mutual support among students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class-based competitions <ul style="list-style-type: none"> <li>• To develop class spirit and teamwork among classmates by encouraging them to join different class-based competitions. The Overall Class Points System calculates points gained by each class. Prizes will be awarded to the winning classes.</li> </ul> </li> </ul>	Cheng KM Choi SM Kwok KN Lau YK Wong TN	<ul style="list-style-type: none"> <li>➤ A variety of class-based activities arranged</li> <li>➤ Stronger bonds among classmates established</li> <li>➤ Higher level of participation in class-based student activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Number and variety of class-based competitions held</li> <li>➤ Records of students' participation by the Class Points System</li> </ul>	June 2021	Supported by SC
		<ul style="list-style-type: none"> <li>➤ School Anniversary Week</li> </ul>	SC Advisors Lam WH	<ul style="list-style-type: none"> <li>➤ Manpower: <ul style="list-style-type: none"> <li>• SC advisors, club advisors and supporting teachers</li> <li>• SC cabinet members, sub-committee members, prefects &amp; helpers</li> </ul> </li> <li>➤ Students' active participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Evaluation report produced after the evaluation meeting held with teachers and student organisers</li> </ul>	10-14 Nov 2020	\$5000



## 5 Evaluation

- 5.1 Meetings will be held with teachers and students-in-charge after activities to evaluate their plans and implementation and to draw up plans for improvement. Students will also be encouraged to reflect on what they have learnt through the experiences.
- 5.2 Performance of the committee members of individual clubs and societies will be assessed through the interim and annual reports.
- 5.3 Student questionnaires will be distributed to collect students' feedback in large-scale programmes.
- 5.4 Student surveys will be conducted for analysis on students' participation in community services and territory-wide inter-school competitions.
- 5.5 Merits are given to students making contribution to the school or clubs / societies and those with outstanding performance in competitions or other extra-curricular activities.
- 5.6 Students with the best performance in extra-curricular activities will be given the Award for the Best Performer in Extra-curricular Activities (Junior Section and Senior Section).

## 6 Budget

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation)	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure
<b>Purchase:</b>		
Reference books on leadership skills		500
Stationary for filing and activities		500
CDs for S6 SLP		500
iPortfolio Accounts for S4 students		11400
<b>Tutorials, Courses or Training Sessions:</b>		
Leadership Training Workshop for Club Chairmen		6000
Leadership Training Workshop for Junior Forms		6000
Interest classes		10000
General volunteer training		5000
<b>Activities:</b>		
Subsidies for general student activities		3000
Student exchange programmes		2000

School Anniversary Celebration		5000
Arts Experiential Programme		5000
<b>Application Fee:</b>		
HKEAMA annual <b>school membership fee</b>		400
HKUYL annual membership fee		1500
<b>Transportation:</b>		
Visits transportation		6000
<b>Others:</b>		
Miscellaneous expenses		500
<b>TOTAL:</b>		<b>50400</b>

## 7 Division of Labour

Duties	Members													Tse F				
	Chan CN	Kwok WYN	Wong KC	Cheng KM	Choi SM	Kwok KN	Lam WH	Lau YK	Tam KP	Wan HT	Wong SYK	Wong TN	Wu WY		Yip SH	Law HL	Li B	Tang WC
1. Student Council affairs	√	√	√					√										
2. Visits	√	√	√						√	√								
3. Community services & volunteer training	√	√	√			√							√					
4. Management of clubs & societies	√		√		√	√		√	√									
5. Members Recruitment Day	√	√	√	√	√		√				√		√					
6. Leadership training programmes	√	√	√	√	√			√										
7. Chairmen Leadership Training Workshops	√	√	√					√	√	√		√						
8. Interest classes & OLE courses		√	√	√			√		√		√							
9. Career-related ECA	√		√	√									√					
10. Mentorship Scheme	√		√										√					
11. Arts Experiential Programme	√	√	√							√		√						
12. OLE presentations & S4-6 My Learning Profile Workshops	√	√	√		√					√	√							
13. School Anniversary Week	√	√	√				√											
14. Ying Wa Basketball All-Star Tournament			√					√										
15. Ying Wa Premier League			√															
16. Class-based competitions	√	√	√	√	√	√		√				√						
17. Student exchange programmes	√	√	√										√					
18. School Prospectus – Leadership Training & Community Service	√		√															
19. Maintenance of eEnrolment system		√	√										√					
20. Maintenance of Activities Updates on school webpage	√		√	√														
21. Maintenance of Activities Updates of eClass push message		√	√															
22. S4-6 OLE Records Input Exercise	√	√	√		√	√				√			√	√				
23. S1-3 ECA Records Input Exercise	√	√	√															
24. OLE Information Board	√		√															
25. Activity photography			√						√									
26. Sports programmes															√			
27. Music programmes																√		
28. Visual Arts programmes																		√
29. House programmes																	√	

## Other Learning Experiences Administrative Calendar 2020-2021

As at

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	REMARKS	OLE Committee	Student Council	Clubs & Societies
AUG	16	17	18	19	20	21	22				
	23	24	25	26	27	28	29	24/08 1 <sup>st</sup> Staff Meeting		28/08 SC 1920 Financial Report ready 28/08 SC Proposed cabinet meeting	Club Chairman WS prep
SEP	30	31	1 X	2 A <sup>1</sup>	3 B	4 C	5	01/09 Opening Ceremony	SEP Arts Experiential Programme prep SEP Volunteer Training prep SEP T1 Interest class prep		
	6	7 D	8 E	9 F	10 A <sup>2</sup>	11 B	12				
	13	14 X	15 C	16 D	17 E	18 F	19	14/09 Staff Development Day			
	20	21 A <sup>3</sup>	22 B	23 C	24 D	25 E	26	25/09 S1 Parents' Night	22/09 OLEC Meeting 1 @Webex 1430		
OCT	27	28 F	29 A <sup>4</sup>	30 B	1	2	3*	01/10 National Day 02/10 Day after Mid-Autumn Festival	30/09 Ex-Chairmen briefing @SAC 1110-1125	29/09 SC Nomination Form (09/10 due) 30/09 SC Election preparation meeting @SAC 1430-1530	29/09 Club Chairman Application Form (09/10 due)
	4	5 C	6 D	7 E	8 F	9 A <sup>5</sup>	10*		05/10 Teachers and clubs S6 OLE records email (05/11 due)		
	11	12 B	13 C	14 D	15 E	16 F	17*	14/10 Inter-school Swimming Comp (D1)	15/10 Prizes & reports for Speech Day Programmes TBC 15/10 OLE courses / interest classes		
	18	19 A <sup>6</sup>	20 B	21 C	22 D	23 E	24*		19/10 OLE Briefing for S4 @video 21/10 HKUYL Application TBC LATE OCT Edward Youde Scholarship DL	20/10 SC Election rehearsal @hall 1300-1400 21/10 SC Election 21/10 SC2021 Election Results Meeting @SAC 1300-1400 23/10 SC New Cabinet Meeting @SAC 1430-1600 30/10 SC Consultation Session @TBC OCT SC Sub-com recruitment @TBC OCT YWBA / YWPL / Sing Con (Senior) @TBC	OCT Club Chairman WS 1 (Recruitment Day) @TBC OCT Members Recruitment Day @TBC
	25	26	27 F	28 UA <sup>7</sup>	29 UB	30 C	31 X	26/10 Chung Yeung Festival 28/10-29/10 Uniform Tests (S1-S3) (5 Days) 30/10 Inter-school Swimming Comp (D2) 31/10 Open House			
NOV	1	2*	3 UD	4 UE	5 UF	6 A <sup>8</sup>	7*	02/11 Day after Open House 03/11-05/11 Uniform Tests (S1-S3) (5 Days) 07/11-08/11 Drama Nights	05/11 Teachers and clubs S6 OLE records due	10/11 SC 2021 AGM @SAC 1430-1600	NOV Club Chairman WS 2 (Activity planning)
	8 X	9*	10 B	11 C	12 D	13 E	14*	08/11 AGM of PTA 09/11 Day after AGM of PTA 10/11-13/11 Gospel Week 11/11 202 <sup>nd</sup> Anniversary Thanksgiving Service		10/11-13/11 Anniversary Week	

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	REMARKS	OLE Committee	Student Council	Clubs & Societies
	15 F	16 A <sup>9</sup>	17 X	18 B	19 C	20 C	21	18/11 Staff Development Day			
	22 D	23 E	24 F	25 A <sup>10</sup>	26 B	27 C	28				25/11 Club Chairman WS 3 (Clubs com & members data entry to SAMS) (TBC)
DEC	29 C	30 D	1 E	2 F	3 A <sup>11</sup>	4 C	5		03/12 S6 MLP Workshop @video (S6 OLE records, OEA Form & SLP preparation)		
	6 B	7 C	8 D	9 E	10 X	11 C	12	07/12 Inter-school Cross Country Competition 11/12 Annual Speech Day			
	13 F	14 A <sup>12</sup>	15 B	16 C	17 D	18 E	19				18/12 Chairman WS 4 (Interim Report & T1 OLE records) (22/01 due) @SAC 1315-1335
	20 E	21 R	22 A	23 B	24 C	25 D	26	22/12 Christmas Service 22/12 Christmas Concert 23/12- Christmas and New Year Holidays 01/01		23/12 Annual Ball (TBC) @hall & SAC 0800-2300	
JAN	27 A	28 B	29 C	30 D	31 E	1 F	2				
	3 F	4 A <sup>13</sup>	5 B	6 C	7 D	8 E	9	04/01- Mid-year Examinations (S1-S5) 19/01	JAN Submission of OEA form on JUPAS JAN T2 Interest class prep JAN WWF Programme prep JAN Class-based comp prep		
	10 E	11 F	12 A <sup>14</sup>	13 B	14 C	15 D	16	15/01 2 <sup>nd</sup> Staff Meeting			
	17 D	18 E	19 F	20 A <sup>15</sup>	21 B	22 C	23				22/01 Interim Report & T1 OLE records due
	24 C	25 D	26 ME	27 MF	28 MA <sup>16</sup>	29 C	30	25/01 S6 Farewell Assembly 27/01- S6 Mock Examinations 05/02			
FEB	31 X	1 MB	2 MC	3 MD	4 ME	5 MF	6		FEB Arts Experiential Programme FEB Career-related ECA prep	FEB YWBA / YWPL / Sing Con (Junior)	
FEB	7 X	8 A	9 B	10 C	11 D	12 E	13	07/02 Parents' Day 08/02 Day after Parents' Day 09/02- Lunar New Year 20/02 Holidays			
	14 A	15 B	16 C	17 D	18 E	19 F	20				
	21 A	22 MA <sup>17</sup>	23 MB	24 MC	25 MD	26 X	27	22/02- S6 Mock Examinations 25/02 22/02- S3 Enhanced Smart 26/02 Teen Project 26/02 Staff Development Day			
MAR	28 E	1 F	2 A <sup>18</sup>	3 B	4 C	5 D	6	03/03- Mock Examination 04/03 Paper Discussion (No morning assembly on 4/3)	MAR Harvard Book Prize MAR Visit with LS Dept		
	7 D	8 E	9 F	10 A <sup>19</sup>	11 B	12 C	13	08/03- Guidance Week 12/03 09/03 Inter-school Athletics Comp (D1)			

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	REMARKS	OLE Committee	Student Council	Clubs & Societies
	14	15 C	16 D	17 E	18 F	19 A <sup>20</sup>	20	15/03- Inter-school Athletics 18/03- Comp (D2 & D3) 19/03- S3 Parents' Night			
	21	22 B	23 C	24 D	25 UE	26 UF	27	25/03- Uniform Tests (S1-S3) 31/03- (5 Days)	22/03 Distribution of S6 Non-Academic Reports & SLP CDs TBC		
APR	28	29 UA <sup>21</sup>	30 UB	31 UC	1 R	2	3	01/04- Easter Service 02/04- Easter Holidays 10/04-	APR Submission of Full SLP on JUPAS		
	4	5	6	7	8	9	10	04/04- Ching Ming Festival			
	11	12 D	13 E	14 F	15 A <sup>22</sup>	16 B	17				
	18	19 C	20 D	21 E	22 F	23 A <sup>23</sup>	24	24/04- S5 Careers Day	19/04 Teachers S4-5 OLE records email (07/05 due) 22/04 S4 MLP WS @hall/SAC 0730-0900	24/04 S5 Careers Day @hall	20/04 Chairman WS 5 (Annual Report & T2 OLE records) (03/05 due) @SAC 1300-1400
MAY	25	26 B	27 C	28 D	29 R	30 R	1	27/04- S3 TSA (Speaking) 28/04- Labour Day 01/05-	28/04 Submission of full SLP on JUPAS 30/04 Kiwanis Award DL TBC		
	2	3 E	4 F	5 A <sup>24</sup>	6 B	7 C	8	07/05- S5 Parents' Night	07/05 Teachers S4-5 OLE records due 04/05 S5 MLP WS @hall/SAC 0730-0900 07/05 Junior form awards (Speech, Music & Drama Festivals, captains/monitors for SAMSS data entry)		03/05 Annual Report & T2 OLE records due
	9	10 D	11 E	12 F	13 A <sup>25</sup>	14 B	15				
	16	17 C	18 D	19	20 E	21 F	22	18/05- After-school S3 Mock 21/05- TSA Tests (No morning assembly on 21/5 Day F) 19/05- Birthday of the Buddha			
	23	24 A <sup>26</sup>	25 B	26 C	27 R	28 R	29				
JUN	30	31	1	2	3	4	5	31/05- Final Examinations 18/06-	JUN OLEC Meeting 2		
	6	7	8	9	10	11	12				
	13	14	15	16	17	18	19	14/06- Tuen Ng Festival 16/06- S3 TSA (Written) 17/06-			
	20	21	22	23	24	25	26				
JUL	27	28	29	30	1	2	3	28/06- Gospel Camp 30/06- HKSAR Establishment 01/07- Day 02/07- 3 <sup>rd</sup> Staff Meeting 03/07- S6 Parents' Talk			
	4	5	6	7	8	9 X	10	09/07- Closing Assembly		JUL LTC	
	11	12	13	14	15	16	17	12/07- Summer Vacation 31/08- Supplementary 12/07- Examinations (S4-S5) 15/07- Summer Course for CP 12/07- (S1-S3) 20/07- HKAT 13/07-			

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	REMARKS	OLE Committee	Student Council	Clubs & Societies
	18	19	20	21	22	23	24				
	25	26	27	28	29	30	31				
AUG	1	2	3	4	5	6	7				
	8	9	10	11	12	13	14				
	15	16	17	18	19	20	21	19/08 First Staff Meeting 21-22			
	22	23	24	25	26	27	28				
	29	30	31	1	2	3	4				

# **Library and Promotion Reading Programme Plan 2020-2021**

## **I Purposes**

## **II. Issues to be addressed**

## **III. Objectives**

## **IV. Implementation Plan and Method of Evaluation**

## **V. Budget proposal**

### **I Purposes**

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

### **II. Issues to be addressed**

#### **A. Strengths**

1. Some senior form students work diligently in their free periods.
2. The Library Assistant has good experience in monitoring the library automation system and strong sense of responsibility.
3. Most library prefects are helpful and competent under guidance.
4. The rate of using Discussion Room is quite high.
5. Having detection system installed can enhance the security.
6. Some committee members of the Library Club are enthusiastic in promoting activities in the library.

#### **B. Weaknesses**

1. Not enough experienced library prefects can be the group leader of each day and not enough S3 students can be library prefects.
2. Some library prefects are so busy with other activities that they cannot come for duties.

#### **C. Opportunities**

1. Continuous support comes from PTA to promote library programs.
2. Computers and learning software are quite new and can promote e-learning

#### **D. Threats**

1. Due to Covid-19, school timetable was changed. Recess are too short. Students are released at 1:10 and they may rush back home for lunch. Therefore, they may not have time to go to the library and read books.
2. Some students need more guidance and supervision in the use of Self-Access Centre.



3. Some senior form students need to be frequently monitored in their self-study periods.

### III. Objectives

<b>Objectives</b>	<b>School Major Concern / Area concerned</b>
1. To foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enrichment.	Developing Ownership in Learning, and reading-to-learn
2. To support learning and teaching by providing equitable access to professionally-selected resources.	Developing Ownership in Learning, and reading-to-learn
3. Promote self-regulated learning & self-access learning resources of Library	Developing Ownership in Learning, and reading-to-learn

#### IV. Implementation Plan and Method of Evaluation

On top of the management and the loan of reading materials and suggesting e-newspaper subscription service, etc., we implement the following main tasks:

	Objectives	Task Description	Resources needed	Time	Person in charge	Means of evaluation
1	To promote reading in classroom	<p><b>Reading area in classroom:</b> set up reading area in each classroom to promote reading by students in different classes. Students were encouraged to read their own books there.</p> <p>Due to Covid-19, books haven't sent to the classrooms because students cannot share books.</p>	Furniture and a book for each class	Sep-May	VP Mr Tsang, Yvonne, Jenny Yu	Student and teacher feedback
2	To promote reading related to IS, Physics, Chem, Bio, Maths, CL, social science, Hist, Chi. History, Geog., Economics, philosophy, Career Education, religion, PE, Art and personal growth	To implement <b>Young Scholar Reading Scheme</b> , a cross-subject reading scheme, encourage students to read books related to their syllabus and report what they read through multi-media products such as oral report with videos and wall charts.	<ul style="list-style-type: none"> <li>-Guidelines of oral reports and wall charts</li> <li>-Explanatory notes</li> <li>-prizes</li> </ul>	Sep-May	<ul style="list-style-type: none"> <li>- Yvonne, Nicole</li> <li>- Class Teachers</li> </ul>	Feedback from Class teacher and students' work
3	To promote reading through	<b>Belle-Lettres</b> (set up board displayed good quotes from books,	boards	Sep - May	VP Mr Tsang, Yvonne, Agnes, Wing,	Student feedback

	student sharing via Instagram	and students discuss and sharing about the books in Instagram page.			Gerry and Library Club	
4	To promote reading through teacher and student sharing	<b>Video promotion</b> in class teacher periods	videos	Sep - May	Yvonne, Gerry	Student feedback
5	To promote e-learning among students	<ul style="list-style-type: none"> <li>To carry out e-learning activities with 14 computers in which English e-learning programs are installed for students to use after school under the supervision of English E-learning Ambassadors and staff in the library</li> <li>To carry out e-learning activities with other subjects</li> <li>Working with English Department, students can read E-books as we subscribed Fiction Express.</li> </ul>	E-learning forms and stamps worksheets	Oct- May	Yvonne Coordinating with English, LS and other departments	Usage records
6	To promote new books and others with displays	To display new books every week and special book displays on different topics	-	Oct- May	Yvonne	Plans implemented
7	To promote reading through book review competitions at school	To assist in the administrative work to hold World Book Day Competitions sponsored by PTA, working with Eng. Department, Chi. Department and Art Department.	-	Oct- April	Yvonne	Plans implemented

8	To give information of books which can be bought to different subjects	To distribute booklets and information about books, which can be purchased, to different departments	-	Oct – May	Yvonne	Plans implemented
9	To train the leadership of students	To train, supervise and encourage library committee members to volunteer in serving in the library	prizes	Oct – May	Yvonne	Plans implemented

**Some activities such as Reading Clubs during lunchtime, provide newspaper to S1-3 students on Day A, teacher librarian class visit, whole school book exhibition, book talk and book crossing activities will be suspended during the period of Convid-19.**

#### **V. Budget**

The 2020-2021 proposed budget for library is 114,000 (including government grant).

	<b>Items</b>	<b>Approved Budget</b>
1	Curriculum development	\$-
2	ECA, prizes and sports	\$45,000.00
3	Library books, newspapers, magazines and teachers' texbooks, maps, etc	\$35,000.00
4	Printing and stationery	\$3,500.00
5	Postages and stamps	\$-
6	Repairs and Maintenance	\$5,000.00
7	Staff Training	\$-
8	Travelling and transportation	\$500.00
9	Furniture and Equipment	\$25,000.00
10	Others	\$-
	Total:	\$114,000.00

# Staff Development Committee Programme Plan 2020-2021

## 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 face new challenges.

**B. Weaknesses**

1. NSSC is implemented now, teachers still need time to adapt to changes in current teaching syllabus.
2. Time is insufficient for staff to guide, to counsel students.
3. Teachers have less time left to attend professional development courses.

**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 admission of full DSS primary school students in Secondary 1 this year allow 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. 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

Major Concern 1: Purposeful Learning				
Targets	Plans & Tasks	Methods of Evaluation	Person in charge	Time Scale
I.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u>  - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness	<ul style="list-style-type: none"> <li>• training record</li> <li>• questionnaire</li> <li>• relevant records and documents</li> </ul>	YY Chan	9/2020 – 6/2021
I.2 Fostering Effective Learning	- Learning oriented Assessment (LoA)  - e-learning pedagogies to promote L&T interaction in & beyond classroom  - Awards in due recognition of students' improvement and excellence  <u>Reading-to-learn</u>  - Reading-to-learn elements in L&T and assessment policies across subjects  - Administrative measures to infuse a strong reading culture  - Whole school activities to promote a strong reading ambience			
Other important committee tasks that are not covered by School Major Concerns	<ul style="list-style-type: none"> <li>• to offer guidance to new subject members</li> <li>• Introduce to new teachers about our school campus, facilities and also different types of</li> </ul>	<ul style="list-style-type: none"> <li>• New Teacher Induction day offered to all new teachers before the start of school year.</li> <li>• verbal feedback</li> </ul>	YY Chan	9/2020 – 6/2021

	students. Experience sharing. • Appropriate training courses (SSC and counseling) are introduced to staffs.	from mentor and mentee.		
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### **Programme Team**

Ms. Chan Yuk-Yin (Chairperson)  
 Mr KK Cheng (P)  
 Mr J Tsang (VP)  
 Ms Norris Lai (VP)  
 Mr YM SHING (VP)  
 Mr WH Lam (Secretary)  
 Ms YF Chung (Member)  
 Ms KP Tam (Member)  
 Mr CL Yip (Member)  
 Ms YW Pong (Member)



# **Student Guidance Team Programme Plan 2020-2021**

## **1. Purposes**

Guidance 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 behaviors 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**

### **2.1 Strengths**

- 2.1.1 The new guidance teachers are industrious and collaborative and are committed to the implementation of school guidance services.
- 2.1.2 The guidance teachers can maintain good relationships with students.
- 2.1.3 The guidance team is willing to cooperate with social service groups or organizations.
- 2.1.4 Implementation of two SW in one school could strengthen the support to our students. All our SW are energetic and collaborative. They can maintain good relationship with students and teachers.

### **2.2 Weakness**

- 2.2.1 Some teachers may not be familiar with the skills in handling social movement cases.
- 2.2.2 Guidance teachers have heavy school workload and often do not have enough time to carry out their duties well.

### **2.3 Opportunities**

- 2.3.1 Social service groups or organizations provide innovative programs to meet students' individual requirements.
- 2.3.2 Positive education is one of the major concerns in our school 5 years school development plan which provide opportunity for different working groups in school to collaborate.
- 2.3.3 The new SW provide great opportunities to review the policy of school guidance service.

### **2.4 Threats**

- 2.4.1 Social values and environment change rapidly teachers feel exhausted in handling cases.
- 2.4.2 The trend of blog rings (e.g. Instagram) among youngsters has great impact on their interpersonal relationships and value of life.
- 2.4.3 Some parents felt powerless and helpless in handling emotional problem and disciplining their children.
- 2.4.4 Some students are weak in handling stress and anxiety.
- 2.4.5 The DSE examination is a driving force to increase students' anxiety level.

### 3. **Objectives**

#### **3.1 The long-term goals are as follows:**

- 3.1.1 To help students have a better understanding of themselves, including characters strengths and weaknesses.
- 3.1.2 To promote desirable social habits and skills.
- 3.1.3 To introduce developmental and preventive programs for students' personal growth.
- 3.1.4 To identify problematic areas of students at an early stage, and to provide prompt intervention in helping them cope with their problems.
- 3.1.5 To raise students' awareness of their emotions and develop their skills in handling their emotions.
- 3.1.6 To help students' build up self-confidence and enhance self-esteem.
- 3.1.7 To promote positive thinking and appreciation with each other.

#### **3.2 The short-term goals are as follows:**

- 3.2.1 To help students the awareness of mental health.
- 3.2.2 To help students build up skills in handling stress.
- 3.2.3 To enhance the inner ability of low achievers and easily neglected students.
- 3.2.4 To help S.1 newcomers cope with the new learning environment.
- 3.2.5 To promote brotherhood within school.
- 3.2.6 To arouse parents' and student's awareness in developing good parents-children relationship by delivering family education.
- 3.2.7 to instill knowledge as well as the correct values on sex among students.

### 4. **Implementation**

The philosophy of the Guidance Team:

- 4.1 Guidance teachers are encouraged to attend training courses, workshops and seminars on school guidance and counseling to further enhance the expertise on this area.
- 4.2 The guidance team will coordinate with the school SW to organize remedial, developmental and preventive programs for students.
- 4.3 There will be close coordination and collaboration among the guidance team, special educational need supporting team, discipline team, civic education team, careers guidance team and PTA.
- 4.4 To utilize resources of other organizations, e.g. liaise with a social service organization to run programs.

### 5. **valuation**

Activities were evaluated in the following aspects:

- 5.1 Students' attendance
- 5.2 Feedbacks from teachers, parents and students, using questionnaires or through dialogue.

5.3 Observation

5.4 Meetings

**6. Program Plan (2020-2021)**

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

- I. Positive Education
- II. Forging Brotherhood and peer support
- III. Appreciation
- IV. Mental Health
- V. Collaborating with Parents

**7. Duties allocation**

- S.1 Ms. Mak Man Yee**
- S.2 Ms. Wong Sheung Yu**
- S.3 Ms. Kwok Ka Ngai**
- S.4 Mr. Wat Kai Yin**
- S.5 Ms. Yu Hoi Jin**
- S.6 Mr. Yip Chak Leong**

## 8. The following activities will be held in the 2020-2021:

8.1 Personal growth						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Case conference with teachers and social worker in primary school	17/ 07/ 2020	<ul style="list-style-type: none"> <li>• Early identification of SENs students</li> <li>• Understand characteristic of new S.1 students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Vice Principal, SW, discipline master, Senco, Ling KC, Lee KK, Chan CH	
2	S.1 Training Day Camp for S1 students	17/10/20	<ul style="list-style-type: none"> <li>• To enhance the team spirit of each class</li> <li>• To introduce the Ying Wa college culture to S.1 students through the interactions with guidance ambassadors.</li> <li>• To help S.1 parents to understand and to prepare the change of their children from primary to secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from students' teachers</li> <li>• Feedback from parents</li> </ul>	Chan CH*, Ling KC, Lee KK, Lee HC	I, II, III, V
3	S.1 Adjustment workshop	19/ 09/20	<ul style="list-style-type: none"> <li>• To promote school social work service.</li> <li>• To provide an opportunity for S.1 students to share new school life and their adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• worksheet collected</li> </ul>	School SW, Ling KC*, Lee KK	I, IV
4	S.1 Brotherhood Scheme (Guidance Ambassadors) <ul style="list-style-type: none"> <li>• Guidance Ambassadors Training</li> <li>• S.1 Training Day Camp</li> <li>• Brotherhood Camp</li> <li>• Volunteer Services</li> </ul>	19/9/20, 29/9/20, 17/10/20 5-6/2/21 21-22/12/20 09-10/03/21	<ul style="list-style-type: none"> <li>• To help some S.1 students to adapt the college life.</li> <li>• To promote brotherhood and caring campus</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• worksheet collected</li> </ul>	Kwok KN*, Mak MY*, Wat KY*, Lee KK, Ling KC, Wong WY, Lee HC	I, II, III
5	S.2 Peer Relationship workshop <ul style="list-style-type: none"> <li>• Class periods</li> </ul>	11/2020	<ul style="list-style-type: none"> <li>• To promote harmonious culture and prevent bullying in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	School SW *, Wong SY*, Yu HJ, Lee HC	I, II
6	S.3-S.5 Class teachers' period materials	On demand	<ul style="list-style-type: none"> <li>• Students can have healthy self-image and positive thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Ling KC*, Yeung YH, Yip CL, Cheung HY, Yu HJ, Au KC, Wat KY	I, II, III, IV
7	Taiwan Adventure Tour	2/4/2021 – 7/4/2021	<ul style="list-style-type: none"> <li>• Students can have better understanding themselves and a healthy self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Ling KC , Lee KK	I, II, III
8.2 Family education						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Parent Day <ul style="list-style-type: none"> <li>• Talk (Change from Primary to Secondary)</li> </ul>	16/10/2020	<ul style="list-style-type: none"> <li>• Parents understand their sons' needs</li> <li>• Parents understand the pros and cons of their parenting methods</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Feedback from teachers</li> </ul>	School SW, Discipline team, Ling KC*, ChanCH	I, V
2	S.1 - S.3 Family education workshops for parents and students	02-05/2021	<ul style="list-style-type: none"> <li>• Parents understand their children and learn skills in handling their children's emotion</li> <li>• Better communication skills and mutual</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from parents</li> <li>• Feedback from teachers</li> </ul>	School SW*, PTA,	I, III, V

	• Group of 5 to 6 families		supports among parents and their children			
3	S.1 - S.5 『親親兒女心』 family education talk	05/2021	<ul style="list-style-type: none"> <li>Parents understand their sons' needs</li> <li>Parents learn skills in handling children's problem</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	School SW*, PTA	I, III, V
4	Parent- Child Activity/ workshop	05/2021	<ul style="list-style-type: none"> <li>To enhance the relationship between parents and their children through activities</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	School SW*, PTA	I, III, V
5	Thank you card writing activities for Parents day (S.1-S.5) 『全英華人心語』	02/2021	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	Wong KH*, Lee HC, Wong WY	I, III, V
6	Parent Education Program (St.James Settlement) 4 sessions	02-05/2021	<ul style="list-style-type: none"> <li>To promote positive parenting</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	PTA, School SW, Ling KC, Wong WY*, Wong SY, Mak MY, Yeung YH	I, III, IV, V
<b>8.3 Mental Health</b>						
	<b>Tasks / Strategies</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	Open Art Workshop S.3-S.5 <ul style="list-style-type: none"> <li>Class workshops</li> <li>Lunch /after school activities</li> <li>Teachers workshops</li> <li>Parent workshops</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>to helping the students to manage stress as well as articulate and come to terms with their feelings through artistic expression.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers and students</li> </ul>	Tse F*, Wong KH*, Au KC, Lee KK, Wong TN, Yeung YH, Yu HJ	I, II, III, IV, V
2	S.3 Stress Management <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	03/21	<ul style="list-style-type: none"> <li>to help students to handle stress</li> </ul>		School SW, Kwok KN*, Ling KC, Wong TN	I, II, III, IV
3	S.4 interactive Drama (Mental Education)	10/03/21	<ul style="list-style-type: none"> <li>to understand more about mental health and aware its own emotion</li> </ul>		Wat KY, Wong TN, Ling KC*, Au KC, Lee KK	I, II, III, IV
<b>8.4 Sex education</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 Sexual Harassment <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	11/2020	<ul style="list-style-type: none"> <li>To prevent sexual harassment.</li> <li>To respect others</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	School SW, Wong WY*, Cheung HY, Ling KC, Lee HC	I
2	S.2 Cyber sex <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	11/2020	<ul style="list-style-type: none"> <li>To know the risk of cyber sex</li> <li>To avoid participating cyber sex</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	School SW, Wong TN*, Wong KH, Ling KC, Lee HC	I
3	S.3 Dating <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	12/2020	<ul style="list-style-type: none"> <li>To distinguish friendship and love relationship</li> <li>To know what the dating is.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from organizers</li> </ul>	School SW, Cheung HY, Ling KC, Kwok KN*, Lee HC	I
4	S.4 Pre martial sex <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	11/2020	<ul style="list-style-type: none"> <li>To take precautions and avoid pre-marital sex</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Au KC, Yeung YH, Ling KC* Lee HC	I
5	S.5 Handling break up <ul style="list-style-type: none"> <li>Class teacher period</li> </ul>	11/2019	<ul style="list-style-type: none"> <li>To know how to handle break up with others.</li> <li>To avoid doing that may hurt each other's.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	School SW, Yu HJ, Chan YY*, Lee HC	I, IV
<b>8.5 SENs Support</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>

1	S.1 Educational Psychologists service orientation	31/08/2019	<ul style="list-style-type: none"> <li>Parents know the school educational psychology service and the referral process</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	Educational Psychologist, Ling KC*	N.A.
2	Identify new S.1 students with Special Educational Need and provide emotional / social support (Parents' Questionnaire)	07/2020	<ul style="list-style-type: none"> <li>Able to identify the students with Special Educational Needs and provide necessary support to these students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Educational Psychologist, SEN supporting Committee Ling KC*	N.A.
3	Identify students with Special Educational Needs	Whole year	<ul style="list-style-type: none"> <li>Able to identify the students with Special Educational Needs and provide necessary support to these students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Educational Psychologist, SEN supporting Committee Ling KC*	N.A.
4	S.2 – S.3 Developmental Group	11/2020 – 05/2021	<ul style="list-style-type: none"> <li>To enhance social skills and executive skills of special need students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Students' attendances</li> </ul>	School SW	I, II, III
5	Parent supporting group	2- 4 times TBC	<ul style="list-style-type: none"> <li>To support parents to take care their SENs children</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	School SW, Ling KC	I, V
6	Case conference (on requests)	Whole year	<ul style="list-style-type: none"> <li>Able to arrange special adjustments to those SENs students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Ling KC*, Lee HC, School SW, Educational Psychologist	N.A.
<b>8.6 Partnership (伴我啟航)</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.2 – S.5 new students	09-10/2018	<ul style="list-style-type: none"> <li>Students learn to adapt the college life</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and questionnaire</li> </ul>	School SW, Guidance Team, Ling KC*, Lee KK*	I
<b>8.7 Positive Culture</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1-S.6 Class Photos	Whole year	<ul style="list-style-type: none"> <li>Class Photo mounted outside classroom</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK*, Lee HC	III
2	Activities <ul style="list-style-type: none"> <li>Rope knitting</li> <li>Music group</li> <li>hiking</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students enjoy activities</li> <li>Students appreciates each other</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK*, Lee HC	I, II, III
3	S.1 – S.3 Sweet Campus (溫馨校園計劃)	Whole year	<ul style="list-style-type: none"> <li>Build up peers' relationship</li> <li>Promote appreciation atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Yip CL*, Ling KC, Lee HC, School SW	I, II, III
4	Assemblies: S.1 Talk on "Accept the differences and respect others. (SW) S.1: Positive Culture I S.1: Positive Culture II S.2: Positive Culture I S.2: Positive Culture II	08/10/2020  TBC TBC TBC TBC	<ul style="list-style-type: none"> <li>To understand different styles of communication skills.</li> <li>To enhance mutual respect, empathy, trust and collaboration with the others.</li> <li>Students know the importance of appreciation and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	School SW, Lee KK*, Ling KC, Wong SY, Mak MY,	I, II, III

5	Positive Education (Refers to Appendix) (St.James' Settlement) Flourishing Teens S.1, S.2 & S.6  Thankful days(S.1-S.6) Challenging days (S.1-S.5) Assembly I (speaker from St. James) Assembly II	Whole year  17-18/12/20 09-10/03/21 08/03/2021 12/03/2021	<ul style="list-style-type: none"> <li>To develop students' character strength to have flourishing life</li> <li>To promote gratitude culture</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Chan YY, Lee KK*, Ling KC*, Wat KY, Wong SY, Wong WY, Wong KH, Tse F, Mak MY, Chan CH	I, II, III
6	S.1 Life Education S.1 S.2 S.3	05/07/2021 06/07/2021 25/02/2021	<ul style="list-style-type: none"> <li>To promote positive culture, appreciation, courage through reflections from movie</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Methodist Church life Education center, Civic education committee Chan YY*, Au KC, Ling KC*, Cheung HY, Chan CH, Lee KK*, Wong SY, Yu HJ, Kwok KN, Yeung YH, Wong TN	I, III
7	Mother's Day Photo Booth Songs Sharing	05/2020	<ul style="list-style-type: none"> <li>Students learn to show appreciation to their parents</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK, Lee HC	I, III
8	S.6 Cheer up activities <ul style="list-style-type: none"> <li>Thank you / Cheer up card writing activities to support S.6 students</li> <li>S6 cheer up activities</li> </ul>	12/ 2020	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Chan YY, Kwok KN, Lee KK*, Ling KC*, Mak MY, Wat KN, Yip CL, Tse F, Wong KH, Lee HC	I, III
9	Run Together (S.1 students)	TBC	<ul style="list-style-type: none"> <li>Students complete the activities</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK*, Ling KC, Cheung HY, Principal	
10	S.3 Growth group	TBC	<ul style="list-style-type: none"> <li>To strengthen students' resilience</li> <li>To improve students' self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Au KC, Lee KK, Ling KC*, Cheung HY, Yip CL	
11	Morning sharing	TBC	<ul style="list-style-type: none"> <li>To encourage positive thinking</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	LKK*, Guidance Team	I, II, III
<b>8.8 Other Programs</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1– S.3 One student one duty <ul style="list-style-type: none"> <li>Students are assigned one duty in their class according to their preference.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Each student has one duty in his class.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Class Teachers Ling KC*, Lee HC	III
2	S.1 - S.6 Students one-page profile	09/ 2020	<ul style="list-style-type: none"> <li>Students complete the questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Wong KH, Lee HC	N.A.
3	APASO	02/2020	<ul style="list-style-type: none"> <li>Students complete the questionnaire</li> </ul>		Ling KC*, Lee HC	N.A.
4	Form Meeting	Whole year		<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Mak MY, Wong SY, Wat KY, Yu HJ, Yip CL, Kwok KN, Ling KC	N.A.

5	Case work and case conference	Whole year			School SW, Guidance Team, LKC*, LKK	N.A.
6	Board Decoration	Whole Year			Lee HC	N.A.



## 9. Budgets for 2020 - 2021

Items	Income	Expenditure
1. Reference Books		\$ 1 000
2. Broad games		\$ 2 000
3. Brotherhood Scheme	\$ 20000	\$ 40 000
4. Student Guidance Week		\$ 2000
5. Positive Culture Activities		\$ 10000
6. Positive Education (Flourishing Teens)		\$ 150 000
7. Assembly Speakers		\$ 10 000
8. Clincial Psychologist Service		\$ 16 800
9. Outdoor Activities (Transportation)	\$ 10000	\$ 25 000
10. Life Adventure		\$ 10 000
11. S.1 – S.3 Life Education		\$ 30 000
12. Taiwan Adventure Tours		\$ 20 000
Total	\$ 30000	\$ 316 800

## 10. Team Members

Guidance team members		SW
Mr. Au Ka Chun Mr.Chan Chun Hei Ms. Chan Yuk Yin Ms. Kwok Ka Ngai Tiffany Mr.Cheung Hin Yueng Ms. Lei Hui Ching (Secretary) Ms Mak Man Yee Mr. Tse Fei	Mr. Wat Wai Yin Mr. Wong Ka Ho Ms. Wong Sheung Yu Ms. Wong Tsz Ning Nicole Mr.Yeung Hat Yin Mr. Yip Chak Leong Ms. Yu Hoi Jin	Mr. Koon Kin Nam (Monday to Thursday) Ms. Leung Shuk Yin (Tuesday & Thursday) Ms. Tse Ting Ting (Wednesday & Friday)
Ms.Lai Wai Man (Vice Principal) Mr. Ling Kai Cheong (Guidance Master) Mr. Lee Ka Kit (Assistant Guidance Master)		

**Flourishing Teens (2020-2021)**

S1 Students & Teachers		
Program Content	Scale	Total No. of sessions
1. <i>Teachers' Workshop-Prepare the positive journey (including lessons preparation and evaluation) (3 sessions)</i>	<i>S1 class teachers/guidance teachers</i>	<i>14 Sept 2020 Dec 2020 Mar 2020</i>
2. <i>Introduction Talk -"Positive Psychology &amp; Wellbeing " (1 session)</i>	<i>S1</i>	<i>Nov 2020</i>
3. <i>Workshops on character Strengths --Boost up your Self –Understanding (3 sessions)</i>	<i>S1 (6 Classes)</i>	<i>16 Oct 2020 5 Nov 2020(A, B, C) / 25 Nov 2020 (D, E, F) 14 Dec 2020</i>
4. <i>Workshop on interpersonal relationship I (1 session)</i>	<i>S1 (6 classes)</i>	<i>28 Jan 2021</i>
5. <i>Workshop on Workshop on dealing with difficulties(1 session)</i>	<i>S1 (6 classes)</i>	<i>18 Mar 2020</i>
6. <i>Workshops on goal setting and team-building (1 session)</i>	<i>S1 (6 classes)</i>	<i>22 April 2020</i>

S2 Students & Teachers		
Program Content	Scale	Total No. of sessions

1. <i>Teachers' Workshop</i> -Prepare the positive journey (including lessons preparation and evaluation) (3 sessions)	<i>S2 class teachers/guidance teachers</i>	<i>14 Sept 2020 Dec 2020 Mar 2020</i>
2. <i>Teachers' Workshop</i> -Prepare the positive journey (including lessons preparation and evaluation)	<i>S2 class teachers/guidance teachers</i>	<i>14 Sept 2020 Dec 2020 Mar 2020</i>
3. <i>Workshops on PERMA - advance understanding (1 session)</i>	<i>S2 (6 classes)</i>	<i>8 Oct 2020</i>
4. <i>Workshops on character Strengths --discovering and nurturing(3 sessions)</i>	<i>S2 (6 classes)</i>	<i>16 Nov 2020 20 Jan 2021 2 Mar 2021</i>
5. <i>Workshop on overcome failure (2 sessions)</i>	<i>S2 (6 classes)</i>	<i>14 Apr 2021 12 May 2021</i>

S6 Students & Teachers		
Program Content	Scale	Total No. of sessions
1. <i>Teachers' Workshop</i> -Prepare the positive journey (including lessons preparation and evaluation) (2 sessions)	<i>S6 class teachers/guidance teachers</i>	<i>14 Sept 2020 Dec 2020</i>
2. <i>Workshops on character Strengths --Boost up your Self –Understanding (2sessions)</i>	<i>S6 (6 classes)</i>	<i>4 Nov 2020 13 Nov 2020</i>
3. <i>Workshop on Goal Setting+ Growth Mindset (1 lesson )</i>	<i>S6 (6 classes)</i>	<i>2 Dec 2020</i>
Others		
Program Content	Scale	Total No. of sessions
<u>1.</u> <i>Inspirational talk: Life story Sharing</i>	<i>Whole school</i>	<i>8 Mar 2021</i>
<u>2.</u> <i>Mass event: Thankful week</i>	<i>Whole school</i>	<i>20-21 Dec 2020</i>
<u>3.</u> <i>Mass event: Challenge experiential day</i>	<i>Whole school</i>	<i>9-10 Mar 2021</i>

<u>4.</u> <i>Teachers' workshop :“A School of Wellbeing: Introduction to the PERMA Model”</i>	All teachers	14 Sept 2020
<u>5.</u> <i>Parents' workshop:“ How to develop character strengths in family” (1 mass talk + 3 workshops)</i>	Parents	TBC

## Gifted Education Programme Plan 2020-2021

### Committee members:

Chairperson:	Mr. Tsang CT (VP)	
Vice-chairpersons:	Mr. Chan Yu Kin, Eric	Ms. Lee WY
Secretary:	Ms. Chow WL (English)	
Members:	Ms. Tong W (Chinese)	Ms. Chao YL (Science)
	Mr. Lee HW (Math)	Ms. Siu MY (LS)
	Mr. Mar SS (Science)	Mr. Au KC (Science)
	Mr. Lam SC (STEM, D&T)	Mr. Yiu KH (SEN Co, Humanities)

### Annual plan 2020-2021

Task	Objective	Task Description	Proposed Person in Charge*	Means of evaluation
1	Subject-based gifted education programmes	To coordinate gifted education programmes in their subjects	Chi: Tong W Eng: Chow WL Math: Lee HW Sci: Chao YL, Mar SS, Au KC LS: Siu MY Huma: KH Yiu STEM: Lam SC, Chan YK	Reports in meetings
2	Promotion – S.1 admission prospectus	To update the S.1 admission prospectus	Tsang CT Tong W, Chow WL, Lee HW, Chao YL	The prospectus updated
3	Recording results - Yearly gifted record	To update the yearly gifted record	HKAGE: Lee WY Dual Prog: Chao YL Chi: Tong W Eng: Chow WL Math: Lee HW Sci: Chao YL, Mar SS, Au KC LS: Siu MY Huma: KH Yiu	The record updated

			STEM: Lam SC, Chan YK	
4	Promotion – Open House, PTA or others	To promote the gifted education by showing their achievement using different methods	Tsang CT Tong W Chao YL	Poster display shown in school functions
5	Selection – HKAGE	To coordinate the nomination of students to enter the HKAGE programmes	Lee WY	Students are nominated yearly
6	Nomination – Enrichment courses for gifted students	To nominate students to join the courses from EDB and local Universities (e.g. HKUST Dual Prog.)	Chao YL Lee HW	Students fairly nominated
7	Emotional education in GE	To develop the emotional education in GE through various means	Yiu KH	Qualitative feedback from students concerned & their teachers
8	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	Au KC Lam SC Tong W Chao YL WL Chow Lee HW	Boards and cabinets updated
9	Parent education	To organize the parent activities on gifted education	Lee WY Chan YK Mar SS	Evaluation after the event in the meeting
10	Staff development	To attend the seminars	All	Report or share in the meeting

### Corresponding Program Plan in accordance with School Major Concern 1

Targets	Tasks	Corresponding Committee Program Plans & Tasks
1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u> - Ongoing revision of curriculum and assessment framework (with LoA) to enhance learners' ownership & learning effectiveness - e-learning pedagogies to promote L&T interaction in & beyond classroom especially amidst school suspension - Adaptive measures on students' 'learning from home' experience	<ul style="list-style-type: none"> <li>• In house training in different departments, eg. MO training, Chinese and English Debate, IJSO training, etc. will continue throughout this year. Subject coordinators in the gifted education committee help to explore new initiatives and monitoring the activities held in their departments.</li> <li>• Students are encouraged and nominated to participate in different competitions in order to gain valuable experience.</li> <li>• Lists of gifted programs will be to all parents through e-notice.</li> <li>• Application is still open for students for the pre-stage and level 1 of the Dual program, HKUST this year. The nomination deadline is Oct 5. List of successful applicants would be announced on 30 Oct.</li> <li>• 6 students were selected to take part in IJSO competition Hong Kong first round screening on 27 Sep 2020.</li> </ul>
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> <li>➤ Adapting teaching schedules</li> <li>➤ Student-centred &amp; individualized learning – using mixed modes of delivery: real-time &amp; videotaped</li> <li>➤ Promotion of self-directed learning</li> <li>➤ New forms of learning outcomes, e.g. C.A., video production, oral reports, etc.</li> </ul> <u>Reading-to-learn</u> - Reading-to-learn elements in L&T and assessment policies across subjects - Whole school activities to promote a strong reading ambience - Ongoing revision of subject-based and cross-curricular reading schemes	

### Other References:

For the following items, please referred to the handbook of Gifted Education Committee

1. Mission statement
2. Goals
3. Intended outcomes
4. Definition of gifted and talented
5. Methods used to identification of gifted and talented students
6. Proposed approach
7. Gifted education strategies of different departments
8. Major duties of gifted education committee
9. S.1 Student Record

**List of Gifted Education Programmes at Ying Wa College 2020-21**

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Sep	Invited by teachers	S.1 – S.5	Sep – Dec	基本法多面體全港中學生辯論賽
Chinese	Sep	Open and nominated by teachers	S.1 – S.6	Nov – Dec	校際朗誦節
Chinese	Sep	Invited by teachers	S.1 – S.5	Oct – Dec	全港中學兩文三語菁英大比拼
Chinese	Sep	Invited by teachers	S.1 – S.5	Oct – Dec	聯校中文創作班
Chinese	Throughout the year	Open and invited by teachers	S.1 – S.6	Throughout the year	Hong Kong Youth Cultural and Arts Competitions 全港青年學藝比賽
STEM	Sep – Oct	Open and nominated by teachers	S.3 – S.5	Mid Sep – Jul	「社創。社區 4.0」比賽
STEM	Sep – Oct	Open and nominated by teachers	S.1 – S.5	Sep – Dec	Master Code Competition 2020 – Create a zero hunger future with AI
STEM	Sep – Oct	Open and nominated by teachers	S.2 – S.5	Nov – May	Consumer Cultural Study Award – Innovative Design for Sustainable Consumption



Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
STEM	Sep	Open and nominated by teachers	S.2 – S.5	Sep – Dec	Samsung Solve for Tomorrow 2020
STEM	Sep	Open and nominated by teachers	S.4 – S.6	Oct – Dec	William Jessup University (WJU): Computer Science Competition for High School Students
English	Sep	Nominated by teachers	S.3 – S.6	Oct – Nov	Science Fiction in the Classroom organised by the English Department of the CUHK
English	Sep	Open and nominated by teachers	S.1 – S.5	Oct – May	English Debating Team Training
English	Sep	Open and nominated by teachers	S.1 – S.4	Oct – May	Creative Writers' Hub
English	Sep	Nominated by teachers	S.1 – S.6	Oct – May	Sing Tao Inter-School Debating Competition The Hong Kong Secondary Schools Debating Competition
English	Sep	Open and nominated by teachers	S.1 – S.6	Nov – Dec	Speech Festival
Math	Sep	Open and invited by teachers	S.1	Sep – Aug	S.1 Math gifted students training courses 中一數學科資優訓練課程

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Sep	Open and invited by teachers	S.2 – S.4	Sep – Aug	S.2 – S.4 Math gifted students training courses 中二至中四數學科資優訓練課程
Math	Sep	Open and invited by teachers	S.1 – S.3	Nov	PAP International Mathematics Invitation Competition
Math	Sep	Open and invited by teachers	S.1 – S.3	Jan	Huaxiabei China National Mathematical Olympiad 華夏杯全國數學奧林匹克邀請賽
LS	Sep – Oct	Open	S.4 – S.5	Oct – May	Field Report Competition
LS	Sep – Oct	Open	S.4 – S.5	Throughout the year	Jockey Club Fair Trade School Award Scheme
LS	Sep – Oct	Open	S.4 – S.5	Mar	全港通識理財問答比賽 2020
Sci., Math	Sep – Oct	Open and selected by HKUST	S.1 – S.5	Nov – Apr	HKUST Dual Program (Pre-stage / Level 1) 香港科技大學 中學/大學雙修課程 預備班及第一級
Geography	Sep	Nominated by teachers	S.4 – S.5	Sep – Oct	香港地質公園學校

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Geography	Sep	Nominated by teachers	S.4 – S.5	Sep – Oct	Argeo
English	Oct	Open and nominated by teachers	S.2 – S.5	Nov – Feb	RTHK “The Speakers” English Public Speaking Contest
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov	Hong Kong’s Top Story (A writing competition held by SCMP)
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov – Jan	Hong Kong Young Writers Awards
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov – Jan	Hong Kong Budding Poets (English) Award
Life and Society	Oct – Jun	Open	S.1 – S.3	Oct – Jun	基本法中學生網上自學課程獎勵計劃
Chinese	Dec	Invited by teachers	S.1 – S.3	Jan – Apr	香港中國語文菁英計劃
Chinese	Dec	Invited by teachers	S.1 – S.5	Jan – Aug	聯校中文辯論比賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
English	Dec	Open and nominated by teachers	S.1 – S.5	Dec – Jan	The Hong Kong Federation of Youth Groups and Standard Chartered Hong Kong English Public Speaking Contest
Math	Dec	Invited by teachers	S.1 – S.5	Feb – Apr	Pui Ching Invitational Mathematics Contest 培正數學邀請賽
Math	Dec	Open and invited by teachers	S.1 – S.2	Mar – May	The Hong Kong Mathematics Creative Problem Solving Competition 香港中學數學創意解難比賽
Geography	Dec	Open and invited by teachers	S.4 – S.6	Dec – Feb	Hong Kong Geography Olympiad 香港地理奧林匹克
Math	Jan	Invited by teachers	S.1 – S.3	Mar or Apr	香港初中數學奧林匹克 全國青少年數學論壇選拔賽
English	Jan – Feb	Open and nominated by teachers	S.1 – S.5	Mar	Teen Time radio programme run by RTHK
Chinese	Feb	Invited by teachers	S.1 – S.5	Feb – May	PTH Speech Contest 全港中小學普通話演講比賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Feb	Invited by teachers	S.1 – S.5	Feb – May	香港中學辯論賽
English	Feb	Open and nominated by teachers	S.1 – S.5	Mar – May	“Speak Out – Act Up!” Improvised Drama Competition organized by Education Bureau (EDB), Native-speaking English Teacher (NET) Section and Curriculum Development Institute (CDI)
Math	Feb	Open and invited by teachers	S.1 – S.2	Mar or Apr	The National Hua Luo-geng Cup Mathematics Competition 全國華羅庚金杯少年數學邀請賽
Sci., Math	Mar – Apr	For high achievers in Level 1, Dual program	S.1 – S.5	Apr – Jun	HKUST Dual Program (Level 2) 香港科技大學 中學/大學雙修課程 第二級
Math	Apr	Invited by teachers	S.4 – S.6	May	International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 國際數學奧林匹克 – 香港選拔賽
Math	Apr	Open and invited by teachers	S.1 – S.4	May	Inter-school Maths Contest 聯校數學比賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Apr	Invited by teachers	S.1 – S.5	Apr – Jul	奇趣盃辯論比賽
Science	Mar – Apr	Test results in Science gifted ed. training courses	S.1 – S.2	Sep	International Junior Science Olympiad – Hong Kong Screening 國際初中科學奧林匹克 – 香港區選拔賽
Geography	May	Open and invited by teachers	S.3 – S.5	Jul – Aug	青年地質保育大使
Chinese	Jul	Invited by teachers	S.1 – S.5	Jul – Aug	鳴辯盃
Chinese	Jul	Invited by teachers	S.1 – S.5	Jul – Aug	聯校新秀辯論比賽
Chinese	Sep	Invited by teachers	S.1 – S.5	Throughout the year	香港辯論超級聯賽



## English Language Programme Plan 2020-2021

### Major Concern 1: Purposeful Learning

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
1.1 Developing ownership in learning	<ul style="list-style-type: none"> <li>a) Ongoing curriculum restructuring to develop school-based progression frameworks for grammar, reading and writing skills with collaborative lesson planning (CLP)</li> <li>b) Ongoing development of Learning Oriented Assessment (LOA) and formative assessment to improve teaching plans and strategies</li> <li>c) E-learning pedagogies to promote multimodal learning, improve learning and teaching (L&amp;T) interaction, encourage self-directed learning and enhance learning effectiveness</li> <li>d) Subject-based professional development training (PDT) sessions to promote reflections on teaching</li> <li>e) Fostering “reading-to-learn” elements in learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• School-based progression frameworks established with clear learning outcomes stated in SOW and at least one CLP meeting held before the start of each teaching module/ period</li> <li>• Students’ learning ownership, learning and pedagogical effectiveness shown</li> <li>• E-learning pedagogies enhanced learning and pedagogical effectiveness</li> <li>• Teachers’ participation in invitational posts/PDT programmes</li> <li>• Teachers’ and students’ positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Record of school-based progression frameworks shown in SOW and CLP meeting</li> <li>• Record of students’ performance analysis</li> <li>• Record of e-learning pedagogies and resources developed</li> <li>• Record of teachers’ participation in invitational posts/ PDT programmes</li> <li>• Verbal/ written feedback from teachers and/ or students</li> </ul>	9/20 – 7/21	<ul style="list-style-type: none"> <li>• Budget on teaching resources</li> <li>• IT support</li> <li>• PIC: <ul style="list-style-type: none"> <li>- Curriculum Working Group (CWG)</li> <li>- Form Coordinators (FCs)</li> <li>- English teachers</li> </ul> </li> </ul>
1.2 Fostering effective learning	<ul style="list-style-type: none"> <li>a) Refining strategies to promote reading to support “reading-to-learn”</li> <li>b) Development of 21<sup>st</sup> century skills through promoting reading and information literacy, i-Reading on Canvas (VLE)</li> <li>c) Catering for learner diversity (e.g. focusing on questioning techniques through CLP)</li> <li>d) Arousing students’ interest in the subject with co-curricular activities together with/ and recognising students’ performance and improvement</li> <li>e) Supporting the school’s continuous effort to create a language-rich environment for students to use English for purposeful communication in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• A stronger reading culture shared by students and teachers</li> <li>• Students equipped with 21<sup>st</sup> century skills</li> <li>• Questioning techniques improved in classrooms</li> <li>• Co-curricular activities being held in target forms</li> <li>• Teachers’ and students’ positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Record of strategies to promote reading</li> <li>• Record of tasks to develop students’ 21<sup>st</sup> century skills</li> <li>• Record of CLP with focus on questioning techniques</li> <li>• Record of co-curricular activities held and students’ participation in activities</li> <li>• Verbal or written feedback from teachers and/ or students</li> </ul>	9/20 – 5/21	<ul style="list-style-type: none"> <li>• PIC: <ul style="list-style-type: none"> <li>- CWG</li> <li>- Native English-speaking Teacher (NET) &amp; Senior Native English-speaking Tutor from Chatteris (SCNET)</li> <li>- English teachers</li> </ul> </li> </ul>



## Major Concern 2: Positive School

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
2.1 Character building 2.2 Developing potential 2.3 Forging brotherhood	a) Inclusion of positive values and related themes of the school into the curriculum b) Development of students' leadership and potential through internal and external co-curricular activities	<ul style="list-style-type: none"> <li>Curriculum with positive values and related themes included</li> <li>Internal and external co-curricular activities held to develop students' leadership and potential</li> <li>Teachers' and students' positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Positive values and related themes included in the curriculum</li> <li>Internal and external co-curricular activities held to develop students'</li> <li>Verbal or written feedback from teachers and/ or students</li> </ul>	9/20 – 5/21	<ul style="list-style-type: none"> <li>PIC:               <ul style="list-style-type: none"> <li>- CWG</li> <li>- FCs</li> <li>- English teachers (setters)</li> </ul> </li> </ul>

## Major Concern 3: Serving Community

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
3.1 Cultivation of the spirit of service 3.2 Service in action	a) Diffusing the topics related to social issues and the spirit of service in the curriculum b) Organizing co-curricular activities relevant to social issues and service experiences	<ul style="list-style-type: none"> <li>Relevant topics included in the curriculum</li> <li>Relevant co-curricular activities organized</li> <li>Teachers' and students' positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Record of relevant topics in the curriculum</li> <li>Record of relevant co-curricular activities organized</li> <li>Verbal or written feedback from teachers and/ or students</li> </ul>	9/20 – 5/21	<ul style="list-style-type: none"> <li>PIC:               <ul style="list-style-type: none"> <li>- CWG</li> <li>- FCs</li> </ul> </li> </ul>

**英華書院**  
**二零二零至二零二一年度**  
**中國語文科**  
**工作重點及教學計劃**

**課程宗旨**

本科之宗旨依《中國語文教育學習領域課程指引（小一至中六）》（2017）而制訂，大致為：

- 1.提高讀寫聽說能力、思維能力、審美能力和自學能力；
- 2.培養語文學習的興趣、良好的語文學習態度和習慣；
- 3.培養審美情趣，陶冶性情；
- 4.培養品德，加強對社群的責任感；
- 5.體認中華文化，培養對國家、民族的感情。

**教學宗旨**

本科之教學宗旨依《中國語文教育學習領域課程指引（小一至中六）》（2017）之要求，再根據本校之情況設計，以促進學生閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維和語文自學的學習為主要任務。重點如下：

中國語文科：

- 1.培養讀寫聽說及思維的能力，加強溝通，引發創造力；發展自學語文的興趣、習慣和能力，奠定終身學習的基礎；
- 2.培養審美情趣和能力，陶冶性情；
- 3.增進文化素養；滋養品德情意，加強對家庭、國家及世界的責任感；
- 4.了解個人的興趣和特長，以規劃未來的學習、生活和工作。

中國文學科：

讓學生在學習中國語文課程的基礎上，在高中階段進一步：

- 1.提高閱讀文學作品的興趣，廣泛閱讀不同類型的文學作品；
- 2.加強感悟，提高理解和鑒賞文學作品的的能力；
- 3.培養創作不同類型文學作品的興趣，提高文學創作的的能力；
- 4.比較有系統地掌握中國文學知識；
- 5.啟迪情思，滌蕩性靈，豐富生活體驗，拓展生命領域；加強對家庭、國家及世界的責任感；提高對人類的同情同感。

**目標**

1.長期目標：

- 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。
- 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，透過聽、講、讀、寫的訓練，提高本校學生的語文能力，期望能夠提升學生公開考試成績。

2.短期目標：

- 配合校方之計劃，加強學與教及中小學銜接工作。

- 關注學生的學習差異，照顧部分能力較弱的同學。
- 加強中學部及小學部之間的溝通。
- 充分運用測考評估的分析數據以改善教學質素。
- 利用考績制度、同儕觀摩及評估方法以提高教學質素。
- 加強初中學生朗讀、口語溝通及成語運用之訓練。

## 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：

強：

- 本科老師勤奮認真，甚具活力，勇於接受各種挑戰。
- 本科積極推動同儕觀摩，鼓勵同工以互勵琢磨，力求提高教學效能。
- 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。

弱：

- 同學的學習差異頗大。
- 近年中一同學入學時的中文水平比英文及數學科差。
- 學生普遍自學能力較弱。
- 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。
- 中三同學考TSA的成績一直未如理想。
- 同學對中文科的學習興趣不大，也不太自律。在網上學習時問題尤見嚴重。
- 高中選修中國文學的同學人數少，而且大多欠學習動機，語文基礎亦不太好。

機：

- 本校老師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，完成每一個單元之教學工作後亦會立即檢討所用之教學材料。
- 本科同工運用考績制度、同儕觀課讓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。
- 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。
- 本科老師善用學生測考評估數據以提高自己教學質素。
- 同工能夠與時並進，一直開發不同類型的教學方法及教材，持續優化學與教效能。
- 面對疫情，學校不時停課，老師需要隨時因應課時及上課形式及時調整課程及教學方式，這樣有助老師重整課程內容，並促進同儕之間相互合作，開發更多有效的網上教學方式。
- 由於停課關係，老師需要掌握更多的網上教學知識，例如即時視像教學、建立網上發布資訊的平台，設計網上功課、在網上檢查、追收、批改及發還課業，讓整個團隊有更成熟的網上教學能力。

危：

- 由於本校實施一條龍教學，因此本科同工增加了許多合作夥伴，溝通及適應方面都比以往複雜。
- 在「銜接中學課程測試」中，同工發現雖然由2014-2015年開始同學全部是直資生，但有部分同學的水平仍未如理想。

- 小六同學在中、英、數三科中仍以中文科的表現最不理想。
- 高中中國文學科一直未能吸引質素較好的同學選修。
- 面對疫情，學校或會不時停課，教學計劃隨時被打亂，教學進度受到影響。
- 停課期間，師生只能以網上視像會議形式上課，較之傳統面對面授課，教學成效存疑。
- 學生較難在網上視像會議長時間保持專注，紀律亦較為鬆散。

## 2020-2021年度中文系配合校方五年計劃之重點工作

### 1. 自主學習：

#### a. 持續優化初高中優化課程，善用網上平台，設計更多讓同學能夠自主學習的教材套

##### 目標：

- 提升同學之學習自主性及學習動機。
- 提升同學的學習成效。
- 配合校方之計劃，推廣自主學習以照顧學生的學習差異。

##### 推行方式：

- 初中以能力和興趣培養為重心設計課程，並會加入不同的文學及文化的自學提材，冀能鞏固學生之語文能力，同時照顧學生之學習興趣。
- 高中則以文化主題為重心設計課程，冀能讓同學更有系統地學習指定篇章及導讀篇章，加強聽、說、讀、寫各方面的培訓，以期提升同學的語文能力及公開考試表現。
- 進一步優化電子學習材料，並將會在各級建立級本及班本的GOOGLE CLASSROOM平台，期望同學不論在家學習還是日常在校學習，均可以預習課文及進行課堂延伸學習。
- 培育學生的學習習慣和學習技巧。
- 同工要注意培養同學自主學習的觀念，包括做好執拾書包、整理習作簿、隨筆簿、默書簿及文件夾等工作。此外，在家學習期間，也要他們整理好電子學習材料。

##### 對象：

- 全體同學。

##### 負責人員：

- 科主任。

##### 評估方法：

- 向學生派發調查問卷，分析他們自主學習情況。
- 在科務會議蒐集老師之意見。

##### 完成時間：

- 2020-2021年學年終結。

## b. 設計以學習為主導的評估課業

目標：

- 透過評估的結果促進同學學習。

推行方式：

- 老師在已制訂了學習目標和重點（例如知識、能力、價值觀和態度等各方面），以說明學生應學習的內容。評估在於收集學生學習的顯證，須因應預期學生的學習目標及學習內容而設計。
- 評估可以是進展性評估和總結性評估。進展性評估在日常教學或於學年中，非正式或正式地進行，期望老師藉此了解學生的學習進程，同學也可以了解自己的學習進度；至於總結性評估多在學與教過程完結前進行，主要反映同學在學期完結時的學習結果。
- 同工可利用功課、隨堂小測或測驗結果作為診斷及改善學與教。
- 同工可提供機會讓學生顯示學習成果，同學之間互相學習，砥礪並進，而不是要他們互相比較分數。
- 同工可多用評語，讓同學清楚知道問題所在，掌握進步方向，不只是依賴等級和分數來評定學生表現。

對象：

- 全體中文科老師。

負責人員：

- 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。

完成時間：

- 2020-2021年學年終結。

### c. 運用資訊科技促進課堂及課後之學與教成效

目標：

- 通過資訊科技，提供更多元化的學習方式，提升同學的學習興趣。
- 拓闊課堂，讓同學可以利用資訊科技，在課前及課後延伸學習。

推行方式：

- 老師將會製作一些課前預習、日常教學重點及延伸學習的電子教材套，鼓勵同學在課前預習及課後溫習，這樣一來可以讓同學重溫教學重點。
- 積極引入資訊科技教學，以期有效提升學生的學習成效。
- 建立級本及班本的 GOOGLE CLASSROOM，加強師生溝通，提升整體的學習成效。
- 老師將會製作學習網頁，以期拓闊課時，讓同學在課餘時間可以登入網站進行延伸學習。
- 老師適時製作教學短片，讓同學在課餘時間可以重溫，方便溫習。

對象：

- 全體同學。

負責人員：

- 科主任及有關負責老師。

評估方法：

- 由老師觀察學生之表現，向學生派發調查問卷，了解他們的學習情況。
- 在科務會議蒐集老師之意見。

完成時間：

- 2020-2021年學年終結。

### d. 獎勵學生進步及其他優異表現

目標：

- 照顧個別差異，讓不同水平之同學均能受益。
- 鼓勵學生正向思維，以期啟發同學的潛能。

推行方式：

- 鼓勵老師多向學生發放正面信息，例如送小禮物及在家課上貼貼紙，以鼓勵同學繼續努力。

對象：

- 全體同學。

負責人員：

- 科主任及有關負責老師。

評估方法：

- 由老師觀察學生之表現，了解他們的學習情況。
- 在科務會議蒐集老師之意見。

完成時間：

- 2020-2021年學年終結。

## 2. 通過閱讀推動學習：

### a. 學與教及評估策略中加入從閱讀中學習之元素

目標：

- 提升同學閱讀興趣和求知慾。
- 拓闊學生視野，提升他們的審美水平。

推行方式：

- 老師可以鼓勵同學多閱讀不同類型的書籍，不只是局限於個別古典或現代名著，期望同學能夠廣泛閱讀。
- 老師可以為同學提供與單元課題有關的延伸閱讀參考資料，讓同學可以在課餘時間進一步延伸學習相關的課題。
- 老師可以在課堂上分享更多從閱讀中學習的心得，期望能夠培養同學通過閱讀尋求知識的習慣。
- 未來中一級將會嘗試加入「級本指定讀物」，期望同學能夠在早讀課閱讀有關書籍，老師會適時在課堂上進行分享。
- 老師將會跟嘗試尋找更多適合的網上讀物，期望同學善用在家學習時間或課餘時間繼續閱讀。

對象：

- 全體同學。

負責人員：

- 科主任及有關負責老師。

評估方法：

- 由老師觀察學生之表現，了解他們的學習情況。
- 在科務會議蒐集老師之意見。

完成時間：

- 2020-2021年學年終結。

### b. 營造閱讀風氣及建構閱讀文化

目標：

- 改善閱讀氛圍，讓同學更主動閱讀。

推行方式：

- 在初、高中課程中加入延伸閱讀材料，例如參考書目，讓同學了解哪些書本跟自己正在學習的單元有關。
- 老師參與製作圖書推介短片及錄下推介圖書聲帶，向學生介紹優秀的讀物。
- 中文組老師將會跟圖書館合作，舉辦更多不同類型的閱讀分享講座（例如午間茶座）及讀書會，以期改善整體的閱讀氣氛。

對象：

- 全體同學。

負責人員： <ul style="list-style-type: none"> <li>• 科主任及有關負責老師。</li> </ul>
評估方法： <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現，了解他們的學習情況。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
完成時間： <ul style="list-style-type: none"> <li>• 2020-2021年學年終結。</li> </ul>

### c. 舉辦全校活動以加強閱讀風氣

目標： <ul style="list-style-type: none"> <li>• 鼓勵更多同學參與閱讀活動。</li> </ul>
推行方式： <ul style="list-style-type: none"> <li>• 中文科老師可以協助籌辦閱讀比賽，這些比賽可以讓同學自由參與。</li> <li>• 中文科老師可以舉辦閱讀講座及讀書會，希望同學能夠參與，一起分享閱讀樂趣。</li> </ul>
對象： <ul style="list-style-type: none"> <li>• 全體同學。</li> </ul>
負責人員： <ul style="list-style-type: none"> <li>• 科主任及有關負責老師。</li> </ul>
評估方法： <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
完成時間： <ul style="list-style-type: none"> <li>• 2020-2021年學年終結。</li> </ul>

### 3. 中小學銜接計劃

目標： <ul style="list-style-type: none"> <li>• 中小學建立更緊密的聯繫。</li> <li>• 透過協作，提升教與學效能。</li> </ul>
推行方式： <ul style="list-style-type: none"> <li>• 雙方共同擬定未來一年之關注項目。</li> <li>• 雙方代表列席對方之科務會議，以期更清楚彼此的工作情況。</li> <li>• 雙方交換課程大綱、教材、試卷及學生課業等。</li> <li>• 透過同學的測考成績，追蹤個別特別需要關注的同學。</li> <li>• 中小學同工透過互相觀摩，增進交流。</li> <li>• 未來希望可以緊密交流，讓小學同工了解中一、二的學習需要，也讓中學同工掌握小學小五、六的學習進程。</li> <li>• 《中國語文教育學習領域課程指引（小一至中六）》（2017）之指引：</li> </ul>
<b>開放學習材料，重視經典閱讀</b> 配合時代和社會的發展，因應學生的需要，編選多樣化的優秀學習材料，兼顧文白，讓學生閱讀。鼓勵學生熟讀或背誦若干蘊含豐富文學、文化內涵的經典名篇，以積澱語



感，提高語文素養。

在高中語文課程中加入指定文言經典學習材料，作為學生學習的切入點，學校可在這基礎上，為初小、高小或初中學生編選若干經典篇章，並結合多元化的學習材料，有機地連繫各範疇的學習。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁6。

#### 按校本需要及條件推動「用普通話教中文」

學校可按本身的需要及條件，包括師資的準備、學生的水平、校園的語境、課程的安排、學與教的支援及家長的期望等，考慮是否用普通話教中文。現時已有部分學校嘗試以不同方式用普通話教中文，他們的試行經驗，可供其他學校參考。就「用普通話教中文」作為遠程目標，現階段未有具體的實施計劃和時間表。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁7。

#### 中、小銜接

在中、小銜接的規劃方面，可透過中一入學前香港學科測驗或暑期銜接課程的安排，初步了解學生的語文水平，嘗試從學習材料、學習方法、評估要求等方面調節日常的學習，例如：

- 文言學習：學生升中後所接觸的文言篇章會較多，小學可於高小時增加較多音節優美、琅琅上口的短淺古詩文，讓學生多點接觸文言作品，同時引導學生多誦讀，感受作品的情意。於中一學期初，教師可選擇篇幅較短、故事性較強、容易理解和聯繫學生生活經驗及所學（例如成語）的文言篇章作為學習材料，並結合篇章的特點，逐步幫助學生掌握常見的古文字詞和句式，以提升學生文言篇章的理解能力。
- 自學能力：中學較重視培養學生獨立學習語文的能力和習慣，例如查找資料、做筆記和預習，小學教師可加強學生運用工具書的能力，多鼓勵學生在家中進行預習，以及嘗試重點記錄日常或學習生活中的體會，培養自學習慣。中一教師在要求學生預習前，可先給予清晰範圍和明確指引，亦可給學生示範做筆記的要訣和方法，並指導他們找出課文重點、摘錄佳句和尋找解決學習疑難的途徑。
- 評估要求：中學的評估着重考核學生較高層次的思考能力，例如在理解和評價文章時，要準確運用自己文字回應問題；而在寫作評估方面，中、小學有不同的評估準則，教師可向中一學生清楚說明中學在寫作方面的評分準則，以減少學生的疑慮，並給予學生具體的回饋，以建立學生寫作的信心，讓他們逐步適應中學的評估模式和要求。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁25-26。

#### 2020-2021 年度銜接工作關注項目

##### a. 以普通話作為教學語言

小學部：

- 貫徹以普通話教中文的核心課程，並以普通話作為學生與中文老師之間的日常溝通語言，  
培養學生聽說普通話的能力。
- 普通話課以拼寫、拼讀及說話訓練為目標，修訂教材，刪減原有為 GAPSK 而安排的練習，  
回歸採用以小學普通話課程目標為主的學習內容。
- 安排活動，創設語境，並善用電子平台，增加全體學生聽說普通話的機會，提高學生以普通話表達的能力。
- 安排、培訓學生參加普通話表演及比賽，培養多元能力。

中學部：

- 由於課程有不少文言文元素，若以普通話學習文言文，會為同學帶來困難。因此，由 20-21  
年度開始，初中同學會以母語粵語學習中文，希望可以減少同學在學習時所遇到的障礙，更可幫助他們積極學習，發揮創意，發展高層次思維，建立批判性思考能力，以期順利銜接高中課程。
- 繼續鼓勵語文表達能力強或對普通話有興趣的同學參與各項比賽。

#### b. 閱讀教學

小學部：

- 優化並修訂古文教材，四年級增加「小古文」。
- 讀文教學(白話文)以課文為主，中高年級部份課文以「群文閱讀」模式進行教學，讓學生進一步鞏固批註式閱讀策略，增加閱讀量，拓展閱讀面，培養閱讀能力。推展板書課研，培養閱讀的概括能力。
- 透過「內地與香港教師交流與協作計劃」，定「經典閱讀」及「文言文」為課研主題。
- 繼續參與港大「透過人工實境的新平台來優化語文教育」 eLearn2.0 計劃，提高學生的學習動機與興趣。
- 編輯並出版各學習階段的《學習祕笈》，內容包括：寫作方法、古文學習指導等材料，幫助學生積累所學，課餘自習。
- 繼續推展「指定讀本\_文史類閱讀」，優化「閱讀筆記」，提高學生閱讀的質量。
- 開設拔尖班：文言文、文字特工（編輯）、說話達人（辯論）

中學部：

- 持續檢討及優化初中（中一及中二級）教材，以期更切合同學的水平及需要。
- 優化初中之文言文教學，發揮母語教學的優勢，以鞏固學生文言基礎知識。
- 透過在不同類型的教材及教學活動介紹儒家思想，教導同學認識中國傳統文化，以培養正確的價值觀及對美善事物的認同。

<ul style="list-style-type: none"> <li>• 優化白話文教學，配合單元主題，揀選優秀白話篇章，以期同學能夠積澱所學，以讀帶寫，提升寫作水平。</li> <li>• 初中設閱讀報告比賽，獎勵一些在閱讀方面表現優異的同學，希望他們可以繼續努力閱讀，向師生分享更多閱讀體會。</li> </ul>
c. 寫作教學
<p>小學部：</p> <ul style="list-style-type: none"> <li>• 善用電子教學平台及軟件，加強審題訓練，讓學生了解中一評分試評分準則，做好寫作準備。</li> <li>• 優化校本寫作教材，使各級學習目標呈螺旋式上升序列，引導學生按目標寫作，掌握寫作方法。</li> <li>• 課後開設寫作輔導班，鞏固部分學生的寫作能力。</li> <li>• 出版校本刊物，參加校外比賽，鼓勵創作。</li> </ul>
<p>中學部：</p> <ul style="list-style-type: none"> <li>• 優化初中寫作練習的「學生自評工作」。老師先教導同學評審的準則，期望同學可以更準確了解自己的學習情況，並能對症下藥改善問題。</li> <li>• 持續優化寫作教學策略，繼續配合單元擬定寫作文體及主題，加強同學對各種文體的認識，藉此打好寫作基礎。</li> <li>• 繼續嘗試開發電子學習教材，善用不同的平台加強寫作教學，教導同學善用網上資源提升寫作水平。</li> </ul>
<p>對象：</p> <ul style="list-style-type: none"> <li>• 中小學全體中文科老師。</li> </ul>
<p>負責人員：</p> <ul style="list-style-type: none"> <li>• 科主任。</li> </ul>
<p>評估方法：</p> <ul style="list-style-type: none"> <li>• 校方定時安排檢討會議，跟進檢討。</li> </ul>
<p>完成時間：</p> <ul style="list-style-type: none"> <li>• 2020-2021年學期終結前。</li> </ul>

## 2020-2021年度之中文系教師名單

1. 中國語文科	
中一	鄧淑敏 1A、1D 唐韻 1B 麥敏儀 1C、1F 黃尚如 1E
中二	胡詠怡 2A、2C 陳穎珊 2B 黃尚如 2D、2E 郭慧茹 2F
中三	蔡思銘 3A、3C 盧可盈 3B、3D 葉澤亮 3E 陳志文 3F
中四	陳穎珊 4A 盧可盈 4B 蔡思銘 4C 吳碧華 4D 黃正夫 4E 胡詠怡 4F
中五	鄧淑敏 5A 甄沃奇 5B 吳碧華 5C 黃正夫 5D 陳志文 5E、5F
中六	郭慧茹 6A 甄沃奇 6B、6C 葉澤亮 6D、6E 麥敏儀 6F

2. 中國文學科	
中四	朱國源
中五	朱國源
中六	唐韻

3. 普通話科	
中一	陳穎珊 1A、1C 唐韻 1B、1E、1F 郭慧茹 1D
中二	郭慧茹 2A、2B 唐韻 2C、2D、2E、2F

### 財政預算

#### 2020-2021 年度中文系之財政預算

項目	申請撥款	獲批撥款
圖書館用書	\$10,000.00	\$10,000.00
教具、教材、軟件及影音用品	\$10,000.00	\$10,000.00
印製獎狀及感謝狀	\$500.00	\$500.00
暑期班導師費	\$6,000.00	\$6,000.00
教師培訓（朗誦或演講）導師費	\$3,000.00	\$3,000.00
中文系活動、印刷及文具、交通	\$1,000.00 + \$1,000.00 + \$2,000.00	\$4,000.00
學會津貼	\$3,000.00	\$3,000.00
比賽報名費	\$10,000.00	\$10,000.00
聯校文創（參加費、活動費、活動交通費	\$5,000.00	\$5,000.00
	\$51,500.00	\$51,500.00

英華書院  
二零二零至二零二一年度  
中國歷史科  
周年計畫

配合學校的周年計畫，本科本年度之教學重點概要如下：

(甲) 初中

1. 發展及提升同學對本科的認同感，以提高學習興趣為目的，並推廣閱讀。
2. 促進高效能學習，利用資料科技教學在課堂的運用。
3. 靈活剪裁甲部課程。

1. 發展及提升同學對本科的認同感，以提高同學學習興趣為目的，並推廣閱讀。

- 初中：
- a. 推行互動教學，以提高趣味為主要目的，務求令學生能主動學習；也可盡量利用教科書的材料，令課堂教學活潑有趣，隨機培養學生之品德情操；再做好作業的資料題部分，打好基礎，銜接高中課程。作業的題目亦宜刪減，提供空間給同學做好其他題目。
  - b. 活動教學

由於過去一年(1920)所施行的教學計畫因社會運動及疫情停課影響，下學期的課堂活動未能完成。惟香港又爆發第三波疫情，而教育局亦宣佈九月不會採取面授教學，經商議後，本科於2021年度仍會因應復課安排及學生是否有充裕時間完成課堂活動，故來科來年上下學期的課堂活動會相應作出調整。

中一級

- A. 上學期學生須完成一份字數不少於 300 的歷史書讀書報告。
- B. 下學期參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。

中二級

- A. 上學期學生須完成一份字數不少於 500 的歷史書讀書報告。
- B. 下學期參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。

中三級

- A. 上學期學生須完成一份字數不少於 800 的歷史書讀書報告。
- B. 下學期參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。

## 2. 促進高效能學習，利用資料科技教學在課堂的運用。

學與教方面：

### A. 剪裁課程

各課題建議採取詳教、略教或刪減的模式進行：

詳教的原則：一至二堂，較重要的史事，可供短答或長答使用。

略教的原則：半堂至一堂，較次要的史事，可供填充、選擇等雜類題目使用。

刪減的原則：直接將有關課題刪除，測驗及考試不出題目。

B. 低年級採用多元化教學方法，培養學生認知、理解、觀察、分析等基本能力，藉以提高不同素質學生的學習效能及興趣。例如這些活動可包括抄筆記；多運用時間線或概念圖等來闡明史事因果、發展、演變等概念及設計一些在課堂供學生參與的小組活動，如說故事、角色扮演等，藉以提高學生的認知和分析能力，再輔以不同程度的提問，相信科任老師能較有效地照顧不同學生的需要。

C. 多利用多媒體教具，如動畫、簡報、適合中史教學的電腦軟件等。

評估方面：

A. 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。

B. 在擬題時宜盡量根據平日所學的知識（從教材中所得）；若擬題時超出教材以外的範圍，則此部分的分數比重不宜太多（以 10% 為上限），同時教材需曾在課堂中教授。

C. 團隊協作方面：通過同儕觀課及課堂協作，發掘更多減低學習差異的教學法。（詳情參考教學手冊的相關部份）

成功指標：學生主動學習一準時交功課，在課堂學習有好表現；在統測及校內考試中得到良好的成績。

## 3. 靈活剪裁甲部課程，加入乙部課程\*。

此舉目的在幫助初學生除從縱向認識政治層面史事之餘，亦從橫向角度認識社會面貌，從而拓寬同學的視野及增進學習中國歷史的興趣。

乙部課程建議加在期終考試之前施教，中一至中三級乙部課程單元名稱如下：

\*中一級：由於來年中一施行新課程，新課程已包含乙部課程元素及基本法教育。

中二級：中外交通的發展

中三級：宗教概說

## (乙) 高中

為協助學生在公開考試中取得優異的成績，本年度的教學重點如下：

- 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，藉此深化歷史評論的能力。
- 三. 在公開考試中表現優異。

策略：

- 一. 派發簡潔的筆記，使學生學習有所依據。
- 二. 加強批判性思考及作答技巧的訓練 - 仍沿用中四、五級的筆記練習。
- 三. 協助學生成立學習小組，可沿用校本評核時的分組，以操練試題為主，在課後舉行，由科任老師主持及評講。
- 四. 常與學生談話，作心理輔導，適當地給予壓力或鼓勵，保持學生對學習的熱誠。
- 五. 頻密的測驗，如安排中五升中六的同學在暑假期間寓溫習於測驗；中六級十二月前至少測驗三次，可助提升學生的應試狀態。

成功指標：校內測驗、考試中得到良好的成績；文憑試中也有優秀的表現。

〈詳情參考教學手冊的相關部份〉

## (丙) 教學監察：

- 一. 通過學生在課堂的表現、統一測驗及作業的批改可讓老師對教學成效有持續性的監察。
- 二. 若發現學生在某方面表現欠佳，則可在課程或教學法方面適時進行針對性的微調，盡量達到教學目的。

## (丁) 評估：

- 一. 通過階段性評估－日常學習活動的表現、統測、中期考試及期終考試的批改及其後的成績分析檢討可評估每個階段的教學成效。有關老師會在教學會議中商討一些改善辦法。
- 二. 通過派發的學生問卷，收集學生對本科的意見，可作為下階段改善教學的參考。每年二次，通常於二次考試後進行。

(戊) 基本法教育及國歌、國徽及國旗教育

基本法教育：

由二零二零年九月開始中一施課程，而新課程(中一至中三)已包含香港在中國各朝代所擔當的角色及歷史事件，這些內容已是基本法教育中中國歷史科須承擔的部分，老師只要按課程教授已完成教授基本法教育。詳見新課程詳細進度表。

國歌、國徽及國旗教育：

有關國歌、國徽及國旗教育，本科會在中三課程第八章第二節《中華人民共和國成立》中教授。

(己) 教育局一次過撥款十五萬使用計畫

上述撥款因疫情關係，截止日期由二零二零年八月三十一日延至二零二一年八月三十一日。本校尚有 52000.5 元餘額可用。本科擬在二零二一年八月三十一日前動用餘額以購買電子書或舉辦與中史有關的活動。



# **Economics**

## **Programme Plan 2020-2021**

### **A. PURPOSES**

Junior Form (S3): ECONOMICS BUSINESS EDUCATION

#### RATIONALE

Economics helps students to understand the principles and forces that affect people in their everyday lives, in particular their roles as consumers and producers. The perspective it provides is also important in giving students a more comprehensive understanding of contemporary issues facing Hong Kong and the mainland. As Hong Kong is undergoing rapid economic changes, establishing closer links with the mainland and striving to remain competitive in the world economy, the study of economics is highly relevant and applicable to real-life situations.

The study of economics helps students to develop essential skills for “learning to learn”. The analytical approach of the subject enables students to learn to think logically. As students learn to apply theories and concepts to real-world issues, their problem-solving and critical thinking skills are enhanced. These skills are essential for life-long learning in a variety of fields of study, and for preparing to live in a knowledge-based society. Students of Economics will also learn to master a variety of tools and skills for the effective communication of economic ideas and discussion of economic issues.

Business and financial activities constitute an integral part of our daily lives as we work, consume, save and invest. Besides providing students with knowledge and skills for dealing with business and financial activities in adult life, business education should also aim to promote qualities of citizenship. Students should be given opportunities to develop ethical and responsible behaviour so that they can fulfil their roles effectively as consumers, investors, employees and /or entrepreneurs in adult life. Students are expected to take social and ethical considerations into account in analyzing and evaluating business issues. They also have to be conversant with the business environment, so as to make effective decisions, not only as members of the business world, but also as socially responsible citizens.

With the introduction of Econ/BAFS in S3, student may understand better the subject requirement when making their choice of elective in S4

Senior Forms (S4, S5 & S6)

The aims of the NSS Economics Curriculum are to enable students to:  
Develop interest in exploring human behaviour and social issues through an economic perspective;  
Understand the world in which they live through mastery of basic economic knowledge;

Enhance general intellectual capacity for life-long learning, through developing their

capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and participate as informed and responsible citizens in the decision-making processes of a modern democratic society.

## **B ISSUES TO BE ADDRESSED**

### Strengths

- (a) 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.
- (b) Harmonious relationship between students and subject teachers.
- (c) Old boys are willing to support the school in various ways such as visits for students to gain experience in the business environment and being tutors in after-school tutorials, etc.

### Weaknesses

- (a) Some students are not able to analyse information through the use of economic concepts and theories.
- (b) Some students are not able to evaluate information, arguments, proposals and policies from different economic perspectives and make informed judgements.
- (c) Some students of upper forms are weak in organizing their study plans.
- (d) Some students lack confidence and thus have low motivation in self-learning e.g. in current economic issues.
- (e) Learning diversity is large.

### Opportunities

Social Science Society is willing to organize extra-curricular activities for economic students.

### Threats

The class size is too big. (about 30 students in secondary 6). This is not a good environment for the NSS students. It is more difficult to cater for individual needs.

## **C. OBJECTIVES**

Students will develop knowledge and understand about:

- (a) Economic terminology and concepts, as well as elementary economic theories;
- (b) Basic economic problems faced by every individual and society, and alternative approaches to tackle these problems;

- (c) The considerations and forces that underlie the economic decisions that need to be taken by individuals, firms, institutions and governments;
- (d) The interactions of different economic sectors; and
- (e) Hong Kong economy and its relationship with the economies of other parts of the nation and the world.

Students will develop skills to

- (a) interpret economic information presented in verbal, numerical or graphical form;
- (b) apply their economic knowledge to a variety of problems and issues in a range of economic contexts;
- (c) analyse information through the use of economic concepts and theories;
- (d) evaluate information, arguments, proposals and policies from different economic perspectives and make informed judgements; and
- (e) communicate economic ideas and informed judgements in a clear, logical and appropriate form.

Students will develop values and attitudes so that they may

- (a) participate as informed persons in the discussion of economic issues and decision making; and
- (b) become active and responsible citizens and contribute to the well-being of the local community, the nation and the world.

**D. The aims of the Economics Department in the academic year 2020-2021 are:**

1. Developing Ownership in Learning
2. Positive School

## E. Annual Plan

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Developing Ownership in Learning	<p>Learners ownership and learning effectiveness</p> <ul style="list-style-type: none"> <li>• Learning oriented Assessment</li> <li>• E-learning pedagogies to promote L &amp; T interaction &amp; beyond classroom</li> <li>• Awards in due recognition of students' improvement and excellence</li> <li>• Study trip</li> <li>• Book display and introduction for S3 in first term and book recommendation for S3 in second term</li> <li>• Activities in Computer Lab will be conducted</li> <li>• Make use of Ipad to promote e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience</li> <li>• Lesson cooperation</li> <li>• Increased usage hours of mobile devices usage in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Progress of students' performance</li> <li>• Teachers' training records</li> </ul>	9/2020-6/2021	Panel Head	manpower
2. Fostering Effective Learning	<p>Reading-to-learn</p> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L &amp; T and assessment policies for S4, S5 &amp; S5</li> <li>• Secondary 4 to 6 students need to subscribe (校園經濟) when school is re-opened. Read together with students in lessons</li> <li>• More group sharing or group works are held during the lesson to motivate learning.</li> <li>• Sharing from graduates on study and exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading-to-learn elements in their assessments supported by whole-school planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> </ul>	9/2020 – 6/2021	Subject teachers	Students' fund

<p>3. Positive School</p>	<ul style="list-style-type: none"> <li>• Case study – focus on character building, questions – focus on value &amp; choice (Both will be held in 2<sup>nd</sup> term)</li> <li>• Social science society will participate in career talk</li> <li>• Old boys’ sharing</li> <li>• Participate in public competition – to improve self – learning</li> <li>• Establish a high achiever group (approximate 7 students) and a lower achiever group (approximate 3 students) for S.6</li> <li>• Establish a lower achiever group for S.5 in 2<sup>nd</sup> term (approximate 7 students)</li> </ul>	<ul style="list-style-type: none"> <li>• Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others</li> <li>• Strong bonds amongst students</li> <li>• Students’ sense of responsibility established through different platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Students had a better understanding of their character strengths</li> <li>• Teachers’ observations</li> <li>• The atmosphere of appreciation and gratitude enhanced in class</li> <li>• Sharing from graduates and old boys</li> </ul>	<p>9/2020 – 8/2021</p>	<p>Subject teachers</p>	<ul style="list-style-type: none"> <li>•Funding support for enhancement workshops</li> <li>•Online resources and reference books</li> </ul>
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## **F. Plan of Economics Panel to prepare students for DSE Examinations**

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing teachers with the level descriptors of public examination	Study the levels attained by various students in the open examination (through buying their DSE scripts) and participation in EDB courses on the evaluation of DSE Exam. Holding panel meeting by panel chairpersons to share the assessment criteria.
2. Familiarizing students with DSE sample scripts and level descriptors	Practice and discussion will be made with students during lessons.
3. Timely revision tests and exam-oriented drillings	Tests and drilling would be set in line with the public assessment Past CE questions will be adopted in drilling and revision. Past DSE questions will be adopted in revision. Extra mock paper will be given to students for home practice.
4. Timely review of students' needs and ability after tests / examinations	Review performance of students in tests so as to fit in the needs of students in their learning. Some students may be required to sit for re-test.
5. Tutorial class by class teachers	-High achiever group – Mr Lam WH, Ms Chung YF -Low achiever group – Mr Yeung YH

## **G. EVALUATION**

1. Academic progress of students can be evaluated by participation and questioning during online teaching.
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-curricular activities.
  - (b) Their ability for viewing social issues on different perspective.
- 5. Assessment**
  - (a) There will be at least one test in the first term for S4 and S5.
  - (b) For S3, Uniform Tests will carry 15% and Worksheets and in-class participation will carry 5%.  
For S4 and S5, test will carry 15% and 5% of course works of the total marks of the mid-year examination and final examination.  
There will be one uniform test, two small tests and mock examination for S6. Uniform Test will carry 70% , other two tests will carry 20% and 10% course works for mid-term report.
  - (c) For S3 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  
80% of all students should pass the Mid-year and Final Examinations.
2. Public Examinations  
The level 4 or above percentage of this subject in the HKDSE is 70% and the level 2 or above percentage is 100%

## I. BUDGET

Items	Budget
1. Library books	\$1000
2. Teaching aids	\$2000
3. S6 afterschool tutorials	\$2400
4. Visit	\$1200
Total:	\$6600

## J. PROGRAMME TEAM

Ms. Chung YF ( 3C, 3E, 4X1, 4X3, 5X1 & 5X3 ) (S3 & S5 coordinator)

Mr. Yeung YH (3A, 3B, 3D, 3F )

Mr. Lam WH ( 6X1 & 6X3 )(S6 coordinator)

Prepared by Lam WH

# Geography

## Programme Plan 2020-2021

School Major Concern :

- Enhancement of Teaching and Learning
- Strengthening School Administration, Management and Leadership

### 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. Students in senior forms are weak in map-reading skills which is the foundation of the question-setting in examination because they do not receive training in reading map.
4. Fieldwork-based question became compulsory question since 2019. Students do not have a lot of experience on doing fieldwork. They are weak in doing this question.

#### C. Opportunities

1. Geography is taught in all levels. A school-based curriculum can be adopted.
2. Current issues are used for discussion in class to arouse the interest of students.
3. Better career opportunities in the related field attract more students to study this subject.
4. New teachers join the department. Lesson collaboration can be carried within the department. Teachers can share the teaching experience.

#### D. Threats

1. Students show great diversity in language ability. Teachers should pay more attention to the less academically inclined students.
2. Learning diversity in senior forms is so great. Less academically inclined students show very low motivation in learning. Some S4 students just want to get into classes of 3X. They show no interest in learning. This may impose bad influence to others.



### 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 2018-2019	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	Curriculum review for S1-3	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted School-base teaching materials prepared	On-going job	--
4	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	--
5	Enhance student learning	Bridging programme	S1 - 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	--
6	Enhance student learning	Bridging programme	Mrs. Ho	Form teacher are required to give a bridging programme to S4 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
7	Enhance student learning	Geography Projects for S.1	S.1 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	--
8	Enhance student learning	Geography Projects for S.2	S.2 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	--

9	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	--
10	Enhance student learning	Geography Projects for S.4 (Fieldwork study)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on data collection valuable Students known the skills in tackling the compulsory fieldwork-based question in HKDSE	On-going job	--
11	Enhance student learning	Geography Project for S.5 (Fieldwork study)	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 Students known the skills in tackling the compulsory fieldwork-based question in HKDSE	On-going job	--
12	Enhance student learning	Geography Project for S.6 (Fieldwork study)	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 Students known the skills in tackling the compulsory fieldwork-based question in HKDSE	On-going job	--
13	Enhance student learning	Reading to learn program for DSE students	Mrs. Ho	Teacher is required to check the progress of students	Reading and writing abilities of students improved.	'Reading to learn' files will be shared to DSE students through google classroom.	--
14	Enhance student learning	Reading to learn program for S1 – S3	Form coordinators and form teachers	Teacher is required to check the progress of students	Reading and writing abilities of students improved.	Related articles will be released to students through google classroom.	
15	Enhance student learning	News Report S.3-S.5	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	One news report in each term	--
16	Prepare Ss in Junior forms for Mid-year examination	Tutorial classes held by old boys	Mrs. Ho	Attendance and progress record of enhancement	Students show progress and show stronger confidence in	Dec and May	--

	and Final examination			classes	face of examinations		
17	Prepare Ss for Public examinaions	Essay writing training session	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress writing essay Students show stronger confidence in face of public examinations	Sept - Dec	--
18	Prepare Ss for Public examinaions	Enhancement classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress in tests and examination Students show stronger confidence in face of public examinations	Nov-Jan	--
19	Prepare Ss for Public examinaions	Pre-mock examination	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	End of Dec	--
20	Prepare Ss for Public examinaions	Post-mock examination	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	Apr	--
21	Prepare Ss for Public examinaions	Revision classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	Apr	--
22	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 Jun	\$10000
23	Enhance student learning	Hong Kong Geopark School	Mrs. Ho	Students have to attend the talks and field trip organized by AFCD	Students found the experience on site visit	2020-2021	--
24	Enhance student learning	ARGEO Portable	Mrs. Ho	Teacher is required to check the progress of student	Students tasted AR for learning geography	Sept-Oct 2020	--
25	Enhance student learning	VR360 停課不停學《生態文化地理環境》課程	Mrs. Ho	Teacher is required to check the progress of student	Students tasted VR for learning geography	2020-2021	--

#### 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.
- More exercise will be given through google classroom.
- 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 120 words.
- Short-term assessments (every topic)
  - 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.1 and S2 students are able to answer questions in paragraph form. S.3 students are able to write essay in short paragraphs. S.4-S.6 students are able to write short essays.
- 60% of S.1 students are able apply geographical knowledge and skills in doing research project.
- 80% of S.2 and S.3 students are able to apply geographical knowledge and skills in doing research project.
- 80% students are able to pass the examinations.
- 80% students will use the reference materials in the libraries and search information from the Internet.

#### VI. Budget

Particulars	Curriculum development	Extra-curricular activities, prizes and sports	Library books, newspapers, magazines and teachers' texbooks, maps, etc	Travelling and transportation	Approved Budget (HK\$)
Library Books and Teaching aids			9000		9000
ECA		10000			10000
Fieldworks				6000	6000
<b>Total</b>		<b>10000</b>	<b>9000</b>	<b>6000</b>	<b>25000</b>

#### VII. Programme team

- Mrs. Ho Chan Suk Ching (Team leader)
- Mr. Cheung Hin Yiu
- Mr. Tsang Chi To
- Miss Wong Siu Yan

# **History**

## **Programme Plan 2020-2021**

### **Development Audit**

#### **Strengths**

1. Teachers of the panel are enthusiastic, open-minded and willing to share;
2. Teachers of the panel shared common vision in the promotion of History learning among students
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, cartoons, maps and charts.
4. The introduction of History in S1 – S3 can help develop students’ generic skills on the one hand and prepare students with knowledge in Humanity subjects on the other. This arouses students’ interest and develop their knowledge in History.

#### **Weaknesses**

1. The subject is very demanding in terms of academic ability and language skills. Most students have language barrier in studying the subject.
2. There are only two lessons per cycle for each level in the junior forms which limit the development of curriculum and the mastery of skills ;
3. In public examinations, students using English or Chinese as the medium of writing are ranked on the same footing. This makes our boys less favourable comparing to students using Chinese as their medium of writing.

#### **Opportunities**

1. Under the DSE curriculum, History is an elective subject. As a result, more students choose to study History out of their own interest and may have a stronger motivation in their study.
2. Other than the first year when students were less comfortable to choose both arts and science subjects as their elective study, there is a trend that high achiever may also choose History as one of their elective subjects. This is reflected in the rising number of S3 students choosing History to study in S4.

#### **Threats**

1. With the introduction of DSE examination, History becomes one of the elective subjects. Only one class of at most 30 students can choose the subject to study. Promotion of the subject is difficult.
2. As students can study at most 3 electives, Ying Wa boys may prefer science or more practical subjects instead of History.
3. The NSS History curriculum demands students to master the history of eight countries for 100 years. The depth and width of the curriculum will be a big challenge to students.
4. The NSS DSE History curriculum will be revised by 2018 to remove the SBA component from public examination, this can be a disadvantage to less capable students.

### **Annual Plan 2020-2021**

**Five Areas** of history learning and teaching will be promoted in the academic year 2020 –2021.

#### **1. Enhancement of Effectiveness of classroom learning & Teaching**

##### **For Teachers:**

- 1.1 The panel will work in pace with the school staff development program in refining the teaching strategy
- 1.2 Teachers are encouraged to attend related refresher courses offered by EDB.
- 1.3 There would be 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.
- 1.4 The application of ipad/IT in teaching to encourage student-teacher interactions.

##### **For Students:**

- 1.4 For the junior forms, proportion of coursework in overall total will be increased to 25-30%. Term activity like museum visit, historical events/figures investigation, will be introduced to broaden students' horizons and interest over the subject.
- 1.5 There will be no uniform test for the subject in the junior forms this academic year, hence, dictations and timely quizzes will be arranged to help students develop a steady revision habit.
- 1.6 The senior students will have activities like film review and book report to broaden their horizons in the subject.
- 1.7 Senior form students are encouraged to form study group to keep studying as a team.

##### **For S6 Students:**

- 1.7 Sharing sessions by graduates on study skills and exam techniques will be held in October to allow NSS3 students to get better preparation for public examinations.
- 1.8 After school tutorials will be held to enhance students' exam skills. 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.1 to 6 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 Collaboration, Peer Observation and Appraisal**

3.1 Peer collaboration and peer observation would be conducted according to the school plan. Cooperation with other departments for conduction of activities and sharing of new teaching pedagogy.

3.2 Lesson observation would be conducted according to the school administration calendar.

## **4. Promotion of ownership in Learning and Project learning**

4.1 S.1-3 Students are required to form themselves into groups and investigate in one History topics taught. This is to develop their learning autonomy through the process of information searching, selection and organization. They are required to make written/oral presentation of the findings with the help of power point in front of the class in the second term.

4.2 Mini project will also be conducted in S.4-5 so as to develop students' initiative and interest in history learning. This is a way to develop students' enquiry learning skills and to form a reading habit.

4.3 Students are encouraged to search through internet relevant materials to their learning and share through google classroom

## **5. Promotion of reading and Life-wide learning**

5.1 Museum visit and History investigation project will be conducted in S.1-3 to develop students' interest in the subject.

5.2 Students will be well informed of public talks, visits, or exhibitions related to History

5.3 Promotion of reading through passing relevant reading materials to students through google classroom

## **Evaluation Methods**

Successful implementation of the plan will be evaluated by the following means:

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

### **Plan of the History Panel to prepare students for 2021 DSE Examination**

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing with the level descriptors of public exam	<ul style="list-style-type: none"> <li>- Upload of HKEAA circulars / level descriptors related to DSE to e-class for teachers' easy access</li> <li>- Holding panel meeting by panel chairpersons to share explicitly the assessment criteria</li> </ul>
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> <li>- Feedback after marking test papers and assignments.</li> <li>- Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors</li> <li>- Provision of links related to HKEAA sample scripts</li> <li>- Discussion and practice during lessons</li> </ul>
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Revision tests – once every 3 weeks (refer to attachment for revision time-table)</li> <li>- Tutorial class will be held after school for revision and discussion of essay questions.</li> <li>- Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted.</li> <li>- Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.</li> </ul>
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- In marking students' assignments / tests, highlight marks scoring elements in the answer</li> <li>- Review performance of students in tests / assignments so as to fit in the needs of students in their learning.</li> </ul>
5. Finish the syllabus by the end of December 2020	It should be achievable as only one topic of the syllabus has not been taught.
6. Sharing from current old boys	Old boys are invited to come and share their skills in preparing for public examinations in September.



**YING WA COLLEGE**  
**S6 REVISION TEST SCHEDULE 2019 – 2020**

Subject	HISTORY	Level	6	No. of Period / Cycle	6
Name(s) of Subject Teacher(s)		CHAN YY			

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	DATE	Topics	Remarks
SEP	1	2 X	3 A <sup>1</sup>	4 B	5 C	6 D	7	2/9 Opening Ceremony			
	8	9 E	10 F	11 A <sup>2</sup>	12 X	13 B	14	12/9 Annual Swimming Gala (Day 1) 14/9 Day after Mid-Autumn Festival	11/9	WWI	DBQ
	15	16 C	17 D	18 E	19 F	20 A <sup>3</sup>	21				
	22	23 B	24 C	25 D	26 E	27 F	28	27/9 S1 Parents' Night	23/9	WWI & WWII	DBQ + ESSAY
	29	30 A <sup>4</sup>	1	2 B	3 C	4 D	5	1/10 National Day			
OCT	6	7	8	9 F	10 A <sup>5</sup>	11 B	12	7/10 Chung Yeung Festival 12/10 Drama Night	11/10	COLD WAR	DBQ + ESSAY
	13	14 X	15 C	16 D	17 E	18 F	19	14/10 Annual Swimming Gala (Day 2) 18/10 Inter-school Swimming Competition (Day 1)			
	20	21 A <sup>6</sup>	22 UB	23 UC	24 UD	25 E	26	22-24, 29-30/10 Uniform Tests (S1-S3) (5 Days) 25/10 Inter-school Swimming Competition (Day 2)	30/10	HONG KONG – POLITICAL DEVE	DBQ + ESSAY
	27	28 F	29 UA <sup>7</sup>	30 UB	31 C	1 D	2 X	28/10 Inter-school Cross Country Competition 2/11 Open House			
NOV	3 X	4	5 E	6 F	7 A <sup>8</sup>	8 R	9	3/11 Annual General Meeting of PTA 4/11 Day after AGM of PTA			
	10	11 B	12 C	13 D	14 E	15 F	16	11/11 201 <sup>st</sup> Anniversary Thanksgiving Service 11-22/11 Gospel Week	18/11	HONG KONG	DBQ + ESSAY
	17	18 A <sup>9</sup>	19 B	20 X	21 C	22 D	23	20/11 Staff Development Day			
	24	25 E	26 F	27 A <sup>10</sup>	28 B	29 R	30 X	30/11 Ying Wa Walkathon	28/11	CHINA BEFORE 1949	DBQ + ESSAY
DEC	1	2	3 C	4 D	5 E	6 F	7	2/12 Day after Ying Wa Walkathon 3/12 Inter-class Hymn Singing Contest			
	8	9 X	10 X	11	12 A <sup>11</sup>	13 X	14	9-10/12 Annual Sports Days 11/12 Day after Annual Sports Days 13/12 Annual Speech Day			
	15	16 X	17 B	18 C	19 D	20 X	21	16/12 Cross Country Day 20/12 Christmas Service 20/12 Christmas Concert	17/12	CHINA 1900-1999	DBQ + ESSAY
	22	23	24	25	26	27	28	23/12-1/1 Christmas and New Year Holidays			
	29	30	31	1	2 E	3 F	4	2-17/1 Mid-year Examinations (S1-S5)			
JAN	5	6 A <sup>12</sup>	7 B	8 C	9 D	10 E	11		7/1	JAPAN	DBQ + ESSAY
	12	13 F	14 A <sup>13</sup>	15 B	16 C	17 D	18	17/1 2 <sup>nd</sup> Staff Meeting			
	19	20 E	21 F	22	23	24	25	21/1 S6 Farewell Assembly 22/1-1/2 Lunar New Year Holidays			
	26	27	28	29	30	31	1				
FEB	2	3 MA <sup>14</sup>	4 MB	5 MC	6 MD	7 ME	8	3-19/2 S6 Mock Examinations		MOCK EXAMINATION	
	9	10 MF	11 MA <sup>15</sup>	12 MB	13 MC	14 MD	15				
	16	17	18 ME	19 MF	20 A <sup>16</sup>	21 X	22	16/2 Parents' Day (Report Cards Distribution) 17/2 Day after Parents' Day 17-21/2 S3 Enhanced Smart Teen Project 21/2 Staff Development Day			
	23	24 B	25 C	26 D	27 E	28 F	29	23/2 Taiko Concert 26/2 Inter-school Athletics Competition (Day 1)			

### **After-school/Lunchtime Tutorials**

Tutorials are set for four purposes:

1. Discussion on past papers and examination skills
2. Discussion on topic basis
3. Training up students' skills in essay-writing
4. Training up revision skills with less capable students

Students are to form into a group of four with similar progress of study

The tutorials will be held on tri-weekly basis during lunch time or after school.

### **Teaching Duties**

<b>Teachers</b>	<b>Classes</b>
YY Chan*	1A, 1D*, 2E, 2F, 3E, 3F, 5x2*, 6x2*
Jonathan Lam*	1B, 1C, 1E, 1F, 2A*, 2B, 3A*, 3B, 3C, 3D, 4x2*
Lydia Lai	2C, 2D

\*Form Coordinators

**Ying Wa College**  
**Budget Planning 2020 – 2021**

Subject / Committee: HISTORY Name: CHAN YY

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation, etc.)	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure
<b>Purchase:</b>		
1. IT resources (e.g. E books, IGCSE E resources, Ipad key boards)		\$2000
2. Library books		\$1000
3. Teaching resources		\$1000
<b>Tutorials, Courses or Training Sessions:</b>		
S4 Enhancement Class		10 X 500
S5 Enhancement Class		10 X 500
<b>Activities:</b>		
Visit	Nil	\$2000
Study Tour (e.g. workshops, propaganda, mass media, filing)		\$3000
<b>Application Fee:</b>		
Course application fee	Nil	\$2000
<b>TOTAL:</b>		<b>21,000</b>

## Liberal Studies Programme Plans 2020-2021

### Major Concern 1: Purposeful Learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing revision of curriculum and assessment framework (with LoA) to enhance learners' ownership and learning effectiveness               <ul style="list-style-type: none"> <li>• 持續發展校本課程及評核模式</li> <li>• 各級共同備課節</li> <li>• 老師整理其他校外模擬考試試卷供學生自行完成及溫習</li> <li>• 鼓勵學生參與校外模擬考試，例如學友社等</li> <li>• 教師參與教育局培訓及校外講座、評改文憑試試卷等以掌握評核要求</li> </ul> </li> <li>- e-learning pedagogies to promote L&amp;T interaction in and beyond classroom especially amidst school suspension               <ul style="list-style-type: none"> <li>• 增加學生運用電子器材作課堂及延伸學習活動，例如利用網上視像資料作自主學習</li> <li>• 設計電子教學活動，或配合同儕觀課</li> <li>• 與圖書館合作推廣閱讀電子書</li> <li>• 探索學生運用 Inno Lab 及 Inno Hub 的機會</li> <li>• 獎勵分數以鼓勵學生進行自主及延伸學習例如錄音／錄影口頭報告</li> <li>• 與圖書館合作，安排學生訂閱報章</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience and sense of control in online learning</li> <li>• SD sessions for professional sharing in LoA and e-learning pedagogies and soft/hard-ware usage</li> <li>• New Webex accounts for individual teachers with 'breakout function' and Webinar account for whole school/for events</li> <li>• Setting up for VLE platforms and Google classrooms to facilitate T&amp;L material management and homework submission</li> <li>• Providing support to student in accessing e-learning</li> <li>• 持續發展校本課程及評核模式</li> <li>• 完成各級共同備課節</li> <li>• 老師完成整理其他校外模擬考試試卷</li> <li>• 學生參與校外模擬考試</li> <li>• 教師參與教育局培訓及校外講座、評改文憑試試卷</li> <li>• 學生更多運用電子器材作課堂及延伸學習活動</li> <li>• 完成電子教學活動，例如網上授課時學生以Webex chat box/polling回答老師提問、學生小組報告等</li> <li>• 與圖書館推廣閱讀電子書</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Mobile learning device loan record</li> <li>• Use of VLE and Google classroom</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>• 蕭敏儀</li> </ul>	<p>Funding to support curriculum development, manpower, self-regulated learning/ e-learning</p> <p>科本資源</p>

	<p>以培養閱報習慣，復課時則可合辦書展，同時安排訂閱通識讀物</p> <ul style="list-style-type: none"> <li>• 檢討測考及其他課業評核的形式及設計</li> <li>• 加強教師資源共享，例如簡報設計</li> </ul> <p>- Adaptive measures on students' learning from home experience</p> <ul style="list-style-type: none"> <li>➢ Adapting teaching schedules <ul style="list-style-type: none"> <li>• 增加學生運用電子器材作課堂及延伸學習活動，例如利用網上視像資料作自主學習</li> <li>• 獎勵分數以鼓勵學生進行自主及延伸學習例如錄音／錄影口頭報告</li> <li>• 需要時，設計學生自主學習課程，例如小組匯報</li> <li>• 透過共同備課節持續檢討校本課程及評核</li> </ul> </li> <li>➢ Student-centred and individualized learning <ul style="list-style-type: none"> <li>- Using mixed modes of delivery: real-time &amp; videotaped</li> <li>• 設立全級 Google Classroom 作中央發放資訊</li> <li>• 設立班本 Google Classroom 收集功課及資訊發放</li> <li>• 老師於網上與學生分享課堂資源</li> </ul> </li> <li>➢ Promotion of self-directed learning <ul style="list-style-type: none"> <li>• 設立班本 Google Classroom 收集功課</li> </ul> </li> <li>➢ New forms of learning outcomes, e.g. C.A., video production, oral reports, etc. <ul style="list-style-type: none"> <li>• 錄音／錄影口頭報告、小組功課</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 學生運用Inno Lab及Inno Hub</li> <li>• 學生完成錄音／錄影口頭報告</li> <li>• 與圖書館安排訂閱報章及通識讀物，舉辦書展</li> <li>• 檢討測考及課業形式及設計</li> <li>• 教師共享更多資源</li> <li>• 設立全級Google Classroom作中央發放資訊</li> <li>• 設立班本Google Classroom收集功課及資訊發放</li> <li>• 網上分享課堂資源</li> </ul>				
<p>1.2 Fostering Effective Learning</p>	<p>Reading-to-learn</p>	<ul style="list-style-type: none"> <li>• KLA's incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> <li>• KLA's and subjects integrating the use of e-reading platforms and databases into their L&amp;T assessments</li> <li>• Teacher-led leading small groups of reading circles/book clubs to integrate reading with positive school elements</li> <li>• Adopting Flipgrid to record oral reports for Young Scholar Reading Scheme</li> <li>• 與圖書館推廣閱讀電子書</li> <li>• 學生完成錄音／錄影口頭報告</li> <li>• 與圖書館推廣訂閱報章及通識讀物，舉辦書展</li> <li>• 老師與學生進行閱讀分享</li> <li>• 學生完成讀書報告</li> <li>• 增加閱讀材料</li> <li>• 學生自主研習考評局獨立專題探究報告</li> <li>• 學生自主研習師兄獨立專題探究報告</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> <li>• Oral report records</li> </ul>	<p>9/2020 – 6/2021</p>	<ul style="list-style-type: none"> <li>• 蕭敏儀</li> </ul>	<p>Funding to support reading and e-reading initiatives</p> <p>科本資源</p>

	<ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>- Whole school activities to promote a strong reading ambience</li> <li>- Ongoing revision of subject-based and cross-curricular reading schemes <ul style="list-style-type: none"> <li>• 與圖書館合作推廣閱讀電子書</li> <li>• 獎勵分數以鼓勵學生進行自主及延伸學習例如錄音／錄影口頭報告</li> <li>• 與圖書館合作，安排學生訂閱報章以培養閱報習慣，復課時則可合辦書展，同時安排訂閱通識讀物</li> <li>• 鼓勵老師以任何形式（題目及次數等均不限）與學生進行閱讀分享，以建立正向校園</li> <li>• 學生完成讀書報告</li> <li>• 增加閱讀材料，例如學生預習及準備測驗、工作紙中的延伸閱讀等</li> <li>• 教導學生研習考評局獨立專題探究報告</li> <li>• 鼓勵學生參閱存放於圖書館的師兄獨立專題探究報告</li> </ul> </li> </ul>					
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## Major Concern 2: Positive School

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Character Building	<ul style="list-style-type: none"> <li>Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters               <ul style="list-style-type: none"> <li>課程（課堂內及活動）培養同理心、公民責任感、正想思維及身份認同等價值觀</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others</li> <li>完成相關課程</li> </ul>	<ul style="list-style-type: none"> <li>Mass education program documents included in annual plans of different functional groups</li> <li>Progress monitored by core members of SDSC</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	科本資源
2.2 Developing Potential	<ul style="list-style-type: none"> <li>Upgrading school facilities to create an ambience conducive for stretching students' potential</li> <li>Diversified criteria reinforcing positive students' behaviors and achievements               <ul style="list-style-type: none"> <li>獎勵分數以鼓勵學生進行自主及延伸學習例如錄音／錄影口頭報告</li> <li>組織聯課或其他活動</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>New facilities completed in the current year</li> <li>學生完成錄音／錄影口頭報告</li> <li>聯課或其他活動</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoying the facilities and showing a readiness to use these facilities in their daily school life</li> <li>APASO data in related strand</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	科本資源
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>Theme-based and level-based programs designed to instill a sense of belonging in students               <ul style="list-style-type: none"> <li>課程（課堂內及活動）培養身份認同及歸屬感</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Strong bonds amongst students of same and different levels observed</li> <li>完成相關課程</li> </ul>	<ul style="list-style-type: none"> <li>APASO data in related strand</li> <li>Teachers' observations</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	科本資源
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>A complete facelift given to the school website</li> <li>An increased number of parents visiting the school website to acquire information about the school</li> <li>Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents</li> </ul>	<ul style="list-style-type: none"> <li>Hit rate of website</li> <li>PTA Exco's observations</li> <li>Records and documents of parenting workshops (educational programs) included in PTA &amp; HSCC annual program plan</li> </ul>	9/2020 – 6/2021	<ul style="list-style-type: none"> <li>VP (Student Support) /</li> <li>IT coordinator</li> <li>PTA Exco &amp; HSCC Head</li> </ul>	

### Major Concern 3: Serving Community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Cultivating the Spirit of Service	<p><u>Preparation strategies</u></p> <ul style="list-style-type: none"> <li>• Reviewing the service elements in school               <ul style="list-style-type: none"> <li>- gathering information about service-related activities from different departments and reviewing the current plans and practices</li> <li>- Evaluating the design and effectiveness of the service-related activities                   <ul style="list-style-type: none"> <li>- 檢視課程中有否服務元素、是否需要增加相關元素及如何跟進</li> </ul> </li> </ul> </li> <li>• Staff development               <ul style="list-style-type: none"> <li>- holding talks, training and sharing sessions as well as providing opportunities of service learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawing up a report summarizing the existing service elements in school</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> <li>• 檢視課程及跟進</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation report of the existing service elements in school with suggestions on future planning</li> <li>• Records and evaluation of staff development</li> <li>• Stakeholders' survey</li> </ul>	9/2020 – 6/2021	• 蕭敏儀	科本資源
3.2 Service in Action	<p><u>Cultivation strategies</u></p> <ul style="list-style-type: none"> <li>• Mass education               <ul style="list-style-type: none"> <li>- holding talks and sharing sessions in the morning assembly and morning announcement sessions, with a focus on the varied needs of the society and the world as well as service experiences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mass education being conducted with positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Records and evaluation of mass education</li> <li>• Stakeholders' survey</li> </ul>	9/2020 – 6/2021	• P • Teachers-in-charge of the existing service elements in school	/



# **Business, Accounting and Financial Studies Programme Plan 2020-2021**

## **1. GENERAL AIMS**

### **1.1 Purposes of the Subject**

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.

## **1.2 Issue to be addressed**

### **Strengths**

1. The school campus provides students with better facilities and more space for learning.
2. Old boys are willing to support the school in various ways such as providing internships, or visits for students to gain experience in the business environment; and being tutors in after-school tutorials, etc.

### **Weaknesses**

1. The curriculum has been streamlined and restructured several time since the launch of HKDSE, yet, the curriculum is still broad.
2. The curriculum is heavily language-based, especially the Business Management Module. Students are required to do 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. Streamlining of curriculum in 2013 slightly relaxed the very tight schedule of learning and teaching. Students may be able to have more in-class practice.
3. Curriculum re-structure also cut School-based assessment (SBA) and thus enables students to concentrate on their public exam.
4. Starting from 2017-2018, the taster programme in S3 in which some degree of business elements are included will be enriched so that some elements of all 4 parts in the Compulsory Part will be included and students should be even better informed when making their subject choice.
5. Starting from year 2012-2013, the school had allowed students who have very weak foundation to take only two or even one elective subjects. This allows students to concentrate and to manage their studies better.
6. Starting from year 2014-2015, all S.1 students are DSS students. The learning diversity would hopefully be narrowed.

### **Threats**

1. Learning diversity is still very great.
2. The curriculum is still too broad after streamlining. Teaching time is inadequate and as a result in-class practice is limited. This also discourages S.3 students to take this subject.

### **1.3 Objectives**

Upon completion of the course, students should be able to:

#### **Knowledge and understanding**

1. apply concepts and knowledge in an integrated manner to attain specified goals for business ventures and solve problems encountered in the business context;
2. identify opportunities, generate innovative ideas and manage resources for business development;
3. analyse how management reacts to the dynamic business environment in formulating strategic plans;
4. evaluate the management efficiency and financial performance of businesses to make personal and/or business financial decisions;
5. apply the management concepts related to human resource, finance and marketing in business decision-making; and
6. use accounting information effectively to monitor business performance and suggest means to add value to human and financial resources.

#### **Skills**

1. collect, process and analyse business information necessary for strategic planning and business development;
2. apply critical thinking and problem-solving skills in evaluating business issues and making ethical decisions;
3. demonstrate effective communication, team-building and interpersonal skills in business; and
4. use basic business application software and apply ICT skills in business projects.

#### **Values and attitudes**

1. be socially responsible and caring, in particular when playing the roles of consumers / employees / entrepreneurs / investors in the business world, and in society at large;
2. appreciate themselves as valuable human capital and enhance their commitment to society; and
3. be reflective and self-motivated lifelong learners to meet the demands of the rapidly changing business world.

## 2. PLAN

### 2.1 ANNUAL PLAN 2020 to 2021

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 Developing ownership in learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>• Ongoing revision of S3 Business Education curriculum and assessment framework (with LoA) to enhance learners' ownership &amp; learning effectiveness</li> <li>• S4 teaching schedule also need revision to accommodate online teaching.</li> <li>• e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom especially amidst school suspension</li> <li>• Adaptive measures on students' 'learning from home' experience               <ul style="list-style-type: none"> <li>➢ Adapting teaching schedules</li> <li>➢ Student-centred &amp; individualized learning – using mixed modes of delivery: real-time &amp; videotaped</li> <li>➢ Promotion of self-directed learning</li> <li>➢ New forms of learning outcomes, e.g. CA, video production, oral reports, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning.</li> <li>• Availability of suitable resources for students.</li> <li>• Students' attitude towards online learning.</li> <li>• Students' self-discipline.</li> <li>• Students' engagement in lesson</li> <li>• Teachers' ability to design suitable assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• S3-S4 elective choice and S3 B.Ed results</li> <li>• Students' evaluation form</li> <li>• Teacher's evaluation</li> <li>• Students' performance in assignments and assessments</li> <li>• Results of quizzes and tests</li> </ul>	9/2020 – 7/2021	Panel Head Subject teachers	Online resources
1.2 Fostering effective learning	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>• Whole school activities to promote a strong reading ambience               <ul style="list-style-type: none"> <li>➢ Ongoing revision of subject-based and cross-curricular reading schemes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating reading-to-learn elements in assessments at all levels.</li> <li>• Integrating the use of e-reading platforms and databases into L&amp;T and assessments at all levels.</li> </ul>		9/2020 – 7/2021	Subject teachers	Appropriate reading materials

## 2.2 PLAN OF INDIVIDUAL SUBJECT PANEL TO PREPARE STUDENTS FOR HKDSE 2021

Targets	Measures to be taken
1. Familiarizing students with DSE sample marked scripts	<ul style="list-style-type: none"> <li>- Links of the HKEAA of the subject BAFS have been printed in Students' Handbooks and distributed to students.</li> <li>- Discussion and practice during lessons</li> <li>- Sharing of sample marked scripts with students from HKEAA resources</li> </ul>
2. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Tests every 2 to 5 weeks</li> <li>- Questions from Past CE/AL papers and exam practice from different publishers will be used for drilling and revision</li> <li>- Drilling practice will continue during study leave (optional) as long as students find it helpful.</li> </ul>
3. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- Feedback after tests and quizzes</li> </ul>
4. Finishing the subject syllabus by the end of December	<ul style="list-style-type: none"> <li>- Lesson time can be used for doing revision on topics done in S4 and for drilling</li> </ul>
5. Tutorials start in October	<ul style="list-style-type: none"> <li>- Lunch time tutorial is arranged for Management module students immediately at the start of term by teacher.</li> <li>- After school or lunch time sessions is arranged for Accounting module students by teacher.</li> </ul>
6. Sharing from HKDSE scripts	<ul style="list-style-type: none"> <li>- To share with students how to achieve higher results from live scripts.</li> </ul>
7. Mock papers for students drilling	<ul style="list-style-type: none"> <li>- Mock papers from various sources other than past papers are given to students for their practice.</li> </ul>

### 3. SUBJECT-BASED PEDAGOGY

The following are various learning activities to meet students' individual needs and in small class teaching to engage students in the learning process to achieve the curriculum aims. Teachers should adopt the appropriate strategies according to subject matter and students' ability.

Teaching Strategies	Application								
	<i>Business Environment</i>	<i>Introduction to Management</i>	<i>Introduction to Accounting</i>	<i>Personal Financial Management</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	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Project work					✓			✓	✓

### 4. Budget

Curriculum development	\$1,700
Library books, teachers' textbooks	\$2,000
Travelling and transportation	\$1,000
	\$4,700

### 5. Panel Members and Teaching Duties

Ms Brenda Chung	S3 Business Education
Mr Yeung Yat Hin	S3 Business Education, S4 Compulsory
Ms Winnie Wong (Panel Head)	S4 Compulsory, S5 Accounting, S6 Accounting
Mr James Lam	S5 Management, S6 Management

英華書院  
二零二零至二零二一年度  
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「Google classroom」，「QR code」及「多媒體學習」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) 部分學生小學以普通話教授中國語文科，同學普通話基礎不弱。
- (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) 中一、二課本為校本自擬課程，配合中文課程，加入國家語委不同體裁的朗讀篇章。另根據本校學生能力，加強學生的拼音能力，打好拼音基礎。
- (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) 本科老師積極鼓勵並訓練同學參加各全港各大型朗誦及演講比賽，提拔普通話尖子。
- (7) 有關的 IT 學習資源有助於學生學習，今年中一、中二加入 Google classroom 錄音功課教學，以幫助同學多說普通話。

二. 弱

- (1) 部分學生對學習普通話的態度欠積極，因而學習動機不強。
- (2) 學生的普通話水平參差，仍有部分學生的拼寫能力欠佳；部分學生聆聽方面仍存在困難。

- (3) 中一至二年級，每周只有一節普通話科，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) 自擬課程更切合學生需要，能更有效率提升學生的拼寫能力。
- (2) 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。近幾年，本校學生先後代表香港參加全國普通話配音、朗誦及演講比賽並取得佳績。

### 四. 危

- (1) 本年度開始中一、中二中文採用粵語教授，同學少了接觸普通話的機會。
- (2) 中一至二年級，每周只有一節普通話科，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。

## 丙. 課程安排

### 一. 本年教學目標及實行計劃

#### (1) 中一至中二階段

	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"> <li>● 課堂上運用正確的課堂規範用語。</li> <li>● 部分班級採用普通話教中文，增加聆聽機會。</li> <li>● 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。</li> </ul>
	2. 聽懂各類型話語。	<ul style="list-style-type: none"> <li>● 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。</li> <li>● 程度較低的學生，能夠完成課程中的聆聽練習。</li> </ul>
	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，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. 朗讀國家語委篇章。	教師可播放〈國家語委水平測試〉篇章錄音，請學生認識此公開考試，為將來升學就業作準備。



	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。
	5. 錄音功課	透過錄音功課，增加同學在上課之外多朗讀課文。
譯 寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"> <li>● 要求學生以漢語拼音譯寫基本常用詞。</li> <li>● 中一自擬課程，加強拼寫能力。</li> <li>● 中二自擬課程，令學生初步掌握人名、地名的拼寫規則以及漢語拼音的拼寫規則。(原會考課程)</li> </ul>

## 二. 教科書：

中一、二校本自擬課程。

## 三. 任課老師

中一 唐韵 1B、1E、1F 陳穎珊 1A、1C 郭慧茹 1D

中二 唐韵 2C、2D、2E、2F 郭慧茹 2A、2B

## 四. 中一 中二進度表整理

中一 唐韵

中二 郭慧茹

## 五. 2020--2021 年度教學及考試安排

### (1) 恆常課業

- 課文朗讀錄音，全年共 5 課，上學期第 1-3 課，下學期第 4-5 課。每課選取部分語音重點測試學生，每段錄音約 300 字。學生透過 Google classroom 遞交。同事以等第（甲、乙、丙、丁）評分，評語可參考附件。
- 語音知識譯寫功課，全年共 5 課，上學期 1-2 課，下學期 3-5 課。

### (2) 考試安排

上學期（疫情關係，網課）

	平時分（10 分）	功課分（40 分）	考試分（50 分）
中一 中二	根據學生課堂表現 評分	1-3 課錄音功課（30 分） 1-2 課語音知識（10 分）	如果學校因疫情取消考試，會將平時分及功課分倍大。

下學期（暫定）

	平時分（10 分）	功課分（35 分）	考試分（55 分）
中一 中二	根據學生課堂表現 評分	4-5 課錄音功課（20 分） 3-5 課語音知識（15 分）	如果學校因疫情取消考試，就增加口語考試（第 1-5 課選取部分）

## 六. 本年度教學重點

- (1) 中一、二校本自擬課程教學配套已整理並放在普通話 Google drive 供同事使用。
- (2) 中一、中二用 Google classroom 交課文錄音功課，增加同學說普通話的機會。
- (3) 各口語比賽訓練
  - 本年度得到校方支持，將繼續撥款作為外聘導師口語訓練費用。
  - 本年度將繼續報名參加以下大型全港普通話比賽。

比賽名稱
校際朗誦節
全港中小學普通話演講大賽
全港學界學藝比賽

## 七. 資訊科技教學

- (1) 老師自擬課程內加入 QR Code，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或節目，以便學生自行瀏覽。
- (3) 善用 Google classroom, YouTube, kahoot 等網上平台，增加接觸普通話的機會。
- (4) 配合校方推廣閱讀計劃，電子書普通話朗讀，增加同學聆聽普通話機會。

## 丁. 課外活動

### 精英訓練

- 近幾年替學生報名參加不少全港大型普通話比賽，成績斐然。本年度將繼續報名參加以下大型全港普通話比賽，提升同學對普通話的興趣及能力。

對象	訓練/比賽日期	活動名稱
中一至中六	十一月至十二月	校際朗誦節
中一至中五	二月至五月	全港中小學普通話演講比賽
中一至中六	全年	全港青年學藝比賽(演講、朗誦)
中一至中三	二月至八月	全國少兒配音大賽

- 為增加學生對中華傳統語言藝術的認識，本科開設配音訓練班，外聘資深導師加以訓練。本年度下學期會繼續開辦。

## 戊. 財政預算

校方撥款 7000 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。

教具、教材、軟件及影音用品	\$2,000
普通話學會 配音比賽評判費用	\$2,000
全年普通話相關比賽行政開支(報名費、車費、雜項)	\$3,000

TOTAL:	\$7,000
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## **Biology Programme Plan 2020-2021**

### **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	Person in charge	Means of evaluation
1	Students appreciate the living world, develop observational skills.	Ecological field study trips  Date: 26 Nov 2020 (6X1,6X3) 12 May 2021 (5X1, 5X3)	SS Mar SY Wong	Group presentation  Assessment of practical skill
2	Students develop observational, manipulative and experimental skills	Practical work in lab. periods	SY Wong SS Mar	Written lab report for SBA
3	Develop ownership in learning	E-learning: Use of iPad to promote L & T interaction in classroom	SY Wong SS Mar	To be evaluated at the end of the year
4	Promote reading habit	Reading-to-learn elements in assignments	SY Wong SS Mar	To be evaluated at the end of the year
5	Staff development	-Teachers are encouraged to attend seminars, workshops and visits	SY Wong SS Mar	To be evaluated at the end of the year
6	Coping with learning diversity	-Enrichment course for students  - Regular tests and assignments to monitor the progress of less-abled students	SS Mar SY Wong	To be evaluated at the end of the year
7	Pedagogical changes through lesson collaboration and peer observation	-Lesson collaboration and peer observation conducted within the school year	SS Mar SY Wong	To be evaluated at the end of the year
8	Modification of assessment format	-Practical skill and lab. report writing skill are assessed separately in the SBA to reduce the pressure  -Questions of tests focus on basic knowledge and skill to increase students' confidence  -Exam papers will contain more challenging questions	SS Mar SY Wong	To be evaluated at the end of the year

		for more capable students		
9	Consolidation of language ability	The importance of grammar in answering exam questions is emphasized	SS Mar SY Wong	To be evaluated at the end of the year
10	Promotion of assessment for learning	-Pre-lab discussion sessions help students to plan the experiment for SBA  - Post-lab discussion sessions help students evaluate the experimental design and results	SS Mar SY Wong	To be evaluated at the end of the year
11	Knowledge management of departmental materials	-sharing of teaching materials among the members of the department	SS Mar SY Wong	To be evaluated at the end of the year
12	Development of subject-based study plans and curriculum planning	-S6 students: finish the whole syllabus before Christmas holidays  -The selection of the 2 elective parts for next school year is reviewed based on the performance of the S3 students  -Teaching of report writing skills starts from S4 to help students tackle SBA in S5 and S6	SS Mar SY Wong	To be evaluated at the end of the year

## 5. Performance Standard

	Expected Passing percentage (level 2 or above) (%)	Expected Credit Percentage (level 5 or above) (%)
HKDSE	80	20

## 6. Budget

Item	Expected Income	Expected Expenditure
Purchase:		
1. Chemicals, glassware and other consumable for experiments		\$8500
2. Apparatus		\$8500
3. iPencil		\$1000
4. reference books		\$300
Tutorials, Courses or Training Sessions:		
S4 Afterschool Tutorials		14x\$300= \$4200
S5 Holiday Tutorials		14x\$300=\$4200
S6 Holiday Tutorials		18x\$300= \$5400
S6 Post-mock tutorials		24x\$300=\$7200
Total		39300

## 7. Team members

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

# Chemistry

## Programme Plan 2020-2021

### 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:

#### Strengths

- The laboratory is well equipped and also the department keeps a stock of teaching materials including video, CD ROMs, model-kits and wall-charts.
- The laboratory setting can arouse the learning interest of students.
- The teachers and the laboratory technicians are well-qualified, enthusiastic, hardworking, experienced and with professional training.
- Good teacher-teacher relationship with great team work.
- The students are curious about societies, and are easily motivated in acquiring chemical knowledge relating to society and their daily life and are attentive.

#### Weaknesses

- Teachers have heavy school administrative workload, insufficient time and space to reflect and try out new ideas.
- Teacher-students ratio is high so teachers have less chance to interact with students, especially when carrying out the experiment.
- Students find difficulties in time management, less time is spent in reading the assigned textbooks which have more detailed and correct materials.
- Students show a widening range of learning abilities.

### Opportunities

- New teaching and learning resources and channels (e.g. e-platforms) available for a variety of strategies to cater to students' different learning needs.
- Boys usually like science subjects, better batch of students select Chemistry as one of their elective subjects. Their attentiveness to lesson, their eagerness to learn, and their classroom discipline are better. The learning atmosphere is good.
- The learning incentive of students in EMI school are better, their self-esteem are high, their aim are high, too.

### Threats

- The teaching schedule is tight for such a long and difficult HKDSE syllabus.
- Due to the pandemic, students have to do home learning. Students may find it difficult to catch up with online classes, also lab sessions could not be properly recreated.

### 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.

### 5. Programme Team:

Ms KN Kwok (Subject- Coordinator )	S4/S5/S6 Chemistry
Mr MK Chan	S4/S5/S6 Chemistry



Mr KC Au  
Mr WT Kwan

S4 Chemistry  
laboratory technician

#### 4. Implementation Plan and evaluation:

##### Annual Plan Related to Major Concern 1: Purposeful Learning

Task	Objective	Strategies of Chemistry subject	Methods of evaluation
1	To increase the students' interest in chemistry by promoting science learning atmosphere	<ul style="list-style-type: none"> <li>- Exhibition corner               <ul style="list-style-type: none"> <li>o Aquarium chemistry</li> <li>o Mini- experiment related to daily life</li> </ul> </li> <li>- Laboratory decoration</li> </ul>	<ul style="list-style-type: none"> <li>- Students' survey</li> <li>- Teachers' survey</li> <li>- Progress of students' performance</li> <li>- Subject records of pedagogy and resources in teaching strategies</li> <li>- Teachers' training record</li> </ul>
2	To enhance learners' ownership & learning effectiveness	<ul style="list-style-type: none"> <li>- Review the assessment framework.               <ul style="list-style-type: none"> <li>o Assessment Oriented Learning (LOA)</li> </ul> </li> <li>- Review curriculum</li> </ul>	
3	To facilitate students' learning experience from home	<ul style="list-style-type: none"> <li>- Setting up Google Classrooms to facilitate T&amp;L material management &amp; homework submission</li> <li>- Self-study curriculum and teaching schedule for each form (Google Site)</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> </ul>	
4	To promote Student-centred & individualized learning	<ul style="list-style-type: none"> <li>- Using mixed modes of delivery: real-time &amp; videotaped               <ul style="list-style-type: none"> <li>o Uploading teaching videos to Google classroom according to the teaching schedule</li> <li>o Students can watch the video at their pace before the real-time lessons (flipped classroom)</li> <li>o Uploading answer of assessments and exercises; explanation video of high level questions for self-assessment and self-evaluation</li> </ul> </li> </ul>	
5	To implement "reading to learn" to arouse the students' interest in Science	<ul style="list-style-type: none"> <li>- Buying library books</li> <li>- Posting different articles/ news related to chemistry subjects on Google Classroom</li> </ul>	

## Information & Communication Technology, Computer Literacy Programme Plan 2020-2021

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	e-Class Services & Briefing on School IT environment	Mr. KW Wong Mr. YK Chan	- Worksheet inspection - Lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Sep 2020
S1-02	File Retrieval on Google / One Drive	Mr. KW Wong Mr. YK Chan	- Worksheet inspection - Lab performance	All students are able to retrieve files from the e-class iFolder, Google / One Drive.	End of Sep 2020
S1-03	Information Literacy	Mr. KW Wong Mr. YK Chan	- Online assessment - Feedback from LMS platform	Students are fully aware of Data Privacy & Security, Health issues of the use of IT.	Mid of Oct 2020
S1-04	STEM Workshop	Mr. KW Wong Mr. YK Chan	- Online assessment - Presentation Session	Students are able to produce a mini sensor-control project with micro-bit.	End of Dec 2020
S1-05	AI Education	Mr. KW Wong Mr. YK Chan	- Online assessment - Presentation Session	Students are able to display the quality of an innovator	End of May 2021
S2-01	Spreadsheet Application	Mr. KS Wang	- Worksheet inspection - Online Exercise	All students can perform auto fill, formula calculation and produce statistical graph with the spreadsheet.	End of Oct 2020
S2-02	Blocky Programming	Mr. KS Wang	- Online assessment - Feedback from LMS platform	Students are able to produce a simple game through the blocky programming concepts.	End of March 2021
S2-03	AI Education (1)	Mr. YK Chan	- Online assessment - Presentation Session	Students are able to apply big data and machine learning for the production of an Object Identification system.	End of Dec 2020
S2-04	AI Education (2)	Mr. YK Chan	- Online assessment - Presentation Session	Students are aware of the ethical issues of AI in applications.	End of May 2021
S3-01	Webpage Authoring with HTML	Mr. SY Leung Mr. KS Wang	- Project work - Exam performance	Students can publish their web project with Wix/Google Site Platform.	End of Dec 2020
S3-02	Networking Concept	Mr. SY Leung Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2021

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S3-03	Database Workshop	Mr. SY Leung Mr. KS Wang	- Lab performance - online quizzes	Students can make query, report and label with the use of database package.	End of May 2021
S4-01	Info Processing	Mr. KS Wang Mr. WH Wan	- Homework assignments - Chapter tests - Examinations	Students are able to apply advanced skills and concepts in Office Application to problem solving, data analysis and information presentation.	End of May 2021
S4-02	Basic Programming Concept	Mr. WH Wan	- Homework assignments - Quizzes and Exam	Besides program coding, students are able to apply algorithm in problem solving.	End of Dec 2020
S4-03	Internet and its Applications	Mr. KS Wang	- Inspection and Collection of Lab Sheets. - Quizzes & Exams	Students acquire the basic knowledge of network hardware, protocols and network applications.	End of May 2021
S4-04	Database Elective	Mr. WH Wan	- Inspection of Lab Sheets. - Quizzes & Exams	Students can apply SQL commands to get the solutions requested. Clauses such as WHERE, GROUP BY and ORDER BY have been covered.	End of May 2021
S5-01	Computer System Fundamentals	Mr. YK Chan	- Homework assignment - Chapter tests - Examinations	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 2021
S5-02	Elective Module	Mr. YK Chan	- Consolidation of Elective Module - Guided Course Work Exercise - Quizzes & Exams	Students can keep pace with the guided course work schedule for the production of final work in S6.	End of June 2021
S6-01	Elective Module	Mr. KW Wong	-Collection of Course Work -Mark entry onto SBA platform	Students finish the SBA in accordance with HKEA.	End of Feb 2021

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S6-02	Social Implications	Mr. KW Wong	<ul style="list-style-type: none"> <li>- Homework assignment</li> <li>- Quizzes and mock Exam</li> </ul>	Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2020
Sub-01	Collaborate Lesson Study	All Teachers	<ul style="list-style-type: none"> <li>- Observation Record Form</li> </ul>	-Selected form of S1-3 completed at least one Lesson study session.	End of May 2021
Sub-02	Catering for Learning Diversity	All Teachers	<ul style="list-style-type: none"> <li>-Adoption of 3–tiers difficulty levels in S1-3 Examination with bonus section.</li> <li>-Homework submission through eLearning Platform.</li> <li>-Small class size in S1.</li> <li>-Past exam papers practice offered to all classes.</li> <li>-Incorporate language support of School based teaching material with glossary and written exercise.</li> <li>-Invite high achiever students act as teaching assistants for low achiever students.</li> <li>-Support SBA course work in with good examples and tutorial class.</li> </ul>	<ul style="list-style-type: none"> <li>-Examination papers reveal the required design.</li> <li>-Detailed system record keeping track of class work submission.</li> <li>-Mid/Final Exam Passing rate not less than 80%.</li> <li>-Positive response in students' feedback</li> <li>-Intensive support given to low achiever group.</li> <li>-Renewal of School based teaching materials.</li> <li>-No student left behind in finishing Lab exercise</li> <li>-Record of SBA results provided by HKEA.</li> </ul>	End of May 2021
Sub-03	Excellence in Public Examination	Mr. KW Wong	<ul style="list-style-type: none"> <li>-Drilling of past papers and sample papers.</li> <li>-Finish teaching syllabus in December 2020</li> <li>-Inter-schools Mock Papers exchange.</li> </ul>	<ul style="list-style-type: none"> <li>-Students showing progress in tests and examination.</li> <li>-Not less than 80% passing rate in public exam.</li> <li>-Students showing stronger confidence in public examination.</li> </ul>	End of May 2021

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-04	Catering for Learning Diversity	All Teachers	<ul style="list-style-type: none"> <li>-Adoption of 3–tiers difficulty levels in S1-3 Examination with bonus section.</li> <li>-Homework submission through eLearning Platform.</li> <li>-Past exam papers practice offered to all classes.</li> <li>-Incorporate language support of School based teaching material with glossary and written exercise.</li> <li>-Invite high achiever students act as teaching assistants for low achiever students.</li> <li>-Support SBA course work in with good examples and tutorial class.</li> </ul>	<ul style="list-style-type: none"> <li>-Examination papers reveal the required design.</li> <li>-Detailed system record keeping track of class work submission.</li> <li>-Mid/Final Exam Passing rate not less than 80%.</li> <li>-Positive response in students' feedback</li> <li>-Intensive support given to low achiever group.</li> <li>-Renewal of School based teaching materials.</li> <li>-No student left behind in finishing Lab exercise</li> <li>-Passing record of SBA progress in HKEA submission System</li> </ul>	End of June 2021
Sub-05	Enhancement of Learning atmosphere & attitude	All Teachers IT Technicians	<ul style="list-style-type: none"> <li>-Production of school-based teaching materials with the content of assessment for learning.</li> <li>-Maintain tidiness of C602 &amp; C604.</li> <li>-Involving CL books in Young Scholar Reading Scheme.</li> <li>-Damage records of F&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>-Renewal of School based teaching materials.</li> <li>-Students show initiative to restore the good order setting in Laboratories.</li> <li>-Growth of ICT borrowing records on Library system.</li> <li>-Improved discipline record being observed.</li> </ul>	End of May 2021
Sub-06	Strengthening the role of personnel in middle management	All teachers	<ul style="list-style-type: none"> <li>-Participation in workshops and CPD courses.</li> <li>-Sharing and update of information in the integrate platform of Intranet.</li> <li>-Sharing of teaching materials and data with form teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- CPD records submitted to Staff Development Committee.</li> <li>- Subject files shared on Teacher Sharing Area.</li> <li>-Complete spit class enhancement &amp; review.</li> </ul>	End of June 2021

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-07	Textbook Review for 2020-21	All teachers	- Evaluation form provided by EDB	- Recommendation of Book list to School.	End of May 2021

# **Integrated Science Programme Plan 2020-2021**

- 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**

On completion of the junior secondary level, students should:

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 develop the ability to integrate and apply scientific knowledge and skills with other related disciplines, so as 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. A relatively large proportion of students show much interest in science.
2. Some students have high potential 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. Installation of movable touch panel in the laboratory facilitates interactive teaching using iPads.
6. The department keeps a good stock of teaching aids including video clips, specimens, models and charts.
7. The teaching aids (models, video clips, ETV programs and apparatus) are all in good conditions and can be easily approached.
8. Reference books and e-books available in the library and I.S. lab. are sufficient for students' self-learning.
9. Wide variety of activities, for example, ScienceLand and Aqauponics team are provided to promote the science learning atmosphere in school.
10. Students gifted in Science have the opportunities to get higher achievements in Science.
11. Enhancement classes conducted by old boy helpers help slow learners to catch up with the subject contents before and after examinations.

**B. Weaknesses:**

1. Learning motivation and capabilities are still diversified even after DSS intake.
2. Some students are less motivated and do not have a strong ownership of their study, especially those students who decided not to study science subject in senior forms.
3. Some students can understand science concepts but weak in science vocabulary and writing skills, therefore cannot achieve a good result in tests and exams.
4. The collaboration working habit is not strong when performing experiment in groups.

**C. Opportunities**

1. Teachers are eager to explore more diversified pedagogies to stimulate students' interest and motivation to study science.
2. Lesson collaboration and peer observation fosters a sharing culture of

science teachers.

3. Teachers, technicians and some senior students are eager to offer co-curricular activities in ScienceLand and science visits.
4. Aquaponics system has been installed. Students interested will work as a team to run the system and do investigations.
5. The school library supports further reading activities related to science topics learnt in the classroom by providing reading materials for students to read in the morning reading period. Students are encouraged to write post-reading reflection.
6. Teachers explore different e-platforms like e-class, google, VLE, etc. And we share valuable experiences about online teaching and learning.

#### **D. Threats**

1. Students in S3 are burdened with many subjects, thereby less time will be allocated to study Science.
2. Students are too busy to take part in different activities and competitions.

### **III. Programme Team**

I.S. Panel Chairperson: Ms. Chao YL

S1 Form Coordinator: Ms. Chao YL  
Project Coordinator: Ms. Wong TN, Mr. Au KC

1A , 1B	Ms. Wong TN
1C	Ms. Chao YL
1D	Mr. Lau YK
1E	Mr. Leung SY
1F	Ms. Au KC

S2 Form Coordinator: Mr. Leung SY  
Project Coordinator: Ms. Wong TN

2A	Mr. Leung SY
2B , 2E	Ms. Chao YL
2C	Ms. Wong SYK
2D , 2F	Ms. Wong TN

S3 (Phy) Form Coordinator: Mr. Lau YK  
Project Coordinator: Mr. Siu C

3A , 3B , 3C	Mr. Lau YK
3D , 3E	Mr. Siu C
3F	Mr. Au KC

S3 (Chem) Form Coordinator: Mr. Leung SY  
Project Coordinator: Mr. Leung SY

3A , 3D , 3E , 3F	Mr. Au KC
3B	Ms. Kwok KN
3C	Mr. Leung SY

S3 (Bio) Form Coordinator: Mr. Mar SS  
Project Coordinator: Mr. Mar SS

3A , 3C , 3D , 3F	Mr. Mar SS
3B	Ms. Wong TN
3E	Ms. Wong SYK

Lab Technicians: Mr. Yiu TL, Mr. Kwan WT , Mr. Leung KM

#### **IV. Objectives:**

1. To revise the curriculum and assessment framework to enhance learners' ownership & learning effectiveness.
2. To develop and share pedagogies and subject-based L&T materials.
3. To set up after-school tutorials for slow learners
4. To cultivate gifted students
5. To collaborate with the science teachers in the primary school
6. To implement "reading to learn" to arouse the students' interest in Science
7. To promote project learning in science
8. To promote science learning atmosphere in school
9. To improve the working environment in the laboratory
10. To monitor the mark entry process and to record the achievement of students
11. To integrate the e-learning pedagogies to promote L&T interaction

V. **Implementation plan and method of evaluation:**

<b>Task</b>	<b>Objective</b>	<b>Task Description</b>	<b>Person in Charge</b>	<b>Means of Evaluation</b>
1	To revise the curriculum and assessment framework to enhance learners' ownership & learning effectiveness.	<ul style="list-style-type: none"> <li>To review, modify and draft the curriculum.</li> <li>Adapting teaching schedule for "learning from home".</li> <li>To revisit the assessment framework.</li> </ul>	1. Chao YL (S1) 2. Leung SY (S2)	To be reported in form meetings.
2	To develop and share pedagogies and subject-based L & T materials	<ul style="list-style-type: none"> <li>To share subject-based L and T strategies and develop teaching materials to cater for learning diversity in lesson collaboration.</li> <li>To share pedagogies and experiences in peer observation.</li> <li>To accumulate useful resources in teaching strategies for knowledge management.</li> </ul>	1. Chao YL (S1) 2. Leung SY (S2)	<ul style="list-style-type: none"> <li>Materials put in shared folder.</li> <li>Sharing in form or panel meetings.</li> </ul>
3	To set up after-school remedial for slow learners	<ul style="list-style-type: none"> <li>To design extra teaching material for slow learners.</li> <li>To monitor remedial classes for slow learners during pre-exam period.</li> </ul>	1. Lau YK (S3) 2. Leung SY (S3) 3. Mar SS (S3)	Remedial classes set and the effectiveness to be assessed at the end of the year.
4	To cultivate gifted students	To collaborate with Gifted Education Committee in Science accelerating programs and follow science competitions.	1. Chao YL 2. Lau YK 3. Mar SS	Gifted students nominated to join different programs and competitions and the whole process will be evaluated at the end of the year.

5	To collaborate with the science teachers in the primary school	<ul style="list-style-type: none"> <li>To attend meetings to share year plan and evaluation.</li> <li>To share experiences and views on teaching by means of reciprocal peer observation.</li> <li>To organize joint co-curricular activities.</li> </ul>	<ol style="list-style-type: none"> <li>Chao YL</li> <li>Wong SYK</li> </ol>	To be evaluated at the end of the year.
6	To implement “reading to learn” to arouse the students’ interest in Science	<ul style="list-style-type: none"> <li>Buying library books</li> <li>To incorporate “reading to learn” elements in assessments</li> <li>Provide extra reading materials to students, mainly from science magazine.</li> </ul>	<ol style="list-style-type: none"> <li>Chao YL</li> <li>Wong TN</li> </ol>	<ul style="list-style-type: none"> <li>Booklist to be reported at the end of the year.</li> <li>To be evaluated at the end of the year.</li> </ul>
7	To promote project learning in science	<ul style="list-style-type: none"> <li>To plan the projects</li> <li>To organize mass visit related to science learning.</li> </ul>	<ol style="list-style-type: none"> <li>Wong TN (S1 &amp; S2)</li> <li>Au KC (S1)</li> <li>Siu C(S3)</li> <li>Leung SY (S3)</li> <li>Mar SS (S3)</li> </ol>	<ul style="list-style-type: none"> <li>Evaluation on project design at the end of the year.</li> <li>Mass visit to be evaluated after the visit.</li> </ul>
8	To promote science learning atmosphere in school	<ul style="list-style-type: none"> <li>To perform interesting science experiments and activities during lunch time for students (Scienceland)</li> <li>To develop co-curricular activities on aquaponics</li> </ul>	<u>ScienceLand</u> <ol style="list-style-type: none"> <li>Wong TN</li> </ol> Helpers: All IS teachers <u>AQ team</u> <ol style="list-style-type: none"> <li>Wong SYK</li> <li>Yiu LT</li> </ol>	<ul style="list-style-type: none"> <li>10 sessions of ScienceLand to be held.</li> <li>Aquaponics system upgrade and activities to be organized for AQ team.</li> </ul>
9	To improve the working environment in the laboratory	<ul style="list-style-type: none"> <li>To post science notices in different lab.</li> <li>To display students’ projects.</li> <li>Evaluate the use of touch panel.</li> </ul>	<ol style="list-style-type: none"> <li>Chao YL</li> <li>Lab Technicians</li> </ol>	Report to be done in the meeting

10	To monitor the mark entry process and to record the achievement of students	<ul style="list-style-type: none"> <li>• To setup an EXCEL templates for teachers to enter raw marks.</li> <li>• To print out breakdown marks for S3.</li> </ul>	<u>Marksheet</u> 1. Leung SY (S1, S2, S3) 2. Lau YK (S3) 3. Mar SS (S3) <u>Breakdowns</u> Chao YL	<ul style="list-style-type: none"> <li>• Marksheets to be released in early September.</li> <li>• Breakdown marks printing at the end of first term.</li> </ul>
11	To integrate the e-learning pedagogies to promote L&T interaction	<ul style="list-style-type: none"> <li>• To facilitate L&amp;T by exploring different e-learning platforms.</li> <li>• Share e-learning and VC L&amp;T pedagogies.</li> </ul>	1. Au KC 2. Leung SY 3. Lau YK 4. Wong TN 5. Kwok KN	<ul style="list-style-type: none"> <li>• Set up class and form based Google classroom.</li> <li>• Share e-learning pedagogies in teaching</li> <li>• Support other colleagues in using e-platforms and software.</li> </ul>

## VI. Performance Standard:

- 80% of students are able to pass the tests and examinations.
- Nearly all students are able to complete their assignments.
- Students can make use of the library books and web-sites in their project work and assignments.
- Marks allocation:

	<b>S.1</b>	<b>S.2</b>	<b>S.3 (Bio)</b>	<b>S.3 (Chem)</b>	<b>S.3 (Phy)</b>
Mid-term / Final exam	55% (mid-term) 60% (final exam)	60%	65%	65%	65% (mid-term) 60% (final exam)
Practical exam	5% (first term only)	NA	NA	NA	5% (second term only)
Uniform test	20%	20%	20%	20%	20%
Workbook / Homework	5%	5%	10%	10%	8%
Quiz	10%	10%			
Daily performance	NA	NA	NA	NA	2%
Project	5%	5%	5% in Phy , Chem, Bio respectively (IS project: total 15%)		
Science bonus	3% (bonus)	3% (bonus)	3% (bonus)		

- If no uniform test due to school suspension:

	<b>S.1</b>	<b>S.2</b>	<b>S.3 (Bio)</b>	<b>S.3 (Chem)</b>	<b>S.3 (Phy)</b>
Mid-term / Final exam	70% (mid-term) 65% (final exam)	70%	70%	70%	70% (mid-term) 65% (final exam)
Practical exam	5% (second term only)	NA	NA	NA	5% (second term only)
Workbook / Homework	5%	5%	25%	25%	23%
Quiz	15%	15%			
Daily performance	NA	NA	NA	NA	2%
Project	10%	10%	5% in Phy , Chem, Bio respectively (IS project: total 15%)		
Science bonus	3% (bonus)	3% (bonus)	3% (bonus)		

**Science bonus: 9 marks**

Science bonus (max: 9 marks)					
Attending ScienceLand		Reading reflection		Participation in Aquaponics Team	
ScienceLand 1	3	Reading 1	3	Workshop 1	3
ScienceLand 2	3	Reading 2	3	Workshop 2	3
ScienceLand 3	3			Workshop 3	3
ScienceLand 4	3			Workshop presentation	6
ScienceLand 5	3			On duty	6
ScienceLand Presentation	6				

Grade	Scores x	Pass / Fail
<b>A</b>	<b><math>x \geq 85.00</math></b>	<b>Pass</b>
<b>B</b>	<b><math>85.00 &gt; x \geq 75.00</math></b>	
<b>C</b>	<b><math>75.00 &gt; x \geq 65.00</math></b>	
<b>D</b>	<b><math>65.00 &gt; x \geq 60.00</math></b>	
<b>E</b>	<b><math>60.00 &gt; x \geq 50.00</math></b>	
<b>F</b>	<b><math>50.00 &gt; x \geq 40.00</math></b>	<b>Fail</b>
<b>G</b>	<b><math>40.00 &gt; x \geq 25.00</math></b>	
<b>H</b>	<b><math>25.00 &gt; x \geq 0.00</math></b>	

For the first term, the full mark is 100 marks  
 For the second term, the full mark is 200 marks.  
 Totally 300 marks

**VII. Budget Proposal (2020-2021)**

Library books	\$2,500
Consumables	\$12,000
Apparatus (routine)	\$9,000
Project material	\$2,000
Enhancement classes (S1-S3)	\$2,700
CP courses	\$1,500
Science promoting activities	\$2,500
Science visits (Application)	\$3,500
Science visits (Transport)	\$7000
video camera for microscope	\$6,000
teaching resources by publisher	\$2,000



# Mathematics

## Programme Plan 2020-2021

### 1. 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 students' thinking abilities and foster students' generic skills and positive attitudes towards Mathematics learning."* (CDC, 2000)

Besides, the Mathematics Education Key Learning Area Curriculum Guide (P1 – S6) (CDC, 2020) reinforces the curriculum emphases provided in Mathematics Education Key Learning Area curriculum Guide (P1 – S3) (CDC, 2002) to further enhance learning and teaching and supports the focal points and major renewed emphases of the ongoing renewal of school curriculum which take into account the significant development in our society and around the world in various fields, and for the ultimate benefits of student learning.

To realize these purposes, 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 below.

#### ● Junior Forms (S1 – S3)

1. To help students gain basic Mathematical knowledge, develop abstract Mathematical concepts and acquire related skills
2. To help students understand symbolic treatment of Mathematics
3. To help students apply Mathematical knowledge in real-life situations
4. To help students develop generic skills
5. To help students prepare for the study of senior-form Mathematics
6. To arouse and to maintain students' interest in learning Mathematics
7. To encourage students to appreciate the beauty of Mathematics
8. To encourage students to participate in Mathematics-related activities to enrich their learning experience
9. To nurture students who are gifted in Mathematics
10. To help low-achievers by providing remedy

#### ● Senior Forms (S4 – S6)

1. To help students understand more complex and abstract Mathematical concepts, methodologies and related skills
2. To enable students in handling Mathematical problems in a more abstract context
3. To help students apply Mathematical knowledge in more complex real-life situations
4. To help students develop generic skills and high-order thinking skills
5. To help students prepare for the HKDSE examination
6. To help students acquire knowledge of Mathematics for further studies
7. To maintain students' interest in learning Mathematics
8. To encourage students to appreciate the beauty of Mathematics
9. To encourage students to participate in Mathematics-related activities outside the school to enrich their learning experience
10. To nurture students who are gifted in Mathematics
11. To help low-achievers by providing remedy

## 2. SWOT ANALYSIS

<u>Strength</u>	<u>Weakness</u>
<ul style="list-style-type: none"><li>• Most students are interested in Mathematics and Science subjects</li><li>• On average, the students' standard in Mathematics is high</li><li>• Many students obtain high grades in public examinations</li><li>• Able students are usually eager to participate in various inter-school Mathematics competitions and assessments</li><li>• The Mathematics Society organizes activities that may arouse students' interest and enhance their learning in Mathematics</li><li>• Adequate hardware and software for using IT in Mathematics teaching</li><li>• Class sizes are maintained at around 35 to better cater for learners' diversity</li><li>• Experience and pedagogies sharing among teacher through collaborative lesson planning and peer lesson observation.</li><li>• Under the Through-Train Development, the background and the general performance of most of the pre-S1 students are known.</li></ul>	<ul style="list-style-type: none"><li>• Some students' working habit is not good enough in junior forms</li><li>• Some students are weak in algebraic manipulation</li><li>• Some students are too dependent on using calculators. Number sense is therefore weakened. Sometimes they even have no idea in determining whether a numerical answer is reasonable</li><li>• Some students are not good in dealing with proofs logically and hence weak in tackling problems in geometry</li><li>• Some students are weak in constructing diagrams from literal description of a problem</li><li>• Some students are weak in integrating different concepts in solving problems</li><li>• Some students are lazy and they do not do revision until the last minute</li><li>• Senior form students basically learn for dealing with HKDSE and they show little motivation in mathematical problems which lie outside the examination syllabus</li></ul>

<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> <li>● Many old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors in tutorial classes and helpers in activities</li> <li>● The Mathematics Society is ready to organize activities which provide students other experience in learning Mathematics</li> <li>● More and more organizations outside the school (such as HKAME, HKASME), universities and publishing companies provide professional training and other life-wide learning opportunities to teachers and students</li> <li>● Old boys who are experts in Mathematics education are willing to help provide support in curriculum development and staff development</li> <li>● Awareness of Ele-Middle Curriculum (P5-S2) in Through-Train Development for smooth transition from YWPS to YWC in Mathematics learning</li> <li>● Student Self-Access Learning Centre provides opportunities to enhance students' self-learning in Mathematics</li> <li>● Results of HKAT show that, on average, students' abilities in Mathematics maintain at a high level</li> <li>● The assistant teacher provide support to teachers on different aspects</li> <li>● More universities in HK treat M1/M2 as elective subjects in considering students' applications to universities</li> <li>● WiFi network is fully implemented in school</li> </ul>	<ul style="list-style-type: none"> <li>● Internal competitions exist among core subjects for students to take part in after-school enhancement classes</li> <li>● Students are almost burnt out by extensive internal assessments and assignments from the other three core subjects, which make them difficult to spare time to practice Mathematics seriously</li> <li>● Some top students in YWPS choose not to promote to YWC to continue their studies</li> <li>● The learners' diversity in individual classes is getting larger because of M1/M2 being turned into an X-subject</li> <li>● The revised junior secondary and senior primary curricula will be implemented in 2020-2021. Teachers concerned have to study the curricula, to inspect the revised textbooks and to prepare the bridging materials between the revised junior secondary curriculum and the old senior primary curriculum</li> <li>● Because of the COVID-19, the face-to-face T&amp;L is tranformed to online e-T&amp;L. However, the self-discipline of students are not as good as what we expected</li> <li>● Because of the school suspension, the normal face-to-face lesson time is less than before. There will be an impact on all S6(2020/2021) students. Their performance in HKDSE will be affected</li> </ul>

### 3. OBJECTIVES

- **For Students:**

1. To acquire basic concepts and skills in the 3 main learning Strands at secondary level, namely, Number and Algebra; Measures, Shape and Space; Data Handling
2. To develop number sense
3. To acquire higher analytical power and develop logical mind
4. To develop better strategies and methods in problem-solving
5. To connect and apply Mathematics to real-life situations
6. To develop good studying attitude and habit in learning Mathematics
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)

- **For Teachers:**

1. To equip, enrich and strengthen themselves in teaching skills and pedagogy
2. To have a good understanding of the new Mathematics curriculum and the key learning area
3. To be knowledgeable in the current trend of Mathematics education
4. To collaborate with other teachers for the improvement of learning and teaching, as well as the quality of Mathematics education

#### 4. IMPLEMENTATION PLAN

- 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.
- Some strategies are proposed in the Implementation Plan in response to school's major concerns:
  - ◆ Preparing students for HKDSE 2021
    - Targeting to complete teaching syllabus before the end of December
    - Organizing form-based revision tests
    - Training on tackling multiple-choice papers
    - Holding discussions on HKDSE past papers 2012 to 2020
    - Setting up class-based/individual-based revision schedule
  - ◆ Enhance learning and teaching
    - Broaden learning in S1 as better intake due to the seventh batch of DSS
    - Better allocation of time on teaching of foundation part and non-foundation part of the KS3 and DSE curriculum to fit students' needs
    - Encouraging e-learning as the school Wifi network has been fully implemented
    - Continue fine-tuning of assessment policy:
      - Monitoring the ratio of questions from foundation part and non-foundation part
      - 3-level questions + bonus part
      - Inclusion of assessment on coursework (HW + CW)
      - 2 examination papers in senior forms to deal with conventional and multiple-choice questions separately
      - Inclusion of form-based tests in senior forms focusing on DSE A1A2-type questions
    - Cultivation of students' learning habits:
      - note-book/classwork book for taking notes and doing classwork, clear folder for worksheet filing
    - Promotion of reading to arouse interest in Mathematics
    - Encouraging students to assist their learning through IT software
    - Promoting assessment for learning through peer observation, and also update our pedagogies and strategies through trainings from staff development days
  - ◆ Continue developing and implementing the Ele-Middle Curriculum in Through-Train Development
- Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback.

Please refer to the **Appendix 1** for details of the Implementation Plan.

## 5. EVALUATION

- ◆ **Formative Assessment**
  - ◆ **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.
  - ◆ **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.
  - ◆ **Supplementary Exercise** for each chapter is given to students for consolidation.
  - ◆ **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.
  - ◆ **Mini-Projects and Reading Reports** reveal students' content-knowledge, generic skills and interests. Students are likely to have improvement through receiving teachers' feedback.
  - ◆ **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.
  
- ◆ **Summative Assessment**
  - ◆ **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
  - ◆ **Public Examination (HKDSE)** serves as important indicators of students' individual performance and school performance in Mathematics.
  - ◆ **Attainment Tests (HKAT)** in S1 and **Territory-wide System Assessment (TSA)** in S3 indicate the abilities of students in Mathematics in junior forms. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.
  
- ◆ **Other kinds of assessments**
  - ◆ **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.
  - ◆ **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 results last year and the expectation of the department.

- **School Examinations**

At least 80% of S1 to S5 students should pass the Mid-year and Final Examinations while at least 90% of S6 students should pass the Mock Examination.

- **Public Examinations**

For compulsory part, 100% of S6 students should achieve level 2 or above, with a 5+ rate of 20% or higher. The corresponding 2+ rate and 5+ rate for extended parts should reach at least 90% and 20% respectively.

- **Mathematics Competitions and assessments**

Good results and ranking (in terms of individuals and team) should be achieved in various Mathematics Competitions and assessments.

## 7. BUDGET

### Regular annual budget:

Items	Budget	Remarks
Teaching aids & Miscellaneous	\$ 1,500	Aids that enhance teaching
Software	\$ 1,500	To enhance e-learning
Library books	\$ 4,000	For promoting students' reading habits and culture in Mathematics
Outstanding Book Report Scheme	\$ 3,000	To encourage students to read Mathematics books and submit the book reports as well
Student activities	\$ 500	Expenses on * buying board/card games * subsidies for activities organized by Mathematics Society.
	\$ 5,000	Expenses on application fees for students taking part in various inter-school competitions.
Total	\$ 15,500	

### HKMO Training Classes:

Items	Budget	Remarks
S1	\$ 60,000	2 Terms x 20 students x 10 lessons x 1.5 hr x \$100 = \$60,000
S2	\$ 33,000	2 Terms x 10 lessons x 1.5 hr x \$1100 per hr = \$33,000
S3	\$ 33,000	2 Terms x 10 lessons x 1.5 hr x \$1100 per hr = \$33,000



## 8. PROGRAMME TEAM

Team members	Special Duty
CHAN SK	<ul style="list-style-type: none"> <li>• Teacher IC of S1 GeoGebra class</li> <li>• Advisor of Mathematics Society</li> </ul>
CHAN YS	<ul style="list-style-type: none"> <li>• Assistant Panel Head</li> <li>• Coordinator of S5 M2</li> <li>• Representative in SH&amp;KLAC Coordination Committee</li> <li>• Representative in IT in Education Committee</li> </ul>
LAU CN	<ul style="list-style-type: none"> <li>• Coordinator of S3 Mathematics</li> <li>• In-charge of STAR platform for S3 TSA online practice</li> </ul>
LEE HW	<ul style="list-style-type: none"> <li>• Coordinator of S6 Mathematics</li> <li>• Coordinator of external mathematics competitions</li> <li>• Representative in Gifted Education Committee</li> </ul>
LING KC	<ul style="list-style-type: none"> <li>• Coordinator of S4 M2</li> </ul>
PUN MC	<ul style="list-style-type: none"> <li>• Coordinator of S5 Mathematics</li> <li>• Coordinator of S6 M1</li> <li>• Chief Advisor of Mathematics Society</li> </ul>
SHING YM	<ul style="list-style-type: none"> <li>• Coordinator of S5 M1</li> </ul>
SO KL	<ul style="list-style-type: none"> <li>• Panel Chairperson</li> <li>• Coordinator of S4 M1</li> <li>• Representative in SEDC</li> <li>• Representative in Academic Committee</li> <li>• Representative in SH&amp;KLAC Coordination Committee</li> <li>• Representative in TTDC</li> </ul>
WAN WH	<ul style="list-style-type: none"> <li>• Coordinator of S4 Mathematics</li> </ul>
WAT KY	<ul style="list-style-type: none"> <li>• Coordinator of S1 Mathematics</li> <li>• Representative in STEM Working Group</li> </ul>
WONG YS	<ul style="list-style-type: none"> <li>• Coordinator of S6 M2</li> <li>• Advisor of Mathematics Society</li> </ul>
YEUNG YM	<ul style="list-style-type: none"> <li>• Advisor of Mathematics Society</li> </ul>
YU HJ	<ul style="list-style-type: none"> <li>• Assistant Panel Head</li> <li>• Coordinator of S2 Mathematics</li> <li>• Representative in SH&amp;KLAC Coordination Committee</li> <li>• Representative in Library and Reading Promotion Committee</li> </ul>
POON KL	<ul style="list-style-type: none"> <li>• In-charge of STAR platform for S3 TSA online practice</li> <li>• Teacher in-charge of S1 Geogebra class</li> <li>• Advisor of Mathematics Society</li> </ul>

For allocation of teaching lessons and duties, please refer to **Appendix 2**.

## REFERENCE

- Curriculum Development Council (1999). *Syllabuses for Secondary School Mathematics S1–S5*. Hong Kong: HKSAR.
- Curriculum Development Council (2000). *Learning to Learn: Mathematics Education*. Hong Kong: HKSAR.
- 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 1

**Ying Wa College  
Mathematics Department 2020 – 2021  
Implementation Plan**

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
<b>HKDSE 2021</b>	To prepare S6 students for HKDSE examination ☼	<ul style="list-style-type: none"> <li>- Completing the teaching syllabus before the end of Dec</li> <li>- Conducting revision uniform test(s)</li> <li>- Conducting class-based multiple-choice practice</li> <li>- Conducting after-school tutorial classes</li> <li>- Sharing and discussing past live DSE scripts with students</li> <li>- Providing assistance to individual classes/students during the post-mock period</li> <li>- Continuing to enrich the library’s bank of supplementary exercises and mock papers from different publishers</li> </ul> <p><i>* Please refer to Appendix 3 for more details</i></p>	<ul style="list-style-type: none"> <li>- Teaching syllabus completed by the end of December</li> <li>- Revision tests arranged</li> <li>- Discussion on past papers held</li> <li>-After-school tutorial classes held</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Feedback from students</li> </ul>	1/9/2020 – 1/3/2021	S6 Subject teachers	Nil
<b>Curriculum development</b>	To tune the S1 curriculum and to broaden students’ learning in S1 ☼	<ul style="list-style-type: none"> <li>- Spending 3 lessons in each term on learning GeoGebra</li> <li>- Encouraging e-learning</li> </ul>	<ul style="list-style-type: none"> <li>- All chapters of Books 1A and 1B completed</li> <li>- ~90% students master the basic skills of GeoGebra</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Assessment results</li> <li>- Student feedback</li> </ul>	1/9/2020 – 1/6/2021	So KL Poon KL	Nil
	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> <li>- Encouraging panel members to attend related seminars and workshops organised by EDB and other professional parties</li> <li>- Sharing of the most updated news and adjustments in different aspects of the NSS Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops/seminars attended</li> <li>- Sharing session held</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance records</li> <li>- Documents</li> </ul>	1/9/2020 – 1/6/2021	So KL	Nil
	To adjust time allocation on KS3 and DSE curriculum for effective learning	<ul style="list-style-type: none"> <li>- Getting familiar with the foundation and non-foundation parts in official KS3 and DSE curricula</li> <li>- Tuning the curricula and adjusting the teaching sequences for a better allocation of time and effort on foundation and non-foundation parts for students of different abilities</li> <li>- Arranging after-school lessons for S4-X4-M2 once a week, S5-X4-M2 and S6-X4-M2 twice a week</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers being familiar with foundation and non-foundation parts</li> <li>- Teaching schedule followed</li> <li>- Selected skills mastered</li> </ul>	<ul style="list-style-type: none"> <li>- Homework and Test</li> <li>- Documents</li> </ul>	1/9/2020 – 1/6/2021	So KL	Nil
	To implement the PIME-cycle for the Ele-Middle Curriculum on Through-Train Development ☼	<ul style="list-style-type: none"> <li>- Focused area: Implementation of the revised KS2 and KS3 curricula</li> <li>- Holding meetings and sharing sessions with YWPS</li> <li>- Conducting reciprocal lesson observation with YWPS</li> <li>- Conducting Pre-S1 assessment</li> <li>- Exchanging related departmental documents between YWC and YWPS for reference</li> <li>- Monitoring and evaluating the progress of implementation in both YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>- Joint YWC-YWPS meetings held</li> <li>- Documents exchanged</li> <li>- Reciprocal lessons observation conducted</li> <li>- Pre-S1 assessment held</li> <li>- Progress observed in the development of Ele-Middle Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Observation</li> <li>- Documents</li> <li>- Tests and exams results</li> </ul>	1/9/2019 – 1/6/2020	So KL S1&S2 subject teachers	Nil

		<i>* Please refer to Appendix 4 for more details</i>					
<b>Learning &amp; Teaching</b>	To improve the quality of learning and teaching	<ul style="list-style-type: none"> <li>- Improving pedagogy through               <ul style="list-style-type: none"> <li>* trainings organized in staff development days</li> <li>* form-based subject meetings for collaboration and sharing</li> <li>* peer-observation and post-observation sharing ☺</li> <li>* encouraging e-learning through the use of Wifi network ☺</li> </ul> </li> <li>* <i>Please refer to Appendix 5 for more details</i></li> <li>* assessment for learning ☺</li> <li>* developing subject-based L&amp;T strategies</li> <li>* collecting feedback from students for self-reflection</li> <li>- Seeking and applying suitable teaching aids</li> <li>- Promoting students' self-regulated learning through               <ul style="list-style-type: none"> <li>* reading (please refer to Learning through Reading) ☺</li> <li>* doing project (please refer to Project Learning)</li> <li>* using IT software such as GeoGebra</li> <li>* video clips designed by teachers using "Explain Everything" Apps</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. - Active student participation in classroom learning observed</li> <li>2. - Positive feedback from subject teachers obtained</li> <li>3. - Positive feedback from students obtained</li> <li>4. - Students' learning habits cultivated</li> <li>5. - Good classroom learning atmosphere observed</li> <li>6. - Suitable teaching aids bought</li> <li>7.</li> </ol>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Records</li> <li>- Questionnaires</li> <li>- documents</li> <li>- inventory record</li> </ul>	1/9/2020 – 1/6/2021	So KL Chan YS	\$1500 for teaching aids  \$1500 for software
<b>Catering for Learning Diversity</b>	To help low-achievers and to nurture Mathematically gifted students ☺	<ul style="list-style-type: none"> <li>- Properly allocating teaching time on foundation and non-foundation parts of KS3 and DSE curriculums to fit needs of students with different abilities</li> <li>- Fine-tuning departmental assessment policy and examination format</li> <li>- Organizing on-line TSA practice through HKEAA web</li> <li>- Organizing regular after-school enhancement/tutorial classes</li> <li>- Organizing summer remedial classes (S1-S3)</li> <li>- Organizing regular MO training classes for high-achievers</li> <li>- Recommending students to various external gifted programmes</li> <li>- Taking part in various competitions and assessments outside school</li> </ul>	<ul style="list-style-type: none"> <li>- KS3 curriculum reviewed and modified</li> <li>- Assessment policy fine-tuned</li> <li>- Remedial classes held</li> <li>- Learning attitude improved</li> <li>- Performance in internal and external examinations improved</li> <li>- 80% of attendance rate of training sessions</li> <li>- active participation in training sessions observed</li> <li>- Performance in outside-school competitions and assessments improved</li> </ul>	<ul style="list-style-type: none"> <li>- Documents</li> <li>- Observation</li> <li>- Tests and exams</li> <li>- Attendance records</li> <li>- Performance in competitions, assessments and examinations</li> </ul>	1/9/2020 – 1/6/2021	So KL Chan YS Yu HJ	\$5000 for application fees on taking part in inter-school competition  \$60000 for S1 MO training  \$33000 for S2 MO training  \$33000 for S3S4 MO training
<b>Learning through Reading</b>	To develop reading habit and broaden knowledge outside textbook ☺	<ul style="list-style-type: none"> <li>- Selecting articles at appropriate levels for students' reading</li> <li>- Continuing to enrich the collection of Mathematics library books and promoting reading through library</li> <li>- Promoting useful and interesting online reading materials</li> </ul>	<ul style="list-style-type: none"> <li>- Articles read by students and corresponding worksheets collected</li> <li>- High borrowing rate of</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- worksheets</li> <li>- grading records</li> <li>- library</li> </ul>	1/9/2020 – 1/6/2021	So KL Yu HJ	\$4000 for library books \$3000 for

		<i>* Please refer to Appendix 6 for more details</i>	Math-related books from library attained	borrowing record			outstanding reading scheme
<b>Life-wide Learning</b>	To provide learning experience outside classrooms	- Organizing activities like talks, workshops, competitions, and so on, through Mathematics Society	- Activities held successfully - Satisfactory attendance rate - Positive feedback from students	- Activity record - Attendance record - Observation	1/9/2020 – 1/6/2021	Pun MC	\$500 for subsidizing activities held by Math Soc
<b>Professional Development</b>	To equip panel members in skills, pedagogy, insight and current trend of Math education	- Sharing through panel meetings and form meetings - Encouraging panel members to attend seminars, workshops and training courses held by outside professional parties - Encouraging sharing of useful materials through uploading to the departmental folders in E-class. - Encouraging panel members to take part in EDB/HKEAA subject committee and also get involved in DSE exam work such as setters and markers. - Receiving trainings on staff development days arranged by school's Staff Development Committee - Conducting staff appraisal and sharing through debriefings	- Every panel member attended seminars/ workshops/ courses - Panel members get involved in DSE exam work / take part in EDB/HKEAA subject committee - A collection of materials from seminars/workshops/ courses ready for panel members' access - Sharing session held - Activities participated - Appraisal done	- Attendance records - Appraisal records - Documents	1/9/2020 – 1/6/2021	So KL Form coordinators	Nil

⊕ echo with school's major concerns

**Appendix 2 Mathematics Department 2020 – 2021 Allocation of Lessons and Duties**

Class	No. of Lessons	Teacher	Form Coordinator(s)	1 <sup>st</sup> term U-test Setter(s)	1 <sup>st</sup> term / Mock Exam Setter(s)	2 <sup>nd</sup> term U-test Setter(s)	2 <sup>nd</sup> term Exam Setter(s)	Supplementary Exam Setter(s)	Remarks
1A	8	Wat KY	Wat KY	So KL	Wat KY* Yeung YM	Ling KC	Yeung YM* Chan SK		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
1B	8	Chan SK							
1C	8	So KL							
1D	8	Yeung YM							
1E	8	Yeung YM							
1F	8	Ling KC							
2A	7	Wan WH	Yu HJ	Yeung YM	Yu HJ* Chan SK	Chan SK	Wan WH* Yeung YM		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
2B	7	Yeung YM							
2C	7	Yu HJ							
2D	7	Chan SK							
2E	7	Chan SK							
2F	7	Yeung YM							
3A	7	Lau CN	Lau CN	Lau CN	Lee HW* Pun MC	Pun MC	Lau CN* Chan SK		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
3B	7	Lee HW							
3C	7	Chan SK							
3D	7	Pun MC							
3E	7	Pun MC							
3F	7	Lau CN							
4A	9	Yu HJ	CORE: Wan WH M1: So KL M2: Ling KC	2 form-based tests  Lee HW (1) Yu HJ (2)	CORE: Wan WH* Wong YS* Chan YS  M1: So KL M2: Ling KC* Wong YS	2 form-based tests  Chan YS (3) Wat KY (4)	CORE: Yu HJ* Wat KY* Lee HW  M1: So KL M2: Ling KC* Wong YS	CORE: Wat KY (1 combined paper)  M1: So KL M2: Ling KC	No. of form-based tests: Term 1: TWO Term 2: TWO
4B	9	Wan WH							
4C	9	Wong YS							
4D	7	Chan YS							
4E	7	Wat KY							
4F	7	Lee HW							
4M1/4M2 (X3)	5/5	So KL/ Ling KC							
4M2 (X4)	3	Wong YS							
5A (CORE w/2X)	8	Pun MC	CORE: Pun MC M1: Shing YM M2: Chan YS	2 form-based tests  Pun MC(1) Wan WH (2)	CORE: Lau CN* So KL* Yu HJ  M1: Shing YM M2: Chan YS* Lee HW	1 form-based test Wong YS (3)  Uniform Revision Test Yu HJ* Lau CN	CORE: Pun MC* Wong YS* Wan WH  M1: ShingYM M2: Chan YS* Lee HW	CORE: Lau CN (1 combined paper)  M1: Shing YM M2: Chan YS	No. of form-based tests: Term 1: TWO Term 2: ONE  Uniform Revision Test will be held on <i>XX Mar 2021</i>
5B (CORE w/2X)	8	Yu HJ							
5C (CORE w/3X)	7	Lau CN							
5D (CORE w/3X)	7	So KL							
5E (CORE w/3X)	7	Wan WH							
5F (CORE w/3X)	7	Wong YS							
5M1/5M2 (X3)	6/6	Shing YM/ Chan YS							
5M2 (X4)	4	Lee HW							
6A (CORE w/2X)	9	Shing YM	CORE: Lee HW M1: Pun MC M2: Wong YS	Uniform Revision Test Ling KC* Chan YS	CORE: ALL  M1: Pun MC* M2: Wong YS* Chan YS				Uniform Revision Test will be held on <i>XX Oct 2020</i>
6B (CORE w/2X)	9	Wat KY							
6C (CORE w/2X)	7	Lee HW							
6D (CORE w/3X)	7	Ling KC							
6E (CORE w/3X)	7	Lau CN							
6F (CORE w/3X)	7	Chan YS							
6M1 / 6M2 (X3)	6/6	Pun MC/ Wong YS							
6M2 (X4)	4	Chan YS							

Rep in SEDC: So KL

Rep in AC: So KL

Rep in SHKLACC: So KL, Chan YS, Yu HJ

Rep in TTD C: So KL

Rep in LRPC: Yu HJ

Rep in GiftEd C: Lee HW

Rep in ITED C: Chan YS

Rep in STEM WG: Wat KY

Teacher IC of STAR platform: Lau CN, Poon KL

Teacher IC of S1 GeoGebra class: Chan SK, Poon KL

Advisors of Math Society: Pun MC\*, Wang KS, Wat KY, Yeung YM, Poon KL

### Appendix 3

## Mathematics Department 2020-21 Plan to prepare students for HKDSE Examinations

#### Situation:

- Because of the COVID-19, the face-to-face lesson time is less than before. Hence, S6 students' performance will be affected accordingly
- The abilities of those less-able students in 6ABC this year are comparably lower than that of 6ABC in last year
- The abilities of those more-able students in 6DEF this year are comparably lower than that of 6DEF in last year

#### Targets:

- To achieve 100% passing rate in compulsory part and at least 90% passing rate in extended parts
- To maintain the 5+ rate comparable to that in DSE 2020

Form-based measures	Class-based measures	Individual measures
<ul style="list-style-type: none"> <li>• Distribution of relevant documents and samples to keep subject teachers updated</li> <li>• Discuss on the DSE documents (curriculum details, exam marking schemes, etc.) so as to ensure uniformity among subject teachers involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular class-based tests</li> <li>• Conduct regular tests focusing on DSE A1A2-type questions</li> <li>• Practice on multiple-choice papers for concept-training and time-keeping</li> <li>• Practice and discuss with students on Mock Papers collected from various sources and DSE Papers from 2012 to 2020</li> <li>• Revision would strategically focus on topics which are more commonly examined</li> <li>• For classes with less-able students, revision would also strategically focus on topics belonging to foundation part</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial during lunch time and after school for selected students with poor performance in assignments/form-based/class-based tests</li> <li>• Help individuals to set up their own revision time-tables.</li> <li>• Tutorials for weaker individuals after Mock Examination</li> <li>• Help individuals to get familiar on using some calculator programs which are useful for examination</li> <li>• Enrichment class targeting on students who have potential to achieve 5* or above</li> </ul>
<ul style="list-style-type: none"> <li>• Complete the teaching syllabuses by the end of December</li> <li>• Distribute sample scripts with different levels of marking descriptors to students for their reference</li> <li>• Discuss with students on findings from selected live scripts (bought from HKEAA) of past 5 years' alumni</li> <li>• Conduct form-based revision tests</li> <li>• After-school revision classes on Compulsory Part held by old boys</li> </ul>		

Focuses on Through-Train Development (2020/2021)

1. Because of the COVID-19 pandemic and the suspension of school classes, the reciprocal lesson observations were cancelled last year. Hence, we would like to focus again the HCF and LCM this year.

Investigation and sharing on the newly added learning units, “Basic Computation – HCF and LCM” in the revised junior secondary mathematics curriculum (2020) and the revised primary mathematics curriculum (2020) According to the implementation plan of the revised curriculums, published by EDB (May 2017), P4 and S1 will start the new curriculums on September 2020 and onwards. To enhance the L&T, we will firstly focus on the newly added learning units, “Basic Computation – HCF and LCM”.

Basic Computation – Find the HCF and LCM

In the current primary mathematics curriculum (2000), students are required to recognize the HCF and LCM in Key Stage 2. Starting from 2020, this learning unit will be re-allocated in the revised junior mathematics curriculum.

It is expected that mathematics teachers from YWC and YWPS can share their teaching strategies and methods among each other.

2. Enrichment topics in P4 to P6

In recent years, YWPS developed a Self Top-up Scheme. They designed a series of worksheet which cover the topics not included in KS2 curriculum. They delivered the enrichment topics throughout P4 to P6. E.g. Prime Numbers, Composite Numbers and Product of Prime Factors.

3. Preparation for the HKAT 2021

In order to provide support to P6 students to prepare the HKAT2021, YWPS will prepare worksheets with questions which are very similar to those to be examined in HKAT. It is hoped that the students from YWPS will be more confident in sitting for the Test.

4. Implementation of the revised Mathematics curriculum

The revised Mathematics curriculum will be implemented in September 2020 in P4 and S1. Teachers concerned will review and share the implementation of the revised curriculum.

Proposed Schedule:

September - May:

Lesson Observations

Early February:

P6 Assessment

April:

Preparation for HKAT 2021

July:

HKAT 2021



Information Technology for Interactive Learning

In the 5-year School Development Plan, to enhance learner's ownership and learning effectiveness through e-learning are the two key targets.

The department will encourage all panel members to set up eclassrooms on the google classroom platform. Through the eclassrooms, panel members will give at least one assignment to students in the academic year.

Department renewed the license of the Apps., Explain Everything. Panel members have to use the Apps. to produce some self-designed videos. Students can access the videos anytime through the internet and continue their learning at their own learning pace. It is hoped that this would foster students self-learning atmosphere and facilitate the learning for both the slow and fast learners.

Geogebra will be used to facilitate the effectiveness of teaching and learning in lessons. There are many ready-made-projects posted on the following web sites.

<https://www.geogebra.org/>

<http://www.geogebra.hk/> (gMath)

Panel members are encouraged to use some of these projects in their lessons. We will help to modify the projects to suit individual need.

Reading for learning – Teacher’s versions

1. Reading outside classroom

- Using books borrowed from the School Library or the Public Library

Objective

- To enrich students’ mathematical exposures thru reading
- To arouse students’ interest in mathematics thru reading
- To consolidate students’ mathematical concepts thru outside the textbook context

Methodology

- Students could borrow books under the Mathematic Section in the School Library. A book list that concerns mathematics readings from the Public Library will be also given to students.
- S.1 students will be asked to submit their work before the end of the first semester while S.2 students will be asked to submit before the end of the second semester
- There will be a set of guiding questions assisting students to complete their report.
- Students may choose various form of submission provided that the guiding questions are fulfilled.

Expected Outcome

- Students could submit either in written format, verbal presentation, audio-visual format, poster or modelling accompanied with verbal presentation.
- Guiding questions will be given to students for assistance
- Reports or Presentations will be graded accordingly to the following rubrics. The total will be 100%.

Mark Allocation:

Success Criteria	Content Ratio
1. Extracted piece or chapters from the book where the student found most interested in with further description and explanation	25 %
2. Student’s understanding of the content of the book or the extracted piece	25 %
3. Self-reflection from the student after reading the book	25 %
4. The presentation skills of the student’s work	25%
5. The bonus section (optional)	10%

Guiding questions:

1. Which part of the book is the most interesting to you?
2. Briefly describe the mathematical concept or knowledge that you have learnt from the book.
3. Self-Reflection in Mathematics after reading the book
4. (Bonus) How could you apply this concept in your daily life? Could you recognize this mathematical concept or knowledge in your experience? Please give example(s) to support your findings.



## Mathematics – Reading to Learn Guidelines for Students

### For S.1/2 students

- Please borrow a book in related to Mathematics from the **School Library** (except for mock exam papers, solutions of any kind of examinations in or outside of Hong Kong);
- Or borrow a book in related to Mathematics from the **Public Library** that is listed in the **suggested book list** given thru your eclass or google classroom.
- Or, use the E – books online resources and submit either a hardcopy or softcopy through google form given through your google classroom.

The access link is : <https://go.gale.com/ps/start.do?p=GVRL&u=hkyingwa>

Login: personal school gmail account

Password: ywc201920

Students could type the keyword “Mathematics” in the keyword search in the Search input bar on the top of the webpage. All chapters of the purchased books will then be displayed. Students could either print, write and submit in hard copies, or, to submit through google form.

Please submit at least ONE written report using the Mathematics Book Report Template.

- Please submit your report to your Mathematics teacher according to the submission date
- 

**For S.1 Submission: 14<sup>th</sup> December, 2020 ( Monday , Day F )**

**For S.2 Submission: 14<sup>th</sup> April, 2020 ( Monday , Day F )**

- Please use the **guiding questions** to complete your report. You could input more than what is being asked. The **Bonus question is optional**.

### ***Something Extra for Book Lovers (Optional):***

- Students are encouraged to submit **extra book reports** throughout the academic year. Submission by other means are also accepted. The report must contain content that is related to the guiding questions.
  - i. Information about the book, i.e. the book title, author, publisher, ISBN.
  - ii. Which part of the book is the most interesting to you?
  - iii. Briefly describe the mathematical concept or knowledge that you have learnt from the book.
  - iv. Write a Self-Reflection in the area of Mathematics after reading the book
  - v. (Bonus) How could you apply this concept in your daily life? Could you recognize this mathematical concept or knowledge in your experience? Please give example(s) to support your findings.

The format could either be in **one** of the followings:

1. In **written format**, for no less than **350 words in English**, or **250 words in Chinese** for the entire book report.
  2. **Verbal presentation**, using **5 minutes** to demonstrate your report to your teacher and/or classmates.
  3. **Audio-visual format**, a **short video clip of 5 minutes** to demonstrate your insight and findings from the book you read.
  4. **Modelling**, a real, hands-on model that **accompanied by verbal or written explanation** of your insight and findings from the book you read.
  5. **Poster or drawings accompanied by written or verbal explanation** of your insight and findings from the book you read.
- Presents will be awarded according to the students' participation and performance in teacher's discretion.





Evaluation of the Book report (to be completed by subject teacher):



## Appendix of the books could be borrowed from the Public Library

書名: 數學小魔女

作者: 莎拉·夫蘭納里、大衛·夫蘭納里; 葉偉文譯

出版社, 出版年份: 天下文化 2001

書名: In Code: A Mathematical Journey

作者: Flannery, Sarah and Flannery, David

出版社, 出版年份: Algonquin Books of Chapel Hill 2002

書名: 從生活學數學 (阿草的數學聖杯)

作者: 曹亮吉

出版社, 出版年份: 天下文化 2009 (2003)

書名: 數字的祕密生命: 頂尖數學家如何工作和思考的 50 則有趣故事

作者: 喬治·史皮婁; 郭婷瑋譯

出版社, 出版年份: 臉譜 2007

書名: The Secret Life of Numbers: 50 Easy Pieces on How Mathematicians Work and Think

作者: Szpiro, George G.

出版社, 出版年份: Joseph Henry Press 2006

書名: 別讓統計圖表唬弄你

作者: 瓊斯著; 葉偉文譯

出版社, 出版年份: 天下文化 2005

書名: How To Lie With Charts

作者: Jones, Gerald E.

出版社, 出版年份: BookSurge Publishing 2006

書名: 數學恩仇錄: 數學史上的十大爭端

作者: 哈爾·赫爾曼

出版社, 出版年份: 博雅書屋 2009

書名: 陶哲軒教你聰明解數學

作者: 陶哲軒; 于青林譯

出版社, 出版年份: 遠流 2011

書名: 給青年數學家的信



作者: Stewart, Ian ; 李隆生譯  
出版社, 出版年份: 聯經出版社 2008

書名: Letters to a young mathematician  
作者: Stewart, Ian  
出版社, 出版年份: Basic Books 2006

書名: 生活數學故事  
作者: 黃敏晃  
出版社, 出版年份: 天下 2013

書名: 另類數學教室  
作者: 黃敏晃  
出版社, 出版年份: 天下 2013

書名: 這個問題，你用數學方式想過嗎？  
作者: 齊斯·德福林；洪萬生、黃俊瑋、蘇惠玉等譯  
出版社, 出版年份: 臉譜 2013

書名: 看穿謊言的統計學  
作者: 神永正博；溫欣潔譯  
出版社, 出版年份: 晨星 2013

書名: 數字人：斐波那契的兔子  
作者: 齊斯·德福林；洪萬生譯  
出版社, 出版年份: 五南 2013

書名: 澡堂裡遇見阿基米德  
作者: 李光延  
出版社, 出版年份: 大都會 2012

書名: 博士熱愛的算式  
作者: 小川洋子；王蘊潔譯  
出版社, 出版年份: 麥田出版 2011

書名: The Housekeeper and the Professor  
作者: Ogawa, Yoko; Snyder, Stephen (Translator)  
出版社, 出版年份: Picador 2009

書名: 蘇菲的日記  
作者: Dora Musielak；洪萬生, 洪贊天, 黃俊瑋譯

出版社, 出版年份: 三民 2014

書名: Sophie's Diary: A Mathematical Novel

作者: Dora Musielak

出版社, 出版年份: Mathematical Association of America 2012

書名: 動手做幾何

作者: 黃敏晃

出版社, 出版年份: 天下 2014

書名: 數學, 為什麼是現在這樣子? : 一門不教公式, 只講故事的數學課

作者: 安·魯尼

出版社, 出版年份: 臉譜 2013

書名: The story of Mathematics

作者: Anne Rooney

出版社, 出版年份: Arcturus Publishing 2011

書名: 超展開數學教室: 數學宅 X 5 個問題學生, 揪出日常生活裡的數學 BUG

作者: 賴以威

出版社, 出版年份: 臉譜出版社 2015

書名: 數字的秘密: 數字、數目、度量衡與符號的由來

作者: 海因里希·賀蒙

出版社, 出版年份: 稻田出版有限公司 2015

書名: 數學女孩秘密筆記: 公式·圖形篇

作者: 結城浩; 簡毓棻譯

出版社, 出版年份: 世茂 2015

書名: Math Girls Talk about Equations & Graphs (Volume 1)

作者: Hiroshi Yuki and Joseph Reeder

出版社, 出版年份: Bento Books, Incorporated 2014

書名: 數學女孩秘密筆記: 整數篇

作者: 結城浩; 陳朕疆譯

出版社, 出版年份: 世茂 2015

書名: Math Girls Talk about Integers (Volume 2)

作者: Yuki Hiroshi and Tony Gonzalez  
出版社, 出版年份: Bento Books, Incorporated 2014

書名: 你沒看過的數學  
作者: 吳作樂、吳秉翰  
出版社, 出版年份: 五南 2015

書名: 黃金比例：1.61803...的 祕密  
作者: 李奧維；丘宏義譯  
出版社, 出版年份: 遠流出版公司 2004

書名: 數字的祕密生命：頂尖數學家如何工作和思考的 50 則有趣故事  
作者: 喬治·史皮婁；郭婷璋譯  
出版社, 出版年份: 臉譜 2007

書名: 當數學遇見文化  
作者: 洪萬生、英家銘、蘇意雯、蘇惠玉、楊瓊茹、劉柏宏  
出版社, 出版年份: 三民 2009

書名: 費馬最後定理  
作者: 阿米爾·D·艾克塞爾；林祁堂譯  
出版社, 出版年份: 時報出版 1998

書名: 數學女孩：費馬最後定理  
作者: 結城浩；鍾寬譯  
出版社, 出版年份: 世茂出版集團 2011

書名: Math Girls 2: Fermat's Last Theorem  
作者: Hiroshi Yuki  
出版社, 出版年份: Bento Books, Inc. 2012

書名: Mathematics for the Imagination  
作者: Higgins, Peter M.  
出版社, 出版年份: Oxford University Press 2002

書名: The Numbers Behind NUMB3RS: Solving Crime with Mathematics  
作者: Devlin, Keith and Lorden, Gary  
出版社, 出版年份: Plume 2007

書名: 數學女孩：哥德爾不完備定理

作者: 結城浩; 鍾霓譯  
出版社, 出版年份: 世茂 2012

書名: 這才是數學: 從不知道到 想知道的探索之旅  
作者: 保羅·拉克哈特  
出版社, 出版年份: 經濟新潮社 2015

書名: 從月曆學數學 (阿草的歷史故事)  
作者: 曹亮吉  
出版社, 出版年份: 天下文化 2009 (2002)

書名: The Man of Numbers: Fibonacci's Arithmetic Revolution  
作者: Devlin, Keith  
出版社, 出版年份: Walker & Company 2011

書名: 數學女孩秘密筆記: 微分篇  
作者: 結城浩  
出版社, 出版年份: 世茂出版社 2016

書名: 數學女孩秘密筆記: 圓圓的 三角函數篇  
作者: 結城浩  
出版社, 出版年份: 世茂出版社 2015

書名: Math Girls Talk About Trigonometry (Volume 3)  
作者: Hiroshi Yuki  
出版社, 出版年份: Bento Books, Incorporated 2014

書名: 數學思辨之旅: 拆解國中數學, 建立數學素養與能力  
作者: 永野裕之  
出版社, 出版年份: 世茂 2017

書名: 案發現場: FBI 警探和數學 家的天作之合  
作者: 齊斯·德福林, 蓋瑞·洛頓  
出版社, 出版年份: 八旗文化 2016

書名: Measurement  
作者: Paul Lockhart  
出版社, 出版年份: Belknap Press 2012

書名: 畢氏定理四千年

作者: 毛爾  
出版社, 出版年份: 三民叢書 2015

書名: The Pythagorean Theorem: A 4000-year History  
作者: Eli Maor  
出版社, 出版年份: Princeton University Press 2007

書名: 微積分的歷史步道  
作者: 蔡聰明  
出版社, 出版年份: 三民書局 2009, 2013

# **Physics**

## **Programme Plan 2020-2021**

### **1. Structure of Department**

- Panel chairperson: Mr.KK Lee
- Member of the department: Mr. C. Siu , Mr. YK Lau
- Physics Laboratory Technician: Mr. K.M. Leung

### **2. General 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 experiments 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 HKDSE level aim to:

- i. arouse students' interest, motivation and a sense of achievement in their study of physics ;
- ii. develop an appreciation for the nature and appreciate the importance of physics in daily life.
- iii. 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;
- iv. establish a conceptual framework for physics and an understanding of its methodology ;
- v. acquire skills and attitudes required for scientific investigation and communication;

### **3. Subject objectives**

- i. Knowledge and understanding  
Students should be able to recall and show understanding of
  - physics terminology, definitions and conventions;
  - concepts, laws and models ;
  - relevant applications of physics in society and everyday life.
- ii. Practical skills  
Students should be able to
  - comply with safety regulations;
  - manipulate common laboratory materials and apparatus;
  - perform common laboratory techniques with control and precision.
  - perform experiments using data-logging system.
  - analyze data by plotting graph and estimate the error
- iii. Attitudes  
Students should be able to
  - recognize that theories and models have their strengths and limitations in making predictions and describing physical phenomena;

- judge evidence objectively and revise judgment in the light of new evidence;
- support value judgments using sound scientific principles.
- take an active role in the science learning process

#### 4. Issues to be addressed

##### i. Strengths

- Some students have high academic abilities. They show curiosity to new ideas. They acquire new concepts and complicated theories fast.
- Students have acquired basic scientific knowledge and concepts in junior forms Integrated Science.
- 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.
- 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.
- 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 widely used to assist in explaining abstract concepts.
- Teachers have good communication skills and are always ready to listen to the students and provide emotion support .
- Our laboratory technician is experienced and very helpful.

##### ii. Weakness

- Some students are incompetent in using English as a means of communication.
- Some students prefer memorizing model answers to understanding the subject content.
- Some students are weak in flexible application of concepts, knowledge and skills in different other contexts.
- Some students are poor in time management and they spend too little time on doing revision at home.
- Some students are not confident in expressing their ideas in front of teachers and classmates.
- Students are examination-oriented. They show low interests in participating in science-related activities like seminars and exhibitions.

##### iii. Opportunities

- With the use of new sensors and data loggers, more experiments can be introduced to arouse students' interests in using data loggers during experiments.
- With the production of self-learning materials, students can do self-learning at home and therefore teachers will have more time to drill their problem solving skills.
- During the school suspension period, panel members were trained to use the Webex meeting, online-lesson can be held during long holiday to provide addition support to the students.

- With the use of google classroom, classwork and also on-line quiz can be collected and marked effectively



iv. Threats

- Due to “Through Train” effect, the learning diversity is widened.
- More administrative work is assigned to teachers and this distracts their focus, which should be on teaching.
- Students, having less public examination experience, are not mature enough to manage such a long and difficult HKDSE syllabus.

## 5. Annual Plan

Targets	Strategies	Methods of Evaluation	People in Charge
1. Developing Ownership in Learning	<p>Learners ownership and learning effectiveness</p> <ul style="list-style-type: none"> <li>• ALL students are required to complete all practices in the textbook. Materials are prepared to help them.</li> <li>• Physics workshop held in Ocean Park/Disneyland</li> <li>• High achievers from S4 and S5 are invited to participate the Physics Olympiad</li> <li>• Self-learning materials are prepared to help them</li> <li>• Several lectures will be held to guide the participants when necessary</li> <li>• Students are required to complete the assignment (mainly PAST PAPER) during all long holiday.</li> </ul> <p><u>Youtube videos on common problem-solving skills in DSE are prepared to guide the students</u></p> <ul style="list-style-type: none"> <li>• Students are encouraged to learn at home</li> </ul> <p>... Some videos (e.g. Heat) are prepared for self-learning</p> <p>...On-line lessons are held on request</p>	<ul style="list-style-type: none"> <li>• Students' attitude and performance</li> <li>• Teachers' feedback</li> </ul>	<p>Panel Head C Siu YK Lau</p>
2. Fostering Effective Learning	<ul style="list-style-type: none"> <li>• Reading-to-learn elements will be put in the worksheet</li> <li>• More group sharing or group works, especially the use of IPAD, are held during the lesson to motivate learning.</li> <li>• E-learning pedagogies to promote L &amp; T interaction</li> <li>• Sharing of good practices on the use of IPAD and on-line teaching</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>– Students' Feedback</li> <li>– Students' performance in assessment</li> </ul>	<p>Subject teachers</p>
3. Excellence in Public Examinations	<ul style="list-style-type: none"> <li>• Forming study group during lunch time. The focus is on the basic problem solving skill of public examination questions.</li> <li>• Small tasks and Quiz are assigned and</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of study group</li> <li>• Students' attitude and performance</li> </ul>	<p>Subject teachers</p>

	<p>feedback is given frequently to encourage learning.</p> <ul style="list-style-type: none"> <li>• Subject syllabus should be finished by the end of November so as to allow more time for revision and discussion of the DSE sample scripts.</li> <li>• Individual counselling is provided for the students in need from time to time</li> <li>• Videos on common problem-solving skills in DSE are prepared to guide students at home</li> <li>• On-line lessons are held when necessary, especially during long holiday</li> <li>• Teaching, assessment will be more exam-oriented so that students have more direction when preparing for the DSE.</li> <li>• Students are encouraged to use the exercise book from “Longman”. The questions are more exam-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Results of school and public exams</li> </ul>	
4. Catering for Learning Diversity	<ul style="list-style-type: none"> <li>• Challenging question (&lt;10%) is put in each test so that the capable students can get extra marks.</li> <li>• around 50% of the content should be at elementary level so as to encourage students to prepare well beforehand.</li> <li>• Study group to be arranged for students with diverse abilities.</li> <li>• Sharing of good practices.</li> <li>• For the high achievers, they are encouraged to complete all revision exercises. Materials are prepared to help them.</li> </ul> <p>.... On-line lessons are held from time to time to give extra support to the students in need</p> <ul style="list-style-type: none"> <li>• Test paper will be more exam-oriented to encourage students to spend more time on drilling the past paper</li> </ul>	<ul style="list-style-type: none"> <li>• students’ attendance and performance</li> <li>• Teachers’ feedback</li> </ul>	Subject teachers

## 6. Plan to prepare students for DSE Examinations

Targets	Measures to be taken
1. Familiarizing students with past exam papers	<p>Past paper (CE/AL/DSE multiple choice questions and answers) have been sorted and distributed for revision. Practice and discussion on some topics will be made with students during lessons.</p> <p>Teachers give feedback after marking each quiz</p> <p>Discussion on past exam paper is focus on the common problem-solving skills in DSE.</p> <p>Study group will be held during lunch time. Students of similar ability are grouped and are encouraged to solve problems through discussion.</p> <p>More online materials are going to be prepared to guide students doing the past paper. (Appendix I)</p>
2. Revision tests	<p>Test will be held from time to time, around 50% of the content should be at elementary level , more than 90% questions are exam-oriented, so as to encourage students to spend time on drilling the past exam paper beforehand.</p> <p>Challenging question (&lt;10%)is put in each test so that the capable students can get extra marks.</p> <p>Extra mock paper will be given to students for home practice.</p>
3. SBA Arrangement	<p>PHYSICS SBA mainly focus on performing experiment and writing reports, students are required to complete 1 full reports by the end of December. They are trained to have the skills in carrying out the experiment and writing the reports.</p> <p>Each SBA session consists of 2 parts</p> <ul style="list-style-type: none"> <li>• Each class will be divided into groups, with 2 to 3 members in each group.</li> <li>• Each session consists of two parts <ul style="list-style-type: none"> <li>• Data collection (35 min.)...students in each group work together to set up the apparatus and collect the data through discussion. Worksheets are given and students are advised to prepare before the practical session.</li> <li>• Data analysis ... students carry out this part independently. Discussion is not allowed. A brief report will be collected after each session.</li> <li>• A briefing session will be held to teach students some basic skills in carrying out the experiment, data analysis and writing full report.</li> <li>• For the full report, students should submit their work within 4</li> </ul> </li> </ul>

	<p>days</p> <ul style="list-style-type: none"> <li>• Online self-learning materials concerning the skills on plotting graph, data analysis and error estimation is ready for revision from time to time.</li> </ul>
4. Students in need	<p>Individual counseling is provided for the students in need (low achievers or having emotional problems) .</p> <p>Students are grouped according to their ability so that they can seek help from their peers.</p> <p>Online lessons / study group will be held from time to time to give extra support to the students in need.</p> <p>Online self-learning materials are prepared for students to do revision from time to time.</p>
5. Finish the subject syllabus by the end of November	The syllabus is expected to be finished by the end of OCT.

## 7. PERFORMANCE STANDARD

### 1. School Examinations

**90% of all students should pass the Mid-year and Final Examinations.**

### 2. Public Examinations

level 5 or above	45%
4 or above	70%
2 or above	95%

## 8. BUDGET

Items	Budget
Library books	\$1,000
Consumable goods	\$4,000
Apparatus	\$9,000
<b>Total:</b>	<b>\$14,000</b>

Prepared by Lee KK

## Appendix I

### Video for self-learning/ Revision

HEAT	<a href="https://www.youtube.com/watch?v=ehPNyuU5gZ0&amp;t=226s">https://www.youtube.com/watch?v=ehPNyuU5gZ0&amp;t=226s</a>
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CHARGED PLATE	<a href="https://www.youtube.com/watch?v=WrdTpOsV-0M&amp;t=515s">https://www.youtube.com/watch?v=WrdTpOsV-0M&amp;t=515s</a>
CIRCUIT 1	<a href="https://www.youtube.com/watch?v=awfSa9jJo-U&amp;t=1104s">https://www.youtube.com/watch?v=awfSa9jJo-U&amp;t=1104s</a>
CIRCUIT 2	<a href="https://www.youtube.com/watch?v=ps38xog_wR4">https://www.youtube.com/watch?v=ps38xog_wR4</a>
CIRCUIT 3	<a href="https://www.youtube.com/watch?v=8pOpcjbl_IY">https://www.youtube.com/watch?v=8pOpcjbl_IY</a>
CIRCUIT 4	<a href="https://www.youtube.com/watch?v=Bl-4Q0Mkino&amp;t=25s">https://www.youtube.com/watch?v=Bl-4Q0Mkino&amp;t=25s</a>
CIRCUIT 5	<a href="https://www.youtube.com/watch?v=NPu0UdFSGOE">https://www.youtube.com/watch?v=NPu0UdFSGOE</a>
CIRCUIT 6	<a href="https://www.youtube.com/watch?v=fbiLj_vtDQE&amp;t=606s">https://www.youtube.com/watch?v=fbiLj_vtDQE&amp;t=606s</a>

VOLTMETER AND AMMETER	<a href="https://www.youtube.com/watch?v=cPGEgUi74a4">https://www.youtube.com/watch?v=cPGEgUi74a4</a>
INTERNAL RESISTANCE	<a href="https://www.youtube.com/watch?v=UKISvNlYmmk&amp;t=56s">https://www.youtube.com/watch?v=UKISvNlYmmk&amp;t=56s</a>
DOMESTIC CIRCUIT	<a href="https://www.youtube.com/watch?v=W0JMq2zVpg4&amp;t=5s">https://www.youtube.com/watch?v=W0JMq2zVpg4&amp;t=5s</a>

INDUCED EMF	<a href="https://www.youtube.com/watch?v=mhsuHoUvDLM">youtube.com/watch?v=mhsuHoUvDLM</a>
MAGNETIC FLUX LINKAGE AC GENERATOR	<a href="https://www.youtube.com/watch?v=R0S8GU7CIII&amp;t=19s">https://www.youtube.com/watch?v=R0S8GU7CIII&amp;t=19s</a>
EDDY CURRENT	<a href="https://www.youtube.com/watch?v=MzVMW-CSOX4&amp;t=645s">https://www.youtube.com/watch?v=MzVMW-CSOX4&amp;t=645s</a>
AC AND TRANSFORMER	<a href="https://www.youtube.com/watch?v=a04kBBY5TyQ&amp;t=1340s">https://www.youtube.com/watch?v=a04kBBY5TyQ&amp;t=1340s</a>

KINETIC THEORY RMS SPEED (WITH PAST PAPER DISCUSSION)	<a href="https://www.youtube.com/watch?v=iP7AmwvkuGM&amp;t=1172s">https://www.youtube.com/watch?v=iP7AmwvkuGM&amp;t=1172s</a>
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### Video for Problem-solving Skills in DSE

#### SBA

SBA COMMON SKILLS	<a href="https://www.youtube.com/watch?v=rLnN5EL23gw&amp;t=220s">https://www.youtube.com/watch?v=rLnN5EL23gw&amp;t=220s</a>
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#### USES OF ENERGY

ILLUMINANCE	<a href="https://www.youtube.com/watch?v=ZcVF3po_nHw&amp;t=17s">https://www.youtube.com/watch?v=ZcVF3po_nHw&amp;t=17s</a>
COOLING CAPACITY AIR CONDITIONER	<a href="https://www.youtube.com/watch?v=9GO6RE4F9AU">https://www.youtube.com/watch?v=9GO6RE4F9AU</a>
OTTV	<a href="https://www.youtube.com/watch?v=x0yl_f3Tn0s&amp;t=582s">https://www.youtube.com/watch?v=x0yl_f3Tn0s&amp;t=582s</a>

#### E&M

CIRCUIT	<a href="https://www.youtube.com/watch?v=l0SHEEpOafl&amp;t=342s">https://www.youtube.com/watch?v=l0SHEEpOafl&amp;t=342s</a>
POWER	<a href="https://www.youtube.com/watch?v=gVc7RRV75kw&amp;t=85s">https://www.youtube.com/watch?v=gVc7RRV75kw&amp;t=85s</a>
MAGNETISM	<a href="https://www.youtube.com/watch?v=xut_0Svz-gs&amp;t=14s">https://www.youtube.com/watch?v=xut_0Svz-gs&amp;t=14s</a>
INDUCED EMF	<a href="https://www.youtube.com/watch?v=F_sSU9yPF-w&amp;t=1642s">https://www.youtube.com/watch?v=F_sSU9yPF-w&amp;t=1642s</a>

	<a href="https://www.youtube.com/watch?v=IJc1Vdhma5Y&amp;t=33s">https://www.youtube.com/watch?v=IJc1Vdhma5Y&amp;t=33s</a>
AC AND TRANSFORMER	<a href="https://www.youtube.com/watch?v=6OHLQqsXuwY&amp;t=1509s">https://www.youtube.com/watch?v=6OHLQqsXuwY&amp;t=1509s</a>

#### HEAT

HEAT	<a href="https://www.youtube.com/watch?v=C130W1dvLcw&amp;t=3571s">https://www.youtube.com/watch?v=C130W1dvLcw&amp;t=3571s</a>
GAS LAW KINETIC THEORY RMS SPEED	<a href="https://www.youtube.com/watch?v=97Y1_jLTvsA&amp;t=3225s">https://www.youtube.com/watch?v=97Y1_jLTvsA&amp;t=3225s</a>

#### MECHANICS

ENERGY AND MOMENTUM	<a href="https://www.youtube.com/watch?v=UIoBgvCfYwU&amp;t=21s">https://www.youtube.com/watch?v=UIoBgvCfYwU&amp;t=21s</a>
PROJECTILE MOTION & CIRCULAR MOTION	<a href="https://www.youtube.com/watch?v=D427XZRIAec&amp;t=31s">https://www.youtube.com/watch?v=D427XZRIAec&amp;t=31s</a>

#### WAVES

REFRACTION OF LIGHT LENS	<a href="https://www.youtube.com/watch?v=Ev13uyNwT-A&amp;t=1112s">https://www.youtube.com/watch?v=Ev13uyNwT-A&amp;t=1112s</a> <a href="https://www.youtube.com/watch?v=xut_0Svz-gs&amp;t=14s">https://www.youtube.com/watch?v=xut_0Svz-gs&amp;t=14s</a>
INTERFERENCE DIFFRACTION GRATING	<a href="https://www.youtube.com/watch?v=hWAFqmCoBqw">https://www.youtube.com/watch?v=hWAFqmCoBqw</a>

# Visual Arts Programme Plan 2020-2021

## A. Aims/ Purposes:

Enrich Students' aesthetics experience;

- To broaden the vision of students through diff. activities, visitations and study trips.
- To build up self-esteem of students who perform relatively weak in school. (in response to school major concern positive school)
- To encourage students using the knowledge to contribute to the school and if possible the society. (in response to school major concern serving community)
- To let students understand the importance of art theory by reading (in response to school major concern purposeful learning)

*For junior forms (S1-S3)*

- To develop art and art theory knowledge so that students can appreciate, art history and respect creative industry;
- To enjoy the creative and peaceful environment created by higher form students in art room;
- To learn design and art skills to prepare to contribute the school and the society in the future;
- To pursue a life-long interest in the visual arts and broaden the vision of each student.
- To enjoy how to love and interact with other people and the public with art.

*For senior forms (S4-S6)*

- 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 prepare for the NSSC visual arts development;
- To understand the theory of art appreciation and understand the art industry.
- To help establish a artistic ambiance in the school;
- To contribute to and love the school and the society by the means of art.

## B. Issue to be addressed (SWOT):

### Strength

- Some of the lower form (S1-S3) students enjoy their art lessons.
- We have 2 art rooms and uncountable artworks exhibited at the campus and thus a pleasant art ambiance.
- The 2 art rooms have 2 different functions\_ The workshops and extra training will be held in B103 instead of the Art Room because many portfolio making (Senior Forms) will happen in the art room.
- The long opening hour of the art room allows senior form students to stay in the art room and discuss with the teacher the ideas and process of art developments.
- We have a strong art club tradition that can arrange activities in response to school major concerns.



- We have a strong tradition of providing art history education at the campus so to many students VA is much more than just a practical subject.
- Art teachers are active in the art scene, which can set up a role model to students and at the same time provide information about the field to the students, and link up artists to help our students in artwork creation and art activities.
- We always have a chance to participate in an exchange art study trip that can let students understand the changes of the whole art field.
- We have ipads support and have developed curriculum and ECA activities for e-learning.

### **Weaknesses**

- The through train development in our department is developing. We have exchanged our documents and held a few activities together, but the through train curriculum in the senior form of primary school and junior form of college is still underdeveloped.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school and the assessment of NSSC, approach of our society don't support, like their parents.
- Some senior form students found it difficult to study art theory as they are not doing very well academically.
- Some of the students are not used to tidying up after finishing their work, especially for the ceramics making class, teachers need to help them.
- The DSE result is not satisfying in our subject. We are still finding solutions to solve the problem. Joining more workshops held by EDB and HKEAA, and even joining the public exam by teachers are some potential solutions.
- The design workload is too much for our department and students have no ownership in the design of school publications.
- There is not enough quality space for students to showcase their artworks.
- There is not enough storage space for storing SBA of senior form students.
- Elearning is not easy for practical subjects such as VA.

### **Opportunities**

- Our art club and drama club have participated in external art activities.
- We have art weeks, drama night, Joint-school drama performance, public exhibitions to encourage the students to open their minds and enhance students to raise their life standard.
- We encourage students to participate in the competitions of HK and international. 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 helps the students to love their school and their works.
- Drama club and art club are working together to promote the art atmosphere. Moreover, it may help students to have different possibilities of art presentations.
- Our alumni are willing to support our school's art developments, like holding workshops and talks to younger brothers.
- We will possibly have a New York art tour next summer involving artists' interviews and students' exhibition in the coming future.

### **Threats**

- Our students require a lot of extra time for working on their artworks. having online lessons or not allowing students to stay behind after school is a problem for the department.
- For lower forms, students may not be able to hand in assignments on time. Some parents were not informed by the students and may have misunderstood the department.
- The school is seeking for the possibility of minimizing our physical space, which would affect the development of the department.

### **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 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.
  - 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.
  - Understand the importance of art theory in Visual Arts.
- Understanding Art in personal growth is important.
  - Understand the depth value of art is mainly for life-long development, for all youth and parents.
  - Make use of art skills and knowledge to serve the school, the family and the society.

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

- Curriculum Objective:
  - 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  
Cultivate caring and serving quality in terms of art.
  - Form 2) Enhance basic technique training  
Enable to handle different kinds of technique, materials  
Art criticism, Values and attitudes of art appreciation  
Cultivate caring and serving quality in terms of art.
  - Form 3) Understand the different countries, styles, and media. in visual arts development trend and contemporary world.  
Concern about self-development.  
Enable to combine art theory and different kinds of technique, medium, materials  
Cultivate caring and serving quality in terms of art.
  - 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  
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 conceptual art.
  - 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;  
encourage students to serve the society in terms of art in their SBA;  
enable them to understand in the fast growing creative industries of HK;  
select the suitable reference notes and artists to be the study theme's reference;  
Help them to get satisfactory public examination result;  
stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;
- For students,

#### Purposeful Learning:

- To invite alumni and artists to give talk to art students and in assemblies
- To higher the diversity of media in junior training classes, workshops and curriculum
- To join more competition and exhibition
- To organize a graduation SBA shows for S6 art students
- To further promote e-learning
- To rearrange the bookshelf at the art room

#### Positive School:

- To give more responsibility to Art Club for establishing a brotherhood and learning ownership ambiance so to promote ECA activities.
- To decorate the school with mural painting and other measures
- To set up 3F gallery space and other exhibition area for students

#### Serving Community:

- To set up a design students team to handle school design work
- To plan a New York art tour for students
- To promote serving and caring quality in curriculum

#### ● For teachers

- To cooperate to plan the curriculum and activities.
- To make use of the google platform for knowledge and teaching material exchange
- To learn new e-learning related knowledge to equip for further online teaching
- To join art program serving the community
- To join art program organised by other organisations to widen the horizon in VA education
- Peer observation each term and concern the self-reflection.
- To keep practice in art creation to promote VA atmosphere as well as setting up as role model
- To be a participant in art industry to keep updated at the industry

#### ● For the YWP's student,

- To observe lessons to understand better of the development in art education of students
- To exchange document for a better planning of curriculum
- To cooperate in exhibition for cultural exchange

### **E. Evaluation:**

- Evaluation meeting held within department is needed
- Result analysis for all forms.



## F.Programme Team:

Art Teacher	Mr. Tse Fei (For 3B, 3C, 3D, S4-S6))		
	Total Teaching Lesson:	3B , 3C, 3D S4-S6	-- 9 --17
			<hr/> 26 lessons
Art Teacher	Mr. Wong Ka Ho (For 1C-1F, S2A-2F, 3A, 3E and 3F)		
	Total Teaching Lesson:	1C-1F	--8
		S2	--12
		S3A, 3E, 3F	--9
			<hr/> 29 lessons
Art Supporting Staff	Mr. Chan Tsz Kit (For 1A, 1B)		
	Total Teaching Lesson:	1A-1B	--4
			<hr/> 4 lessons

### Judgement:

S1-S3 Full Mark:100, Passing Mark:50  
S4-S6 Full Mark:100, Passing Mark:40



- Oct-May Design students team (Chan)
- Nov. Board design competition (before 11/11) (Tse)
- Nov. News for public (Chan)
- Nov. S1 Admission Boards (Tse, Chan)
- Nov. Peer Observation (Tse, Wong, Chan)
- Dec. DSE Portfolio making mark sheets preparation and remind the boys to finish the art works by time and Exam. (Tse)
- Dec Rearrange Bookshelf (Tse, Chan)
- Dec-July Campus decoration (Tse, Chan)
- Jan. Competitions for the international or others. (Tse, Wong, Chan)
- Feb. Preparation for the drama festival (Tse, Wong)
- Feb. Preparation for the art weeks (SBA) (Tse, Wong)
- Apr. Inter-House drama competition (Tse, Wong)
- May Torch publication (Tse)
- June New York Tour Planning (Tse, Wong, Chan)
- July Planning and evaluation (Tse, Wong, Chan)

## I. Scheme of Work

中一

循環週	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
	2 堂	闡述視藝室守則 藝術與同學之關係 開始 Visual Diary 藝術欣賞	<ol style="list-style-type: none"> <li>1. 學生了解本科要求及學習應有態度</li> <li>2. 了解視藝室使用情況 (待實體課堂)</li> <li>3. 選科長</li> <li>4. 提供數個主題供學生選擇作全年的參考素材搜集</li> <li>5. 清楚家中學習需要自備的物資</li> <li>6. 了解如何善用網絡空間及工具來分享藝術及凝聚創作氛圍</li> </ol>	簡報	電腦設備
	2 堂	生活中的色彩	<ol style="list-style-type: none"> <li>1. 色彩原理、象徵性及情感</li> <li>2. 廣告彩調配練習</li> <li>3. 發掘圖像的色彩 (九宮格調色)</li> </ol>	簡報、參考圖	電腦設備、基本文具、廣告彩、畫筆、畫紙
	2 堂	點、線、面及構圖	<ol style="list-style-type: none"> <li>1. 認識點、線、面的原理</li> <li>2. 認識構圖的聚散</li> <li>3. 用鉛筆拓印發掘家中的點、線、面</li> <li>4. 用拓印的點、線、面把校歌的一句視覺化出來</li> </ol>	簡報、音樂	電腦設備、基本文具、素描筆、畫紙、白紙



	6 堂	四格漫畫	<ol style="list-style-type: none"> <li>漫畫繪畫的原理：認識 <ol style="list-style-type: none"> <li>誇張、典型化、附加符號、氣氛、說話、思想、分鏡</li> <li>故事性：不尋常的家中一天</li> </ol> </li> <li>人物外貌與角色設計</li> </ol>	簡報、參考圖	電腦設備、基本文具、素描筆、畫紙、廣告彩、木顏色
	6 堂	立體製作	<ol style="list-style-type: none"> <li>介紹浮雕</li> <li>浮雕的基本技巧</li> <li>以 <b>Blu-Tack</b> 製作浮雕作品</li> <li>作品上色 / 加不同物料 (2 堂)</li> </ol>	簡報、參考圖	電腦設備、基本文具、畫紙、 <b>Blu-Tack</b>
	4 堂	地圖設計	<ol style="list-style-type: none"> <li>了解設計的意圖</li> <li>認識平面設計的要素</li> <li>學習基本工具的運用</li> <li>透過創作認識及想像校園 / 社區 / 住所</li> </ol>	簡報、參考圖	電腦設備、基本文具、畫紙、素描筆、木顏色、廣告彩
聖誕假期，期中考試，農曆新年假期					
	6 堂	拼貼創作	<ol style="list-style-type: none"> <li>認識畢加索作品和立體派(Cubism)的創作原理。</li> <li>學習觀察周遭事物，善用廢棄物和生活上的小物件，轉變為作品上不同媒介材料</li> <li>讓學生透過色彩、形狀和媒介表達情感和個人風格</li> <li>主題：我的農曆新年假期/ 已選擇的主題</li> </ol>	簡報、參考圖、剪刀、木顏色、麥克筆、廣告彩、調色碟	基本文具、畫紙
	4 堂	中國現代水墨畫	<ol style="list-style-type: none"> <li>中國現代水墨畫簡介</li> <li>認識中、西畫對透視的不同理念</li> <li>學習拓印法</li> <li>學習畫山和樹</li> </ol>	簡報、宣紙、墨、中國顏料、舊報紙、毛筆、墨汁、色碟	基本文具、素描簿、毛筆 (大白雲、圭筆)

	4 堂	紙皮畫	<ol style="list-style-type: none"> <li>1. 嘗試繪畫以外的平時創作</li> <li>2. 探索紙皮這種物料(質感)</li> <li>3. 學習使用鋸刀</li> <li>4. 學習畫面的層次表達</li> </ol>	參考圖、簡報、木顏色、麥克筆、鋸刀、墊板、廣告彩、調色碟	基本文具、素描簿、木顏色、廣告彩、調色碟
	0.5 堂**	考試簡介	題目簡介	簡報	基本文具
復活節假期					
	6 堂	考試：繪畫	<ol style="list-style-type: none"> <li>1. 善用構圖及着色手法</li> <li>2. 讓學生在指定時間內完成指定之作品</li> </ol>	參考圖、簡報、木顏色、麥克筆、廣告彩	基本文具、素描簿、參考圖
	2 堂	藝術欣賞	<ol style="list-style-type: none"> <li>1. 播放影片</li> <li>2. 了解藝術家的創作動機和意義</li> <li>3. 認識藝術品的特色和風格</li> </ol>	DVD、圖片、簡報等	基本文具、素描簿

## 中二

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
	2 堂	討論課堂守則及簡介學生需備用具 <b>藝術參與</b>	<ol style="list-style-type: none"> <li>1. 讓學生了解本科之要求及應有之學習態度</li> <li>2. 與學生討論在視藝室上視藝課時應注意的地方</li> <li>3. 選科長、組長</li> </ol> 網上上課： 關愛 協作活動 同學打掃房間、並請同學手執工具拍照	簡報	電腦設備、相機、打掃工具
	4 堂	<b>四格漫畫比賽</b>	<ol style="list-style-type: none"> <li>1. 認識漫畫繪畫的原理：</li> <li>2. 誇張、典型化、附加符號、氣氛、說話、思想</li> <li>3. 故事性：對保護香港海洋環境的想像</li> </ol>	簡報、參考圖	電腦設備、基本文具、素描簿、素描筆、木顏色、廣告彩

	6 堂	<b>中國畫 百鬼夜行</b>	1.介紹日本百鬼夜行圖集 2.學習基本技巧的運用 3.練習基礎線條 4.創作角色放到橫卷	簡報、參考圖	電腦設備、 基本文具、 畫紙、毛筆、 主筆、咖啡 粉
	6 堂	<b>雕塑(塑型)</b>	1. 介紹雕塑 2. 雕塑的理解(加法 VS 減法) 3. 雕塑的基本技巧	簡報、參考圖	電腦設備、 Blue Tack 基本文具、 素描簿、自 己的塑形作 品
	4 堂	<b>幾何立體素描</b>	1. 學習觀察 2. 認識素描 3. 學習排線和明暗處理	簡報、參考圖	電腦設備、 基本文具、 素描簿、素 描筆
<b>聖誕假期，期中考試，農曆新年假期</b>					
	6 堂	<b>校園戶外寫生</b>	1.學習遠距離觀察、選材、構圖 2.分析光對物件的影響和變化 3.學習排線和明暗處理 4.學習一、二點透視	簡報、參考圖	基本文具、 素描簿、素 描筆
	4 堂	<b>膠版畫 藏書票</b>	1. 介紹藏書票 2. 學習藏書票的製作	簡報、參考圖、 膠版	基本文具、 素描簿
	4 堂	<b>膠版畫 藏書票</b>	1. 簡介各種版畫及製作方法 2. 學習凸版畫的製作(雕刻) 3. 學習凸版畫的製作(印製)	簡報、參考圖、 A5 紙、膠版、版 畫工具、顏料	基本文具、 素描簿
<b>復活節假期</b>					
	6 堂	<b>考試：繪畫</b>	1.善用構圖及着色手法 2.讓學生在指定時間內完成指定作品	參考圖、簡報、 木顏色、麥克 筆、廣告彩	基本文具、 素描簿、參 考圖
	2 堂	<b>藝術欣賞</b>	1.播放影片 2.了解藝術家的創作動機和意義 3.認識藝術品的特色和風格	DVD、圖片、簡 報等	基本文具、 素描簿

### 中三

循環 週次	課數	教學內容	教學目的	工具材料	
				學校供應	學生自備
1	1 堂	闡述美術室守則 美術與同學未來 之關係	1.讓學生了解本科要求及學習應有態度 2.了解美術室使用情況 3了解基本設計	powerpoint	鉛筆、膠擦

1 - 4	6 堂	(中) 利用散點透視法作 <b>傳統中國畫</b> 的練習	<p>國畫透視法：</p> <p>認識中西畫作對透視的不同理念</p> <p>國畫的手卷表現故事方法</p> <p>認識香港社會</p> <p>網上上課：</p> <p>學習不同物料應用（咖啡粉）</p>	powerpoint 宣紙 墨、中國顏料 中國顏料 舊報紙	毛筆 (大白雲、圭筆) 色碟、報紙 (畫紙，咖啡粉)
5 - 8	6 堂	<b>表現主義(野獸派)繪畫</b>	<ol style="list-style-type: none"> <li>1. 表現主義作品欣賞與製作(繪畫) 感情的、內在的</li> <li>2. 經分析、簡化過渡到抽象的過程：手、腦、眼結合</li> <li>3. 學習野獸派代表剪貼風格：線、色和結構關係</li> <li>4. 一筆畫</li> <li>5. 網上上課：學習以繪畫與家人溝通。</li> </ol>	powerpoint 白畫紙 廣告彩、木顏 色筆 色紙剪貼	Sketchbook 鉛筆、膠擦
9- 11	3 -6 堂 (個別班)	<b>自畫像</b>	<ol style="list-style-type: none"> <li>1. 正確人面比例（五目三庭）</li> <li>2. 素描技巧</li> <li>3. 介紹人像畫大師：Rembrand and Chuck Close</li> <li>4. 網上上課： <ul style="list-style-type: none"> <li>- 學習以 app 改變人像</li> <li>- 學習打格子起稿法</li> </ul> </li> </ol>	參考資料， DVD 鉛筆、膠擦 faceapp	Sketchbook 鉛筆、膠擦
<b>聖誕假期，期中考試，農曆新年假期</b>					
14-17	6 堂	<b>超現實主義</b>	<ol style="list-style-type: none"> <li>1. 介紹超現實主義</li> <li>2. 抽取三張圖片</li> <li>3. 仿超現實主義作一張畫作</li> <li>4. 文字詮釋自己作品(100-150 字)</li> </ol>	powerpoint 參考圖例、範 畫油粉彩、廣 告彩	基本文具、 sketchbook

18-21	6 堂	黑白畫	<ol style="list-style-type: none"> <li>1. 構圖</li> <li>2. 用色(圖片搜集)</li> <li>3. 重覆/放射/覆透</li> <li>4. 用黑白結構整個構圖</li> </ol>	參考圖例、 範畫、Power-point、廣告 彩+墨汁、 marker	基本文具、 sketchbook
22-25	6 堂	考試	<ol style="list-style-type: none"> <li>1. 插畫構圖技巧/ theme painting/ drawing (discuss at 2<sup>nd</sup> term)</li> <li>2. 運用已學習的技巧，如故事、用色、人 像處理等/ drawing skills</li> </ol>	參考圖例、範 畫油粉彩、廣 告彩	基本文具、 sketchbook
Option al	3 堂	藝術欣賞 (電影)	<ol style="list-style-type: none"> <li>1. 認識香港 60 70 年代歷史</li> <li>2. 認識電影的節奏和構圖</li> <li>3. 認識『對倒』的故事手法</li> <li>4. 電影評論 (case)</li> </ol> (Only half classes)	文章欣賞、評 論 文學/電影/混 合作品範例 工作紙	文 具 、 Sketchbook
<b>考試</b>					

#### 中四

循環 週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
			單堂講解藝術理論 雙堂 practical 練習		
1	5 堂	闡述美術室守則 美術與同學未來之 關係分享 筆試練習	<ol style="list-style-type: none"> <li>1. 讓學生了解本科要求及學習應有態度</li> <li>2. 各家對藝術定義</li> <li>3. 了解美術室使用情況</li> <li>4. 選科長、組長</li> <li>5. 講解 DSE 課程簡介</li> <li>6. 了解藝術理論的重要性</li> </ol>	白紙、 筆、 筆記、 powerpoint、 設計參考資 料、 Color pencils、 Markers.	基本文具

2 - 4	15 堂	素描	1. 巴洛克藝術 2. 使用射燈構圖 3. 素描技巧 4. 完成一實驗素描	畫例、 powerpoint and 筆記	基本文具、畫 筆
5 - 7	15 堂	印象派畫作臨模	1. 溫習印象派畫作及畫家 2. 仿繪一張印象派畫作 3. 完成一位印象派畫家簡介(學期末交)	畫例 (印象 派)、 powerpoint and 筆記	基本文具、畫 筆、搜集資料 作報告
8 - 10	15 堂	考試畫練習	1. 簡介考試制度 2. 介紹物料應用	參考筆記、 作品、 powerpoint	基本文具
11	5 堂	乾粉彩	1.簡介 Degas 2.學習乾粉彩基本技巧的運用	乾粉彩、 powerpoi nt、 參考圖	基本文具
<b>聖誕假期 (21/12-1/1), 期中考試 (2/1-20/1), 農曆新年假期 (13/2-24/2)</b>					
14	5 堂	Mind map	1. 重新思考藝術的目的 2. 尋找所感興趣的題材 3. 製作 mind map	參考筆記、 powerpoint、 作品	基本文具, 搜 集資料作報告
15 - 17	15 堂	包裝雕塑	1. 學習物料應用 2. 學習電腦立體繪圖軟件 3. 學習 3d 模型處理軟件	參考筆記、 作品、 powerpoint 軟件	基本文具、包 裝
18-20	15 堂	Conceptual Art	1. 介紹 Conceptual Art 2. 製作一 Conceptual Art	參考筆記、 作品、 powerpoint	基本文具
21 -23	15 堂	Painting on materials	1. 學習與物料交流溝通	乾粉彩、 powerpoint 、 參考圖	基本文具
24-25	10 堂	攝影 fotomo	1. 了解香港地區特色 2. 學習基本攝影技巧 2. 完成 fotomo	powerpoint 、 參考圖	相機
26	5 堂	Portfolio and art appreciation	1. 思考 portfolio 的主題 2. 開始做第一件作品	參考筆記	基本文具

## 中五

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
			單堂講解藝術理論 雙堂 practical 練習		
		<p>闡述美術室守則 美術與同學未來之關係 呈交假期功課 分析會考作品 請同學分享自己作品 • 習以往學過的畫派</p>	<p>讓學生了解本科要求及學習應有態度 了解美術室使用情況</p> <ol style="list-style-type: none"> <li>1. 評論呈交假期功課</li> <li>2. 通過 slide-show 與同學分析會考情況</li> <li>3. 溫習以往所學的畫派、畫家特色、取其相近處助同學鞏固畫技與信心</li> </ol> <p><b>*基於同學水平稍弱，如往年般設午間畫室開放時間，包括靜物及人物素描練習。</b></p> <ol style="list-style-type: none"> <li>4. 美術史、中國藝術 <ul style="list-style-type: none"> <li>• 寫實主義 - courbet,millet</li> <li>• 印象派 - monet,van gogh, impressionism</li> <li>• 表現主義 - munch, Kandinsky</li> <li>• 抽象主義 - matisse,mondrian, kandinsky</li> <li>• 超現實 - Chagall,Dali</li> <li>• Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics.</li> <li>• Chinese Contemporary Art and Trend</li> </ul> </li> </ol>	白紙 筆 Slides、 筆記 powerpoint	作品、 筆記簿、 文具
		<ul style="list-style-type: none"> <li>• 配合比賽和每屆同學喜好、能力和意向作課程調整</li> <li>• 作品集製作(每人自設主題和表達方法)</li> <li>• 評賞小測(每月最後一節課)</li> <li>• 參觀展覽和報告</li> </ul>		Slides、 筆記 Powerpoint、 DVD	作品、 筆記簿、 文具
		<ul style="list-style-type: none"> <li>• 製作 SBA 作品集</li> </ul>			

## 中六

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
		<p>闡述美術室守則 美術與同學未來之關係</p>	<p>讓學生了解本科要求及學習應有態度 了解美術室使用情況</p> <ol style="list-style-type: none"> <li>1. 評論呈交假期功課</li> </ol>	白紙 筆 Slides、	作品、 筆記簿、 文具

		<p>呈交假期功課 分析會考作品 請同學分享自己 作品 • 習以往學過的 畫派</p>	<p>2. 通過 slide-show 與同學分析會考情況 3. 溫習以往所學的畫派、畫家特色、取其相近 處助同學鞏固畫技與信心</p>	<p>筆記 powerpoint</p>	
			<p>中六作品集製作</p>		
		<p>畢業展、考試</p>	<p>年中一次測驗，並一次模擬考試 二月後 study leave、mock 前畢業展 * 評論同學作品，提醒同學考試注意事項。</p>	<p>題目、展板</p>	<p>物料自備</p>



# **Music**

## **Programme Plan 2020-2021**

### **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-S5 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 e.g. Finale Notepad, MuseScore and NoteFlight

### **II. Issues to be addressed**

#### **A. 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 choir of girls' school
4. First attempt to virtual projects of choirs, orchestras and ensemble have received credits on social media or even on TV programme.
5. Students are willing to participate in school music interflows/festival events and have good results.
6. Instrumental classes started in S1 with great support to the three orchestras and band.
7. Co-teaching enhance model of conductor-pianist settle up as well as occasional split tutorial.

#### **B. Weaknesses**

1. Senior form students emphasize more on their academic work and are less active in musical activities especially after months of homestay learning.
2. Insufficient venue and instrument is the main obstacle in promoting instrumental classes in the first term while online lessons since March 2020 cannot support bulky instrument like percussions for students at home.
3. Insufficient rooms for instrumental class reduce the effectiveness of instrumental learning in the first term while online lessons since March 2020 hindered face-to-face demonstration by tutors.
4. Class singing has been greatly affected and downgraded due to the online mode since February 2020.
5. The time allocation recommended by the Education Department is 2 periods per cycle/week. Our school has only one period per cycle and finds impossible to cover the syllabus.

### **III. Objectives**

1. To enrich students' musical knowledge through singing, music reading, listening and learning musical instruments.

2. To use computer freeware for creative music project e.g. melody writing.
3. To enrich students' interest through regularly attending concerts, joining college orchestras/choirs and entering competitions both outside and inside school (may apply online music festival in future).
4. To explore individual talented student to develop musical abilities e.g. composition.
5. To enhance team building and class spirit through Interclass Hymn Singing Contest (may be cancelled in December 2020 due to health care consideration).
6. To investigate financial sponsorship from alumni/parents through Music Development Fund.

#### **IV. Implementation Plan**

##### 1. Singing

Tone quality, intonation, classification and enunciation are focused. Examples of good singing by adolescent and adult 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 room and regular attendance to public concerts are focused with selected youtube links especially during the period of homestay learning.

##### 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 (16 to 32 bars) with the use of music notation freeware.

#### **V. Major Concern**

1. Consolidate scale of music activities in post-bicentennial period.
2. Enrich world-wide scope with previous success of music tours and introduction of Japan and African Drumming in the past few years.
3. Elaborate the further use of the multi-purpose other than regular music team rehearsals, e.g. venue for small scale recitals.

#### **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 examination.

4. Annual Interclass Hymn Singing Contest (may be cancelled in December 2020 due to health care consideration).
5. Annual and Prize Winners' Concerts (may be transformed into online streaming).

**VII. Programme Team**

Mr. B. LI (head of music department)

Ms. C. YUEN (music teacher)

Ms. W. CHO (music assistant)

Boron Li  
September 2020

# Physical Education and Sports Programme Plan 2020-2021

## 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.

## B. Issue to be addressed

### Strength

1. Some senior students show interest in physical activities and they are to a great extent active when they are attending the PE lessons. Many junior students are not attentive in listening teachers' instructions.
2. The facilities and resources for the subject of P.E. are sufficient to teach a wide range of sport activities and with the new swimming pool, all junior form students can have a whole unit of swimming lessons.
3. The spirit of the department is high enough to design another time table and lesson content for the video conferencing period.

### Weaknesses

1. The indoor facilities are limited when there is an inclement weather condition. It is worsen when there is other exhibitions in the covered area.
2. About 50% of the students are poor in general fitness and body coordination.
3. Many junior students are weak in focusing, self management and self-centred.

### Opportunities and Threats

Due to the pandemic, video conferencing is adopted in the beginning of the academic year. In addition, the risk of students doing physical exercises at home cannot be under estimated. Sport teams' trainings are almost suspended.

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

The widened individual difference of the students and low academic and physical achievers make the PE teaching and sports coaching more difficult and low in effectiveness.

The issue of sport talented students is facing the same problem with academics. In addition, due to the one public exam only, it is difficult or almost impossible to ask or let F.6 students participate in sport training and competitions whole-heartedly, especially in the track and field.

## 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 toughness 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.

### Lessons Allocation

PONG	S1/6	S3/2	S4/2	S5/6	S6/2	DSE	S5/6	<b>24</b>
LAW	S1/6	S2/12	S4/6	S6/4				<b>28</b>
TANG	S3/10	S6/4	S4/5	DSE	S6/6			<b>25</b>
LEE	S1/6	S2/12	S4/4	S5/6	S6/2			<b>30</b>

## **Modules and Goals to be achieved**

### **Athletics**

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

#### Badminton

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

#### 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;  
to organize the whole school X Country Day

#### 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.

#### Handball

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

#### Swimming

to divide each class of junior forms into 2 performance groups (high and low); so as to minimize the individual differences so that the teaching can be more effective and safe.

#### Table Tennis

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

#### Volleyball

to motivate students' interest in Volleyball; to organise inter house competitions.

### **Implementation Plan**

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

/Organising Secondary One Sports Development Program

/Organizing seminars or talks on PE and sports

/Organizing friendly matches in different sports events

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 18 sports in the HKSSF;

(Athletics, Badminton, Basketball, Beach Volleyball, Cross Country, Fencing, Football, Gymnastics, Handball, Indoor Rowing, Life Saving, Rugby 7, Squash, Swimming, Table Tennis, Tenpin Bowling, Tennis and Volleyball)  
/Organizing sports training camp (local and overseas)

### **Performance Standard**

The skill, fitness, attitude, attendance and achievement of the students will be assessed. The PE assessment of S.1 to S.3 accounts for 100 marks while S.4 to F.6 accounts for 50 marks.

#### Skill

- Students from S.1 to S.3 are expected to demonstrate the basic skills of eight sport activities.
- Students from S.4 to S.6 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.6.
- 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.
- Chinning(with assistance) is used assess students' muscular strength.

#### Attitudes and Attendance

- 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 skill 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 measure an increasing number of students with learning diversities like audio, visual or physical impairment.



## **Special Duties:**

**Head of PE:**

**Pong Yiu Wing**

**KLA Coordinator, Sports Master:**

**Law Hon Leung**

**House Master, TTC:**

**Tang Wai Chung**

Secretary:

Lee Man Kit

Sports Team managers

Athletics:	Mr. H.L. LAW	Mr. W.C. TANG	Mr. K.K. LEE
Badminton:	Mr. H.L. LAW		
Basketball:	Mr. H.L. LAW		
Beach Volleyball:	Mr. W.C. TANG		
Bowling:	Mr. W.C. TANG		
Cheering:	Mr. H.L. LAW	Mr. Y.W. PONG	
Cross-country:	Mr. W.C. TANG	Mr. K. K. LEE	
Fencing:	Mr. H.L. LAW	Mr. M. K. LEE	
Football:	Mr. H.L. LAW	Mr. M. K. LEE	
Gymnastics:	Mr. H.L. LAW		
Handball:	Mr. Y.W. PONG		
Indoor Rowing:	Mr. M. K. LEE		
Life Saving:	Mr. T.Y. Mak	Mr. Y.W. PONG	Ms. SYW. WONG
Rugby Seven:	Mr. M. K. LEE		
Squash:	Mr. M.K. LEE		
Swimming:	Mr. T.Y. Mak	Mr. Y.W. PONG	Ms.SYW. WONG
Table Tennis:	Mr. H.L. LAW		
Tennis:	Mr. M. K. LEE		
Volleyball:	Mr. W.C. TANG		

**英華書院**  
**二零二零至二零二一年度**  
**倫理及宗教教育科周年計劃**

初中課程（中一至中三）

（一）課程簡介

根據香港課程發展議會編訂，香港教育署建議學校採用，（1999年），宗教教育科課程綱要如下：

1. 宗教是宇宙性和超史實的，對完人教育極為重要，如果作為一科去學習，對學生一定有所裨益。
2. 對宗教的認識，並非單靠教義的學習，所以本課程建議採用廣度教學法，從廣泛的角度學習本科，幫助學生認識宗教與人生及社會的關係，進而探究人生意義。
3. 宗教教育培養學生對宗教的尊重，並且在多元化的人類社會，學習尋求不同宗教的和諧共處。

（二）教學目標

綜合目標：

香港課程發展議會編訂，香港教育署建議學校採用	英華書院現行有關教學活動
1. 使學生認識宗教和宗教的生活方式。	課堂
2. 使學生能透過生活體驗和前人的貢獻，明瞭宗教或信仰體系和地位和意義。	課堂 服務前簡介會 探訪老人院 服務後的解說(Debriefing)
3. 使學生認識宗教或信仰體系對人類文化和個人生命意義探求和貢獻。	課堂
4. 輔導學生尋求一種信仰或生活方式。	因應班本需要，加設「信仰探索」：由學生提問，小組分享討論及解答信仰問題

## Major Concern 1: Purposeful Learning

Targets	Strategies
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <p>更新課程，配合學生程度：            中一 以舊約聖經人物為中心介紹            中二 以新約聖經人物為中心介紹            中三 以新約聖經經文釋義為主，及倫理學初探            中四 以新約聖經經文釋義為主，及倫理學初探            中五 課程以教授聖經為主，以使徒信經貫穿整年作主題，讓中五同學再次透過聖經深入地了解基督教信仰綱要。            中學文憑試 中四倫理及宗教科            進深討論聖經經文釋義及倫理學</p> <p>課外延伸活動：</p> <ul style="list-style-type: none"> <li>- 學會服務，信仰實踐</li> <li>- 安排同學探訪老人院，參與社區服務，把課堂所學習的《聖經》道理，實踐在生活中，服務社區</li> </ul>
1.2 Fostering Effective Learning	

### (三) 課程大綱

根據香港課程發展議會編訂，香港教育署建議學校採用「基督信仰」課程大綱。

英華書院 2020-21 年度，倫理及宗教教育科 (Ethics & Religious Education) 課堂採用教科書：

中一：《聖經伴我行》第一冊，香港：宗教教育中心，2009。

中二：《聖經伴我行》第二冊，香港：宗教教育中心，2009。

中三至中四，校本課程，參考香港教育局，香港課程發展議會編訂：《倫理及宗教科：支援教材》

中五：課程以教授聖經為主，以使徒行傳貫穿整年作主題，讓中五同學再次透過聖經深入地了解基督教信仰綱要。

英華書院 2019-20 年度，倫理與宗教科 (Ethics & Religious Studies) (中學文憑課程)

中四校本課程，參考香港教育局，香港課程發展議會編訂：《倫理及宗教科：支援教材》

中五校本課程，參考香港教育局，香港課程發展議會編訂：《倫理及宗教科：支援教材》

#### (四) 課程內容

香港課程發展議會編訂，香港教育署建議學校採用「基督信仰」課程內容：

##### 一、前言：

1. 鼓勵學生探索聖經所啟示的宗教信仰
2. 讓學生認識宗教信仰與他們身處的境況的適切性
3. 讓學生學習探索倫理及社會問題的正确技能
4. 讓學生明白聖經所啟示的宗教信仰是基督信仰的基礎

##### 二、課程內容

宗教與人的關係 (1) 生活方式 (2) 人生的目標和意義 (3) 不同宗教
基督信仰 (1) 象徵—十架、聖像、聖畫
文獻—聖經(包括編寫、翻譯過程、《舊約》和《新約》的內容、本質、權威等
始創人—耶穌基督 (i) 生平—降生、孩童、工作、死亡、復活、升天等 (ii) 教訓—比喻、登山寶訓、講道
信眾 (i) 猶太民族(以色列人)—歷史、生活方式、重要人物的故事和教導 (ii) 使徒的工作教導—保羅、彼得和約翰等
宗教團體 (i) 歷史和發展—大公教會、三大主流(天主教、東正教、新教)、其他宗教 (ii) 教會在中國和香港的發展
崇拜—聖餐禮、洗禮、婚禮、禱告、團契等
信仰和教義 (i) 基督的教訓 (ii) 聖經神學—神、救贖、約、生命、罪、苦難等
社會服務—教育、醫療、賑濟災民、社會工作等
道德責任 (i) 人生問題—認識自己、存活的意義、人際關係(不同年紀的人)等 (ii) 社會及世界—貧富不均、環保、傳媒、愛國等

## 本年度綜合教學計劃

### 倫理及宗教科教學進度表 中一

循環周	課文內容	工作紙
1	單元一 1 亞伯拉罕：憑著信心 跨越困難	頁 4
2	單元一 1 亞伯拉罕：憑著信心 跨越困難	頁 5
3	單元二 2 雅各：摒棄狡詐 真誠待人	頁 6
4	單元二 2 雅各：摒棄狡詐 真誠待人	頁 7
5	單元三 3 約瑟：信靠上帝 看禍為福	頁 8
6	單元三 3 約瑟：信靠上帝 看禍為福	頁 9
7	單元四 4 摩西：突破自己 活得豐盛	頁 10
8	單元四 4 摩西：突破自己 活得豐盛	頁 11
9	單元五 5 參孫：過分自恃 招致失敗	頁 12
10	單元五 5 參孫：過分自恃 招致失敗	頁 13
11	單元六 6 路得：善待家人 關懷體諒	頁 14
12	4-19/1 Mid-year Examinations (S1-S5)	
13		
14	單元六 6 路得：善待家人 關懷體諒	頁 15
15	單元七 7 大衛：克己自制 遷善改過	頁 16
16	單元七 7 大衛：克己自制 遷善改過	頁 17
17	單元八 8 所羅門：祈求智慧 明辨是非	頁 18
18	單元八 8 所羅門：祈求智慧 明辨是非	頁 19
19	單元九 9 以利亞：走出絕望 重新振作	頁 20
20	單元九 9 以利亞：走出絕望 重新振作	頁 21
21	單元十 10 但以理：持守信仰 堅持立場	頁 22
22	單元十 10 但以理：持守信仰 堅持立場	頁 23
23	單元十一 11 以斯帖：把握機會 貢獻社群	頁 24
24	單元十一 11 以斯帖：把握機會 貢獻社群	頁 25
25	單元十二 12 尼希米：堅毅不拔 重建社會	頁 26
26	單元十二 12 尼希米：堅毅不拔 重建社會	頁 27
	下學期考試 (RE: 作業佔 50%, 課堂表現佔 20% 個人反思文章: 30%)	

總 26 節

宗教教育出版社：《聖經伴我行》。第一冊

## 倫理及宗教科 中二

循環周	課文內容	工作紙
1	單元一 1 耶穌降生：謙卑降生 俯就世人	頁 4
2	單元一 1 耶穌降生：謙卑降生 俯就世人	頁 5
3	單元二 2 傳道前的準備：作好準備 實踐使命	頁 6
4	單元二 2 傳道前的準備：作好準備 實踐使命	頁 7
5	單元三 3 登山寶訓：卸下思慮 常愛恕	頁 8
6	單元三 3 登山寶訓：卸下思慮 常愛恕	頁 9
7	單元四 4 好撒馬利亞人：放下偏見 幫助別人	頁 10
8	單元四 4 好撒馬利亞人：放下偏見 幫助別人	頁 11
9	單元五 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	頁 12
10	單元五 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	頁 13
11	單元六 6 三個僕人：善用才幹 服事他人	頁 14
12 13	2-17/1 Mid-year Examinations (S1-S5)	
14	單元六 6 三個僕人：善用才幹 服事他人	頁 15
15	單元七 7 五餅二魚：樂意分享 造福他人	頁 16
16	單元七 7 五餅二魚：樂意分享 造福他人	頁 17
17	單元八 8 趕鬼入豬群：解除捆綁 重獲自由	頁 18
18	單元八 8 趕鬼入豬群：解除捆綁 重獲自由	頁 19
19	單元九 9 醫好生來失明的人：開放心靈 改變生命	頁 20
20	單元九 9 醫好生來失明的人：開放心靈 改變生命	頁 21
21	單元十 10 耶穌處世之道：關心弱勢 秉行公義	頁 22
22	單元十 10 耶穌處世之道：關心弱勢 秉行公義	頁 23
23	單元十一 11 受難的基督：犧牲受苦 給人生命	頁 24
24	單元十一 11 受難的基督：犧牲受苦 給人生命	頁 25
25	單元十二 12 復活基督：永恆盼望 豐盛人生	頁 26
26	單元十二 12 復活基督：永恆盼望 豐盛人生	頁 27
	下學期考試(作業佔 50%，課堂表現佔 20 % 個人反思文章: 30%)	

總 26 節

宗教教育出版社：《聖經伴我行》。第二冊

## 倫理及宗教科 中三

循環周	教學內容	工作紙
1	亞伯拉罕之約	工作紙一：亞伯拉罕之約
2	西乃之約：權利與責任	工作紙二：西乃山之約
3	制定法律：十誡	工作紙三：制定法律
4	大衛之約	工作紙四：大衛之約
5	應許之新約	工作紙五：應許之新約
6	先知書中有關彌賽亞盼望的經文	工作紙六：有關彌賽亞盼望的經文
7	兩約之間的歷史：希臘化	工作紙七：兩約之間的歷史：希臘化
8	羅馬人的文化及對猶太人的管治模式	工作紙八：羅馬人的文化及對猶太人的管治模式
9	猶太社會階層對羅馬的管治反應	工作紙九：猶太社會階層對羅馬的管治反應
10	耶穌和希律黨人：納稅的問題	工作紙十：耶穌和希律黨人：納稅的問題
	倫理及宗教科不設考試 工作紙 30 分，課堂表現 20 分，總分 50 分	

資料來源：

<https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/ethics-and-religious-studies/index.html>

## 倫理及宗教科 中四

循環周	教學內容	工作紙
1	以色列亡國、被擄	工作紙一：國事分析報告
2	以色列亡國、被擄	工作紙二：先知的信息
3	以色列亡國、被擄	工作紙三：指引社會走向更公義
4	應許的新約及彌賽亞的盼望	工作紙四：困苦中的盼望
5	應許的新約及彌賽亞的盼望	工作紙五：彌賽亞的個人素質及統治質素
6	亞伯拉罕之約（上）	工作紙六：上帝與亞伯拉罕立約
7	亞伯拉罕之約（上）	工作紙七：立約記號的轉化與更新
8	亞伯拉罕之約（下）	工作紙八：西乃之約
9	西乃之約（上）	工作紙九：律法有多重要
10	西乃之約（下）	工作紙十：律法與猶太
11	西乃之約（下）	工作紙十一：香港人的規範
12	西乃之約（下）	工作紙十二：以色列君王制前傳
13	大衛之約（上）	工作紙十三：大衛之約
14	大衛之約（上）	工作紙十四：大衛之約對後世的影響
15	大衛之約（上）	工作紙十五：民族的盼望
16	大衛之約（下）	工作紙十六：先知對彌賽亞（耶穌）盼望
17	大衛之約（下）	工作紙十七：國家藍圖
18	大衛之約（下）	工作紙十八：統治計畫建議
19	希臘統治對猶太人的影響	工作紙十九：安提阿古四世的統治
20	希臘統治對猶太人的影響	工作紙二十：猶太各社會階層的立場
21	馬加比獨立戰爭	工作紙二十一：壓迫和反抗
22	馬加比獨立戰爭	工作紙二十二：馬加比戰爭前希臘和猶太人軍事勢力比併
23	馬加比獨立戰爭	工作紙二十三：評論戰爭的影響
24	羅馬帝國的統治	工作紙二十四：國事分析報告
25	羅馬帝國的統治	工作紙二十五：猶太社會階層對羅馬的管治反應
	工作紙 30 分，課堂表現 20 分，總分 50 分	

資料來源：

<https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/ethics-and-religious-studies/index.html>



## 倫理及宗教科 中五

循環周	教學內容	工作紙
1	使徒行傳導言	工作紙一：徒 1:1-8
2	耶穌昇天	工作紙二：徒 1:9-12
3	救贖計劃的定旨	工作紙三：徒 1:13-26
4	順服的門徒	工作紙三：徒 1:13-26
5	自殺的門徒	工作紙三：徒 1:13-26
6	揀選的門徒	工作紙三：徒 1:13-26
7	聖靈與教會	工作紙四：徒 2:1-13
8	聖靈降臨	工作紙四：徒 2:1-13
9	聖靈的洗與充滿	工作紙四：徒 2:1-13
10	彼得講章(1)：聖靈降臨	工作紙五：徒 2:14-21
11	彼得講章(2)：復活高陞的基督	工作紙六：徒 2:22-36
12	彼得講章(3)：聖靈降臨	工作紙七：徒 2:37-41
13	第一個團契聚會	工作紙八：徒 2:42-47
14	彼得醫治癱腿	工作紙九：徒 3:1-11
15	彼得講章(4)：基督是誰？	工作紙十：徒 3:12-18
16	彼得講章(5)：當悔改歸正	工作紙十一：徒 3:19-26
17	如何面對逼迫	工作紙十二：徒 4:1-31
18	聖徒的罪惡	工作紙十三：徒 4:32-5:11
19	初期教會的福音傳播	工作紙十四：徒 5:11-42
20	屬靈的組織	工作紙十五：徒 6:1-7
21	貌如天使的門徒	工作紙十六：徒 6:8-15
22	司提反衛道(1)：榮耀的神	工作紙十七：徒 7:1-16
23	司提反衛道(2)：興起摩西	工作紙十八：徒 7:17-37
24	司提反衛道(3)：神的律法	工作紙十九：徒 7:38-43
25	司提反衛道(4)：神的聖殿	工作紙二十：徒 7:44-53

## 高中課程（中四至中六）

根據「倫理與宗教」，課程及評估指引(中四至中六)，課程發展議會與香港考試及評核局聯合編訂，香港特別行政區政府教育局建議學校採用，二零零七年（二零一五年十一月更新）。

### 1 課程宗旨

倫理與宗教科旨在使學生能：

- (a) 認識所研習的宗教及本港其他的主要宗教；
- (b) 對宗教和道德問題作出理性和明智的判斷；
- (c) 提升在靈性、道德及社會方面的觸覺；
- (d) 抱持積極的態度與其他宗教信仰者交往，並尊重他人信仰的權利。

### 課程目標

本課程的目標是讓學生就以下各項獲得知識及理解：

- (a) 道德對個人與社會的重要性；
- (b) 各主要倫理體系的歷史及其歷久不衰的原因；
- (c) 有關宗教的起源、律例、形式與禮儀的知識；
- (d) 宗教創始人及其至今仍具有影響力的原因；
- (e) 當代有關宗教與倫理議題的重要觀。

本課程有助提升學生的技能，使他們能夠：

- (a) 反思個人的信念、價值觀和經驗；
- (b) 與持有不同信念和價值觀的人進行客觀討論；
- (c) 設身處地理解別人的信念和行為；
- (d) 以證據和合理論點為依據，進行有關宗教意義問題的辯論；

(e) 藉探索宗教，改善自己、造福社群。

本課程幫助學生培養下列的價值觀和態度：

- (a) 尊重他人；
- (b) 願意肯定他人的需求、感受和期望，並學習他人的見解；
- (c) 以包容的態度對待模稜兩可和弔詭情況；
- (d) 欣賞宗教及文化的差異；
- (e) 尊重生命；
- (f) 熱切尋求生命的意義和真理。

## 學習成果

預期學生在完成本課程後夠：

- (a) 對一些倫理學的理論有基本理解；
- (b) 運用各種倫理理論作判斷，分析個及社會的倫理議題；持開放、一致和包容的態度處理與倫理有關的議題；
- (c) 能夠識別需要排列價值或美德優次的處境；
- (d) 了解道德抉擇的複雜性；
- (e) 掌握明辨性思考能力，以討論不同的倫理議題，例如：複製、賣淫、安樂死等，並作合理和負責任的道德抉擇；
- (f) 理解所研習的宗教的源起、經典、律例、形式與禮儀；
- (g) 應用所研習的宗教的義理，處理日常生活遇到的問題和面對當今社會的議題；
- (h) 透過研習宗教創始人的生平和經歷，效法其關懷他人的美德；
- (i) 欣賞宗教的人生觀和世界觀，並從中學習提升個人的人生價值；
- (j) 應用已具備的宗教及倫理知識於生活和其他社會服務經驗中；
- (k) 欣賞文化及宗教的多元性，對持守不同信仰的人抱正面及尊重的態度。

## 與初中教育、高等教育及就業出路的銜接

倫理與宗教科的學習，建基於學生在基礎教育中已獲得的知識、技能和態度。這些包括個人、社會及人文教育學習領域課程中所開列的六個主要範疇，特別是「個人與群性發展」範疇中所包含的概念和知識。學生在第三學習階段，已經透過宗教教育科、聖經知識科、佛學科、綜合人文科及歷史科，基本地認識不同的宗教傳統。本課程在第四學習階段的設計，強調宗教概念、信仰和價值觀與學生日常生活情境的關係。教師宜在適當時候，讓學生參考和鞏固之前所學的知識。

倫理與宗教科的研習能為學生打下一個良好的基礎，讓他們繼續在文化研究、歷史、神學、哲學、公共行政、人力資源管理、社會工作及刑事司法等範疇進行探索。學生對自我的了解，以及他們從學習中所獲得有關知識，對日後擔任社會工作者、輔導員、教師、神職人員和記者等工作將有很大幫助。

## 本年度綜合教學計劃

英華書院 2019-20 年度，課堂採用教科書：

香港教育局，課程發展處編訂：《新高中倫理與宗教支援教材》

中學文憑試倫理及宗教科

中四上學期 基督宗教	中四 下學期 倫理學		
耶穌的誕生與兒時 傳道事工 神蹟 受難 耶穌的教訓 上帝對人的要求	單元一：規範倫理學  道德的本質 • 道德原則 • 道德推理 • 多元主義  道德的本質 • 道德與宗教	行為理論 • 後果 • 義務  價值與美德理論 • 德性論、價值理論與美德理論 • 內在價值與工具價值 • 優次與衝突	人權 生存與死亡 性、伴侶關係與家庭 生物倫理 環境倫理 商業及經濟倫理 傳媒倫理

中五上學期 基督宗教	中五 下學期 倫理學：重溫		
舊約的信念 耶穌的身份 初期教會的發展 基督宗教基本信仰的發展 新的誠命	單元一：規範倫理學  道德的本質 • 道德原則 • 道德推理 • 多元主義	行為理論 • 後果 • 義務  價值與美德理論 • 德性論、價值理論與美德理論	人權 生存與死亡性、伴侶關係與家庭 生物倫理 環境倫理 商業及經濟倫理
重溫： 耶穌的誕生與兒時 傳道事工 神蹟 受難 耶穌的教訓 上帝對人的要求	道德的本質 • 道德與宗教	• 內在價值與工具價值 • 優次與衝突	傳媒倫理

## 評估

中一級的評估：

- (1) 工作紙 60%
- (2) 個人短文 30%
- (3) 課堂表現 10%

中二級的評估：

- (4) 工作紙 60%
- (5) 個人短文 30%
- (6) 課堂表現 10%

中三級評估：

- (1) 工作紙 50%
- (2) 個人短文 30%
- (3) 課堂討論及表現 20%

中四級評估：

- (1) 工作紙 30%
- (2) 課堂討論及表現 20%

中五級評估：

- (1) 工作紙 30%
- (2) 課堂討論及表現 20%

中學文憑試倫理及宗教科

中四評估：測驗 50% 考試 50%

中五評估：測驗 50% 考試 50%

2019-2020 各同工任教倫理及宗教教育科教節數目

倫理及宗教教育科 Ethics & Religious Education

	總堂數	中一	中二	中三	中四	中五
李詠儀	13	1	0	6	6	0
周若蘭	6	5	1			
陳滿堅	2		2			
王堅臣	9		3			6

中學文憑試倫理及宗教科 Ethics & Religious Studies (DSE)

	總堂數	中四	中五	中四 4X
李詠儀	5	5 堂 x1 班		課外時間
李詠儀	6		6 堂 x1 班	



財政預算

Particulars	Extra-curricular activities, prizes and sports	Library books, newspapers, magazines and teachers' texbooks, maps, etc	Travelling and transportation	Total Amount (HK\$)	Remarks
Library Books		1,000		1,000	
Teaching Aids		3,000		3,000	
Gifts for Elderly Home visit	500			500	
Elderly Home visit			1,400	1,400	旅遊車最新報價為\$1400, 所以改為\$1400
<b>Total</b>	<b>500</b>	<b>4,000</b>	<b>1,400</b>	<b>5,900</b>	

李詠儀老師  
 英華書院  
 倫理及宗教教育科科主任

英華書院  
二零二零至二零二一年度  
設計與科技科教學計劃

目錄

- 【壹】 宗旨
- 【貳】 對本科的評估
- 【參】 目標
- 【肆】 教學策略  
具體教學方法  
跨科協作  
本年度關注事項
- 【伍】 本科之評核準則
- 【陸】 檢討
- 【柒】 財政預算
- 【捌】 任教本科老師名單、教節分配及各級統籌
- 【玖】 附錄（一）設計習作評估樣本  
附錄（二）繪圖習作評分準則

## 設計與科技科教學計劃

2020-2021 年度

### 【壹】 宗旨

初中三年的設計與科技科課程，旨在為培育學生創作力和提供科技與設計的基礎知識和技能，培養他們具備創新及探究精神，以便在知識型的經濟環境中，能面對社會、經濟及科技的急劇轉變。課程要求學生能理解和應用科學、科技、工程學和數學 (STEM) 的知識，探討如何綜合和實踐於設計上，並能檢視科技對社會和環境的影響。

### 【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 3 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. 作為一門中一至中三的科技科目，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。

#### 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. 社會各界積極推廣 STEM 的普及教，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 Fusion 360 及引入 IoT (Internet of Things) 的新元素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較少，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. 學生基礎電腦軟件使用、檔案名稱、檔案類型和滑鼠使用認知不足；
4. 教育局和教育學院對設計與科技科前景未明，對本科長遠發展構成障礙。

### 【參】 目標

本科於 2020-2021 年度的教學目標：

#### 中一教學目標

1. 讓學生認識和學習工程圖，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；
2. 讓學生認識「設計過程」，及應用 STEM 和設計過程之「解難」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；
3. 讓學生透過探討和認識紙、木和塑膠的特性及用途；
4. 讓學生正確應用不同手工具和機器操作；
5. 透過校內或校外比賽，讓學生互相觀摩；
6. 回應學校主要關注一，推廣培養學生閱讀學習的習慣。

### 中二教學目標

1. 讓學生認識和應用 STEM 及應用更多、更精確的工程圖圖象傳意方法；
2. 讓學生認識「設計過程」，及應用此過程之「解難」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；
3. 讓學生認識更多不同材料的特性及用途；
4. 讓學生正確應用更多不同手工具和機器操作，如電路焊接、激光砌割機…等；
5. 讓學生認識基本電子線路、能源應用和環保知識；
6. 讓學生使用電腦輔助設計及模擬測試工作；
7. 從無人駕駛飛機及平衡車發展史中，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；
8. 讓學生應用激光砌割機；
9. 透過校內或校外比賽，讓同學互相觀摩；
10. 回應學校主要關注一，推廣培養學生閱讀學習的習慣。

### 中三教學目標

1. 讓學生認識 STEM 及使用電腦輔助設計；
2. 讓學生應用 3D 打印機；
3. 讓學生使用電腦和機械人組件，學習模擬測試工作及 IoT；
4. 讓學生認識不同的基本電子學、數碼邏輯電子線路及節約能源方法；
5. 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；
6. 透過校內或校外比賽，讓同學互相觀摩；
7. 回應學校主要關注一，推廣培養學生閱讀學習的習慣。

## **【肆】 教學策略**

剪輯生動 ETV、活動和習作，引起學習興趣。讓學生以科學、科技、工程學和數學(STEM)知識，應用於設計上，實現理想，令「夢想成真」；讓學生有機會去將自己的興趣、理念，透過課堂或課外的比賽活動，變成可觸摸、可使用的製成品。增加閱讀材料，推廣培養學生閱讀學習的習慣。

### 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尺寸標註方法

- ii. 認識徒手繪畫之平面 (2D) 及立體 (3D) 繪畫方法
- iii. 認識基本數學構圖技巧
- 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、PVC 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、PVC 膠水
- 4. 讓學生認識設計過程及欣賞市面上不同的產品設計，從而可以自行設計下列習作：
  - i. 掛飾設計
  - ii. 無人機專題習作及滑翔機模型設計
  - iii. 紙品模型設計
- 5. 讓學生認識基本手工具及機械運用，並注意工業安全。
- 6. 增加閱讀材料。

### 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. 展開圖
  - iii. 均角圖 (立體圖法)
  - iv. Fusion 360 基本 3D 及工程圖電腦繪圖
  - v. CorelDraw 及 LaserWorks 電腦軟件
  - vi. 基本數學構圖技巧
- 2. 讓學生認識設計過程及欣賞市面上不同的產品設計，從而可以自行設計下列習作：
  - i. 鋁手提電話座設計習作
  - ii. 電路製作設計習作
  - iii. 支架大橋設計習作
  - iv. 激光切割設計習作
  - v. 電動平衡車或無人駕駛飛機 Drone 設計習作
- 3. 讓學生認識更多材料：
  - i. 鋁片、金屬線
  - ii. 木棒
  - iii. 紙張
  - iv. 電子零件
- 4. 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
- 5. 增加閱讀材料。

### 中三教學安排

1. 深化 Fusion 360 電腦繪圖:包括零件組合方法
  - i. 讓學生認識更多繪圖表達技巧
  - ii. 認識 3D 打印的原理: 磁石貼立體打印設計習作
2. 配合以下 LittleBits Cloud Kit 或機械人套件,學習 IoT 或機械人應用方法
3. 深化「設計過程」的應用 - 設計「電子設計習作」
  - i. 電子零件及電線焊接法
  - ii. 電子學及集成電路
4. 加強認識不同材料特性及其連接方法金屬、木材、塑膠
5. 混合使用不同材料及其接合法
  - i. 白膠漿黏合法、熱熔膠接合法、機牙螺絲接合法、木牙螺絲接合法
6. 增加閱讀材料。

### 跨科協作

上學年我們積極推動 STEM 跨科協作及協助資優學生教育參加各項活動及比賽,效果良好。本年度將繼續與數學科和綜合科學科...等合作,參與各項 STEM 活動、比賽及在課程上互動配合,達致理論與實踐的相向學習氣氛。

### 本年度關注事項

1. 配合本年度關注事項,各級注意加強學與教效能及學習氣氛。
2. 推行學生支援課程,培養正向思維和學生互相欣賞。
3. 建立目標為本生活。

### 【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	100%		100%	

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，以及評估學生學習能力，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.	維修保養	\$ 20,000.
2.	課程發展 添置設備、增補工具、消耗性材料、電腦軟件、圖書、 教具或教材	\$ 70,000.
3.	比賽訓練 比賽、參觀、活動 STEM 交流活動	\$10,000
4.	添置機械設備	\$20,000
	總計：	\$ 120,000.

### 【捌】任教本科老師名單、教節分配及各級統籌

2020-21 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	1BD	2BC	3DF	14 + 課後活動
蔡迪坤	1ABCEF	2ACDEF	3AC	26 + 課後活動 + 課後開放設計與科技室
林錫忠	1ACDEF	2ABDEF	3BE	26 + 課後活動
各級總課節	24 課節	24 課節	18 課節	總課節：66 課節

2020-21 年度各級統籌老師：

中一： 蔡迪坤老師 中二： 麥泰元老師 中三： 林錫忠老師

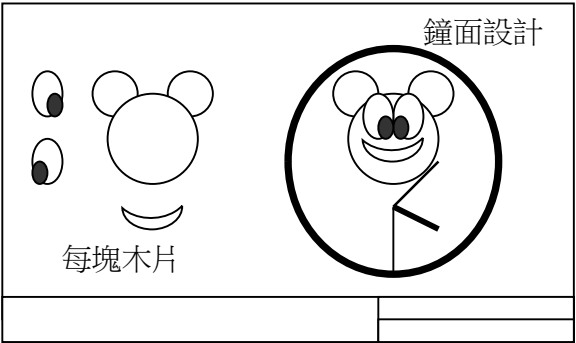
**各級統籌老師之職責：**

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）

設計習作評估樣本

評分項目		滿分	得分
設計過程	<b>設計方案</b> (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		
實作	<b>製作習作</b>		
	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	石英鐘芯一套		\$5	
4	其他			
5.	其他			
			合計	

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(二) 將製作完成之『掛牆鐘』相片貼於下面方格內



(a) 描述設計及製作上遇到的困難：

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(b) 描述解決困難的方法或策略

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(三) 改良：你認為可以怎樣改良設計？

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(四) 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)

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家長簽署：\_\_\_\_\_

附錄 (二)

得分	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 3 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 7 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 10 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。未能保持圖紙清潔。全圖超過 20 個錯誤。
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。未能保持圖紙清潔。
0	未能完成指定題目，沒有繳交習作。
	(遲交習作可予降一級評分)

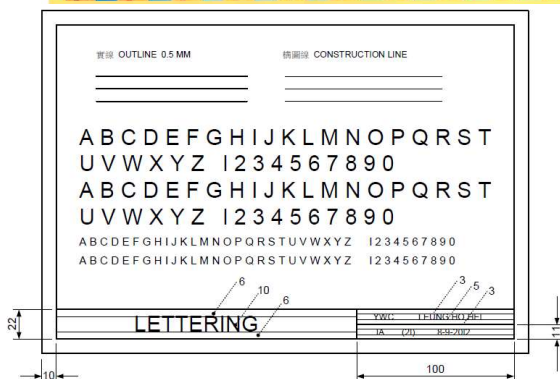
其他功課要求:

1. 學生必須跟格式寫上姓名、班別、學號、題目和交功課日期；
2. 老師必須寫上批改日期和需要改正地方。

設計習作



繪圖習作



**Grant (CEG)  
2020-2021**

**3-Year Plan for Diversity Learning Grant (DLG)  
2019-2022**

**3-Year Plan - Diversity Learning Grant (DLG)  
for Applied Learning Courses (2019-2022 Cohort)**

**1-Year Plan for Diversity Learning Grant (DLG)  
for Network Programmes and Other Programmes  
2020-2021**

**School-based After-school Learning and  
Support Programmes Plan  
2020-2021**

**Life-wide Learning Grant Plan on the Use of the  
Grant 2020-2021**

**Ying Wa College**  
**Plan on Using Capacity Enhancement Grant**  
**2020–2021**

Number of operating classes: 36

Means by which teachers have been consulted: at General Staff Meeting

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 Chinese learning environment in school	To employ one full-time Chinese teacher to help create a language-rich environment in the school	- More split-classes can be implemented in Chinese lessons so that more students will benefit from smaller class-size arrangement. - More Chinese learning activities outside the classroom can be held, such as debate, public speaking and speech training.	1/9/2020 – 31/8/2021	Monthly Salary (MPS pt. 17 & MPF: (\$35,040+\$1,500)x12) = <b>\$438,480</b>	- Students' improving performance in language examination - Students' active participation in language learning activities - Students' active participation in smaller classes	- Lesson observation by Panel Chairpersons - Students' language examination results - Participation records of learning activities - Panel Chairpersons' observation in language learning activities outside the classroom	Panel Chairperson of Chinese
	Improvement of English learning environment in school	To employ one full-time English teacher to help create a language-rich environment in the school	- More oral classes can be implemented 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.	1/9/2020 – 31/8/2021	Monthly Salary (MPS pt. 17 & MPF: (\$35,040+\$1,500)x12) = <b>\$438,480</b>			Panel Chairperson of English
					<b>Total: \$876,960</b>			

Expected amount of Capacity Enhancement Grant to be received in 2020–2021:

$$1146 \times \$715 = \$819,390$$

Top-up fund from **non-Government Fund**:

$$\mathbf{\$876,960} - \$819,390 = \$57,570$$

**YING WA COLLEGE**  
**Three-year Plan – Diversity Learning Grant for Applied Learning Courses (2019/20 – 2021/22 Cohort)**

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					19/20	20/21	21/22		
Applied Learning (ApL)	<ul style="list-style-type: none"> <li>♦ To offer a range of ApL courses for students with different learning needs and interests</li> <li>♦ To broaden students' diversified learning experiences and develop</li> </ul>	ApL courses in the following areas of studies: <ul style="list-style-type: none"> <li>- Creative Studies</li> <li>- Media &amp; Communication</li> <li>- Services</li> <li>- Applied Science</li> <li>- Engineering &amp; Production</li> </ul> Course providers: <ul style="list-style-type: none"> <li>- VTC</li> <li>- CityU(SCOPE)</li> <li>- HKBU(SCE)</li> <li>- HKU (SPACE)</li> </ul>	180 hours in 2 years for each course	S5 & S6 students	15	15	15	<ul style="list-style-type: none"> <li>♦ Students meet the 80% minimum attendance rate</li> <li>♦ Students submit course assignments on time</li> <li>♦ Successful completion of the ApL courses by students as shown in their learning records</li> <li>♦ Survey / evaluation report on students' feedback</li> <li>♦ Assessment of students' performance in ApL by school</li> </ul>	VP (Academic) Career master

**Ying Wa College**  
**Plan on the Gifted Programmes Funded by Diversity Learning Grant in 2020-2021**

Other Programmes – Gifted Programmes

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
Chinese: 高中中文辯論訓練	\$30,000.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 校際朗誦節-高中訓練	\$4,000.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 青年學藝比賽-高中朗誦訓練	\$3,200.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 高中普通話演講訓練	\$6,200.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Visual Arts Exhibitions	\$30,000.00	15	Students will have the opportunity to create and share their art work to the public, receive art criticism and learn to appreciate the art work of the others.
Training and participation fee of Science competitions and programmes	\$15,000.00	20	Students will receive after-school training or take part in relevant competitions in order to broaden their knowledge in Science subjects.
Training and participation fee of Humanities subject competitions and programmes	\$15,000.00	20	Students will receive after-school training or take part in relevant competitions in order to broaden their knowledge in Humanities subjects.
Total expenditure:	\$103,400.00	95	



**School-based After-school Learning and Support Programmes 2020/21 s.y.**  
**School-based Grant - Programme Plan**

Name of School: Ying Wa College

Project Coordinator: CHAN SUK CHING

Contact Telephone No.: 2336 8838

A. The estimated number of students (count by heads) benefitted under this Programme is 38 (including A. 3 CSSA recipients, B. 25 SFAS full-grant recipients and C. 10 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art/Cultural Activities (Music Instrumental Classes)	Music training and appreciation	Performance in musical instrument	Aural Test by Music teachers and trainers	10/2020-7/2021		2		8000	-
Sports	Basic skills in sports activities	Performance in training course and school team	Observations by coaches	10/2020-8/2021	2	15	6	40000	-
Leadership training	Goal setting, Leadership training	Strong team spirit & will to succeed	Questionnaire	10/2020-11/2021		4	2	5000	-
Outdoor Activities	Goal setting, persevence	Strong team spirit & will to succeed	Observations by coaches	11/2020-6/2021	1	2		5000	-
Tutorial Service	To support students' academic development	Performance in class and examinations	Test by tutors	10/2020-7/2021		2	2	25000	-
<b>Total no. of activities: <u>5</u></b>				<b>@No. of man-times</b>	3	25	10		
				<b>**Total no. of man-times</b>	38				

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C) .

**Life-wide Learning Grant  
Plan on the Use of the Grant  
2020-2021 School Year**

**Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>										
<b>1.1</b>	<b>To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>										
Language	Debate team training / public speaking training Creative writing	To develop students' language and analytical skills	9/2020-6/2021	S1 – S6	Report by coaches & advisors	150,000	✓	✓			
Geography											
Chinese History											
Maths	Mathematics elites training	To provide intensive training to Maths elites	9/2020-6/2021	S1 – S6	Report by coaches & advisors	50,000	✓				
Cross-KLA (e.g. STEM)											

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a · in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
<b>1.2</b>	<b>To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>										
Training in Other Learning Experiences	Field trip, cultural visit and service project	To provide hands-on experience to students	9/2020-6/2021	S1 – S6	Report by escorting teachers	20,000	✓	✓		✓	
	Leadership Training Camp	To develop students' leadership skill	4/2021	S3 – S5	Planning, implementing, monitoring, interim reviewing and evaluation by teacher advisors	100,000		✓	✓	✓	
	Music Training	To develop music skills and nurture music talent	9/2020-6/2021	S1 – S6		190,000	✓		✓		
	Sports Training	To develop sports skills and nurture sports talent	9/2020-6/2021	S1 – S6		570,000	✓	✓	✓		
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>										
Student Exchange Activities	Local and cross-boundary student exchange programmes	To widen students' exposure	9/2020-6/2021	S1 – S6	Report by escorting teachers	150,000	✓	✓	✓		
<b>1.4</b>	<b>Others</b>										
<b>Estimated Expenses for Category 1</b>						1,230,000					

<b>Domain</b>	<b>Item</b>	<b>Purpose</b>	<b>Estimated Expenses (\$)</b>
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
STEM	IT and STEM-related equipment for the IT Inno-Lab and the newly renovated Inno-Hub	Enhancement of STEM education, AI learning and teaching and e-Learning	200,000
PE			
Arts			
Others			
		<b>Estimated Expenses for Category 2</b>	200,000
		<b>Estimated Expenses for Categories 1 &amp; 2</b>	1,430,000

**Estimated Number of Student Beneficiaries**

Total number of students in the school:	1,100
Estimated number of student beneficiaries:	1,100
Percentage of students benefitting from the Grant (%):	100%

**~ End ~**