

Ying Wa College

(Founded 1818)



Annual Plan

(2019-2020)

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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 2019-2020

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"> • Students' ownership in learning and learning effectiveness enhanced • Specific learning outcomes being stated in all subjects/ modules/ lessons/ assignments • e-learning practices successfully integrated into daily L&T • Students of different ability levels feeling recognized and confident in their learning • A strong reading culture shared by students and teachers
		- 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>						<ul style="list-style-type: none"> • Drawing up a report summarizing the existing service elements in school • Formulating a strategic plan on service learning in school • Arranging service learning according to the strategic plan • Staff development and sharing sessions being held with positive feedback from teachers • Mass education being conducted with positive feedback from teachers and students • Relevant social issues being included and taught in some subjects, with positive feedback from teachers and students • Co-curricular activities being held, with positive feedback from teachers and students • Conducting service learning in collaboration with different parties in and out of school, with positive feedback from teachers and students • A culture of serving people in need being developed in school
		- Reviewing the current service elements in school as well as their design and effectiveness	✓					
	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 2019–2020

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>Learners' ownership and learning effectiveness</u> <ul style="list-style-type: none"> Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness Essence of Learning oriented Assessment (LoA) shared by different KLAs e-learning pedagogies to promote L&T interaction in & beyond classroom Various KLAs and subjects making use of the newly revamped Computer Lab in their daily teaching 	<ul style="list-style-type: none"> Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience SD sessions for professional sharing in LoA and e-learning pedagogies Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded 	<ul style="list-style-type: none"> Students' survey Teachers' survey Progress of students' performance Subject records of pedagogy and resources in teaching strategies Teachers' training records Mobile learning device loan record 	9/2019 – 6/2020	<ul style="list-style-type: none"> VP (Academic) AC & SHKLACC Academic Enhancement Committee Gifted Education Committee Staff Development Committee ITEC Committee Learning Resources Committee 	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"> 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 	<ul style="list-style-type: none"> KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning Designated reading time (Day C and Day E 8:45-9:05am) strictly implemented, supported by whole-school participation Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels KLAs and subjects integrating the use of e-reading platforms and databases into their L&T and assessments Teacher-led small groups of reading circles/ book clubs to integrate reading with positive school elements 	<ul style="list-style-type: none"> Students' survey Teachers' survey Parent's survey Library books borrow record 	9/2019 – 6/2020	<ul style="list-style-type: none"> VP (Academic) Reading Promotion Working Group AC & SHKLACC ITEC Committee Learning Resources Committee 	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"> Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters 	<ul style="list-style-type: none"> Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others 	<ul style="list-style-type: none"> Mass education program documents included in annual plans of different functional groups Progress monitored by core members of SDSC 	8/2019 – 7/2020	<ul style="list-style-type: none"> VP (Student Support) Committee heads under SDSC Head of Moral and Civic Education Committee 	Funding from Joyful@School (QEF program) Funding from school to reinforce tailor-made programs
2.2 Developing Potential	<ul style="list-style-type: none"> Upgrading school facilities to create an ambience conducive for stretching students' potential Diversified criteria reinforcing positive students' behaviors and achievements 	<ul style="list-style-type: none"> New facilities and existing facilities upgrade completed in the current year Students across the whole spectrum of abilities felt being recognized in different aspects of school life 	<ul style="list-style-type: none"> Students enjoying the facilities and showing a readiness to use these facilities in their daily school life APASO data in related strand 	8/2019 – 7/2020	<ul style="list-style-type: none"> VPs (Academic & Administration) Members of SDSC Campus Management Committee 	Funding to realize the facilities upgrade Funding to reinforce Staff Development programs
2.3 Forging Brotherhood	<ul style="list-style-type: none"> Theme-based and level-based programs designed to instill a sense of belonging in students 	<ul style="list-style-type: none"> Strong bonds amongst students of same and different levels observed 	<ul style="list-style-type: none"> APASO data in related strand Teachers' observations 	8/2019 – 7/2020	<ul style="list-style-type: none"> VP (Student Support) Head of SDSC Committee Guidance Team Class teachers 	
2.4 Collaborating with Parents	<ul style="list-style-type: none"> Enhancing the transparency of school policies by bolstering the existing e-communication channels Collaborating with PTA to tap into professional advice in leveling up parenting skills 	<ul style="list-style-type: none"> Increasing use of e-class parent App to disseminate school's information. An increased number of parents visiting the school website to acquire information about the school Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents 	<ul style="list-style-type: none"> Hit rate of e-class App PTA Exco's observations Records and documents of parenting workshops (educational programs) included in PTA & HSCC annual program plan 	8/2019 – 7/2020	<ul style="list-style-type: none"> VP (Student Support) IT coordinator PTA Exco & HSCC Head 	

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"> Re-organizing and integrating service learning and opportunities <ul style="list-style-type: none"> Establishing Service Learning Working Group to draw up strategic plan and coordinate service learning activities Staff development <ul style="list-style-type: none"> holding talks, training and sharing sessions as well as providing opportunities of service learning 	<ul style="list-style-type: none"> Strategic plan on service learning in school being formulated Better coordination on various service learning activities being observed Staff development and sharing sessions being held with positive feedback from teachers 	<ul style="list-style-type: none"> Documents, records and strategic plan of Service Learning Working Group Records and evaluation of staff development Stakeholders' survey 	9/2019 – 7/2020	<ul style="list-style-type: none"> P Service Learning Working Group Teachers-in-charge of the existing service elements in school 	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"> Mass education <ul style="list-style-type: none"> 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 involving relevant social issues in some subjects in order to raise the awareness of teachers and students Co-curricular activities <ul style="list-style-type: none"> organizing service-related co-/extra-curricular activities such as visits and reading opportunities relevant to social issues and service experiences 	<ul style="list-style-type: none"> Mass education in various forms being conducted with positive feedback from teachers and students Relevant social issues being included and taught in some subjects, with positive feedback from teachers and students Service learning opportunities according to the strategic plan being provided Service-related co-curricular activities in collaboration with different parties in and out of school being held, with positive feedback from teachers and students 	<ul style="list-style-type: none"> Records and evaluation of mass education Learning and teaching materials relating to service learning Records and evaluation of service-related co-/extra-curricular activities Stakeholders' survey 	9/2019 – 7/2020	<ul style="list-style-type: none"> P Service Learning Working Group Teachers-in-charge of the existing service elements in school 	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 2019-2020

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.

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.

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 2019–2020

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>Learners' ownership and learning effectiveness</u> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness - Essence of Learning oriented Assessment (LoA) shared by different KLAs - e-learning pedagogies to promote L&T interaction in & beyond classroom - Various KLAs and subjects making use of the newly revamped Computer Lab in their daily teaching <u>Reading-to-learn</u>	<ul style="list-style-type: none"> • Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience • SD sessions for professional sharing in LoA and e-learning pedagogies • Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded 	<ul style="list-style-type: none"> • Students' survey • Teachers' survey • Progress of students' performance • Subject records of pedagogy and resources in teaching strategies • Teachers' training records • Mobile learning device loan record 	9/2018 – 6/2019	<ul style="list-style-type: none"> • VP (Academic) • AC & SHKLACC • Academic Enhancement Committee • Gifted Education Committee • Staff Development Committee • ITEC Committee • Learning Resources Committee 	Funding to support curriculum development, manpower, self-regulated learning/ e-learning

<p>1.2 Fostering Effective Learning</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning • Designated reading time (Day C and Day E 8:45-9:05am) strictly implemented, supported by whole-school participation • Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels • KLAs and subjects integrating the use of e-reading platforms and databases into their L&T and assessments • Teacher-led small groups of reading circles/ book clubs to integrate reading with positive school elements 	<ul style="list-style-type: none"> • Students' survey • Teachers' survey • Parent's survey • Library books borrow record 	<p>9/2018 – 6/2019</p>	<ul style="list-style-type: none"> • VP (Academic) • Reading Promotion Working Group • AC & SHKLACC • ITEC Committee • Learning Resources Committee 	<p>Funding to support reading and e-reading initiatives</p>
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VI. Budget

See plans of individual subject panels and committees.

VII. Committee Members

1. Academic Committee

Chairperson: Mr. Tsang CT (VP) (***Gifted Edu***)

Secretary: Ms. Tse WC (Office)

Members: Mr. Cheng KK (P) Mr. Mak TC (VP)
Mr. Shing YM (VP)
Ms. Chan SC (PSHE)
Mr. Cheung KW (Staff Development)
Ms. Kung SY (Library & Reading) Ms. Lai WM (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)
Mr. Cheung KW (Chem/ Sci KLA)
Ms. Cheung TY (Eng) Mr. Lam WH (Econ)
Mr. Yiu KH (LS) Mr. Law HL (PE KLA)
Mr. Lee KK (Phy) Ms. Lee WY (RE)
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)

Careers Guidance Programme Plan 2019-2020

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 Mentorship Scheme.
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, CLAP for Youth by Jockey Club, Careers Advisory Service of the Labour Department, the Vocational Training Council, the Hok Yau Club, HKFYG, Junior Achievement Hong Kong tertiary institutes, 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 new 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	<u>Learners' ownership and learning effectiveness</u> <ul style="list-style-type: none"> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness - Learning oriented Assessment (LoA) - e-learning pedagogies to promote L&T interaction in & beyond classroom 	<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"> - Awards in due recognition of students' improvement and excellence <u>Reading-to-learn</u> <ul style="list-style-type: none"> - 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 	<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"> • Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters 	<p>Promoting life planning among junior form students by holding:</p> <ul style="list-style-type: none"> - S.1 & S.2 life planning workshops; - S.1 & S.2 careers assembly; - S.3 'Finding Your Colours of Life' careers planning workshops; <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"> • Upgrading school facilities to create an ambience conducive for stretching students' potential • Diversified criteria reinforcing positive students' behaviors and achievements 	<p>Developing students' work values and careers aspiration and promoting life planning among S.5 students by careers workshops and mentorship scheme, 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 and interview workshop;</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"> • Theme-based and level-based programs designed to instill a sense of belonging in students 	<p>Sharing from old boys and senior schoolmates will be a key element in careers activities, including careers workshops, mentorship scheme etc.</p>

<p>2.4 Collaborating with Parents</p>	<ul style="list-style-type: none"> • Enhancing the transparency of school policies by bolstering the existing e-communication channels • Collaborating with PTA to tap into professional advice in leveling up parenting skills 	<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>
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3. Implementation Plan

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

- Objective:**
1. To promote careers / life planning, ownership of students in their own life and academic development and pursuit of academic achievement
 2. To enlighten students to find a purpose in life, set goals and take actions to achieve them
 3. To enhance students' self-understanding
 4. To enhance students' understanding of work world and foster positive work value and life value
 5. To support S.6 JUPAS application
 6. SLP as a tool for setting goals & a reference of learning experiences
 7. To prepare S.3 students to make wise NSS subject choices and to lay good academic foundation for NSSC

- Task Description:**
- S.6: 4 mass talks (reading 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 & non-academic studies), write self-accounts and plan forward for JUPAS application.
- S.4-S.5: 3 workshops (reading 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.

- S.3: 1 mass talk and 4 workshops (reading 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.
- S.1-S.2: 1 assembly and 1 workshop (reading period) 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.

Person in Wong CF, Siu MY

Charge:

Means of

Evaluation:

1. Feedback from students, class teachers & subject teachers
2. SLP self-accounts written by students
3. Level of satisfaction of students' NSS subject allocation results

Success

Criteria:

1. Familiarity of new careers teachers and S.1 to S.6 class teachers with the theoretical backgrounds of the workshops
2. Close cooperation between careers teachers and class teachers
3. Fixed designated teaching periods (reading periods) to conduct workshops
4. Readiness of students
5. Subject teachers to brief students on NSS subjects
6. Support from OLE Committee and IT / Web SAMS in handling SLP production

Date of

Completion:

- S.6: September to November 2019
 S.5: March 2020
 S.4: February 2020
 S.3: February to March 2020
 S.2: May 2020
 S.1: April 2020

Budget:

\$500 for all forms (materials for workshops & gifts for students)

S.5 Careers Day (Mentorship Scheme)

Objective:	<ol style="list-style-type: none">1. To provide opportunities to S.5 students to meet alumni from working in fields that they are interested in and learn from their experiences2. To foster positive work value and life value3. To support S.5 Career Mapping workshop and S.5 English – workplace communication module
Task Description:	S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters
Person in Charge:	Wong CF, Siu MY
Means of Evaluation:	<ol style="list-style-type: none">1. Higher awareness of students about jobs and work environment2. Feedback from students, English teachers and alumni
Success Criteria:	<ol style="list-style-type: none">1. Strong support from OBA and alumni2. Close cooperation between Careers Guidance Committee, Student Council and English Department3. Readiness of S.5 students
Date of Completion:	25 April 2020
Budget:	\$800

S.6 Career Interest Inventory Test (CII)

Objective:	<ol style="list-style-type: none">1. To support students' JUPAS application and careers awareness2. To enhance students' self-understanding and to relate themselves to further study and careers opportunities
Task Description:	Students take CII Test under supervision of careers teachers Mass briefing and debriefing followed by group counseling
Person in Charge:	Wong CF
Means of Evaluation:	Level of satisfaction of students' JUPAS results
Success Criteria:	<ol style="list-style-type: none">1. Students' understanding of CII Test's theoretical backgrounds2. Support from I.T.
Date of Completion:	September to October 2019
Budget:	N/A

4. Evaluation

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

5. Budget

Items	Budget
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
Total	8,000

Duty List 2019-2020

1. S.1 to S.6 Careers Workshops

	Date	Workshop Teachers	Class Teachers	
1A	23 Apr 2020 F	Wong WY	Wong WY	Wong SK
1B	24 Apr 2020 A	Wong WY	Lau YK	Lam SC
1C	23 Apr 2020 F	Wong CF	So KL	Wong SYW
1D	24 Apr 2020 A	Wong CF	Lam CB	Man WS
1E	23 Apr 2020 F	Lin NS	Lam MT	Yeung YM
1F	24 Apr 2020 A	Lin NS	Kwok KN	Lam YW
2A	13 May 2020 F	Chan CK	Leung SY	Choy TK
2B	14 May 2020 A	Lee HW	Chao YL	Lo YW
2C	13 May 2020 F	Lee SW + Lai MM	Wong TN	Lee SW
2D	14 May 2020 A	Chan CK + Lai MM	Lee KW	Yu HJ
2E	14 May 2020 A	Lee SW + Ma CL	Wong SYE	Ma CL
2F	13 May 2020 F	Wong CF + Ma CL	Mak MY	Chu KY
3A	2 Mar 2020 A 9 Mar 2020 F 10 Mar 2020 A 18 Mar 2020 A	Lau CN	Yip SH	Wan HT
3B		Tang WY	Tang WY	Cheung KW
3C		Chan SC	Wat KY	Tsang TC
3D		Wong CF + Ma CL	Chan YS	Siu C
3E		Chan CK + Lai MM	Kwok WYN	Lai MM
3F		Lin NS	Lin NS	Chung YF
4A	4 Feb 2020 B 12 Feb 2020 B 14 Feb 2020 D	Chan CK	Tang SM	
4B		Yan YK	Yan YK	
4C		Siu MY	Cheng KW	
4D		Wong CF + Lai MM	Cheung TY	
4E		So LS + Ma CL	Chan CM	
4F		Wong YS	Wong YS	
5A	25 Mar 2020 F 27 Mar 2020 B 30 Mar 2020 C	Lee SW	Chan WC	
5B		Wong CF	Yeung WM	
5C		Lee HW	Lee HW	
5D		Chan CK	Yip CL	
5E		Lau CN	Lau CN	
5F		Siu MY + Tang WY	Chow WL	
6A	2 Oct 2019 B3	Lee SW	Wan WH	
6B	8 Oct 2019 E2	So LS	So LS	
6C	9 Oct 2019 F6	So LS (Chan CK)	Pun MC	
6D	3 Oct 2019 C5	Yan YK + Wong WY	Yiu KH	
6E	8 Oct 2019 E3	Siu MY	Siu MY	
6F	9 Oct 2019 F8	Tsang CT	Wu WY	

2. S.3 & S.6 Interviews

S.3 Interview Period: 4-29 May 2020			
	Careers Teachers	Class Teachers	
3A	Siu MY	Yip SH	Wan HT
3B	Lee HW	Tang WY	Cheung KW
3C	Chan SC	Wat KY	Tsang TC
3D	Wong CF	Chan YS	Siu C
3E	Chan CK	Kwok WYN	Lai MM
3F	Lau CN	Lin NS	Chung YF

S.6 Interview Period: 5-29 Nov 2019		
	Careers Teachers	Class Teachers
6A	Lee SW	Wan WH
6B	Lee HW	So LS
6C	Chan CK, Lin NS	Pun MC
6D	Yan YK, Wong WY	Yiu KH
6E	Wong CF	Siu MY
6F	Tsang CT, Wong YS	Wu WY

Other Duties

	Duties	Date	Teachers-in-charge
3	S.3 & S.6 Mass Talks	Sep - Nov 2019 Feb 2020	Wong CF, Siu MY, Chan CK, So LS
4	S.1 & S.2 Careers Assembly	5 May 2020	Wong CF, Chan CK, Lai MM, Lee SW, Ma CL, Tang WY
5	S.5 Careers Day	25 Apr 2020	Wong CF, Siu MY, Tsang CT, Chan CK, Lau CN, Lee HW
6	S.6 Career Interest Inventory Test	11-18 Oct 2019	Wong CF (6C, 6E), Siu MY (6A), Chan CK (6D, 6F), So LS (6B)
7	S.3 Parents' Night	20 Mar 2020	Wong CF, Siu MY, Tsang CT, Chan CK, Lai MM, Lin NS, Tang WY
8	S.5 Parents' Night	8 May 2020	Wong CF, Siu MY, Tsang CT, Chan CK, Lau CN, Lee HW,
9	S.6 Parents' Talks	3 Nov 2019 27 Jun 2020	Wong CF, Siu MY, Tsang CT, Chan CK, So LS
10	S.3 NSS Subject Allocation	Jun - Jul 2020	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	Jul 2020	All Team Members
15	Reference Letters, Scholarships & Grants Application & Record	All year round	Siu MY, Chan CK, Wong WY (Eng), Wong CF (Chi)
16	Documentation & Parent's Letters	All year round	Wong CF, Chan CK

17	Information Dissemination	All year round	Wong CF, Chan CK
18	Careers Book Promotion	All year round	Wong CF, Siu MY, Tsang CT
19	Visits (Workplaces & Careers Centre)	All year round	Wong CF, Chan CK, Chan SC, Lee HW, Wong YS

Wong CF $S1+2+3+4+5$ ($2+1+4+3+3=13$)

Siu MY $S4+5+6$ ($3+3+1=7$)

Chan CK $S2+3+4+5$ ($2+4+3+3=12$)

Tsang CT $S6$ (1)

Lee SW $S2+5+6$ ($2+3+1=6$)

Tang WY $S3+5$ ($4+3=7$)

So LS $S4+6$ ($3+2=5$)

Lau CN $S3+5$ ($4+3=7$)

Lee HW $S2+5$ ($1+3=4$)

Wong YS $S4+6$ ($3+1=4$)

Yan YK $S4+6$ ($3+1=4$)

Chan SC $S3$ (4)

Lin NS $S1+3$ ($2+4=6$)

Wong WY $S1+6$ ($2+1=3$)

Lai MM $S2+3+4$

Ma CL $S2+3+4$

Civic Education Programme Plan 2019-2020

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 2019-2020: **關愛、包容**

日期	內容	備註/協作團體
	升旗儀式 9月1日: 升國旗、中小學校校旗 11月11日(校慶日): 升校旗 1月25日(中六最後上課日): 升校旗	童軍
全年	每週新聞報道 (Day E)	公民大使
全年	新聞評述 (Day C)	中五學生/中文科
全年	每日新聞佈告板	
06/12/2019	廉政互動劇場	中三級
21/11/2019	無障礙社區體驗日	中三中四 (30位)
	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
2/2019(暫定)	樂施減貧利是	全校
	知識產權署互動劇場-「尊重互聯網上的知識產權」	中二級
	學界饑饉－貧富餐	中一
	惜食堂義工(4次)	兩班中四

	終審法院學校導賞活動計劃	30 位
	早會：律政司刑事檢控科	全校
	英華論壇	全校
	六四事件/雨傘/反佔中... -早會、展板、影片播放	全校
	樂施會互動教育中心工作坊 (樂施減貧利是獲獎學校免費參加)	通識科 名額:35 位(中二)
	內地交流團	中四中五
		火炬合作

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

B. Informal Curriculum

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

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

C. Hidden-Curriculum (Ethos of the school)

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

IV. Evaluation

1. The participating rate of each program will be used as an indicator of student's acceptance towards the programs. The characteristics of a well-received program will be summarized. This summary will serve as a guideline when designing programs in the future.
2. Ask the participants to comment on the programs so as to have a better understanding of students' needs and interests.
3. After the programs are implemented, the committee members will share their experience among themselves frequently. The difficulties encountered and the insufficiency of the programs will be found out.
4. An assessment of attitudinal and behavioral changes will be done mainly by teachers' observations on students' behavior and speech (e.g. greetings to teachers; readiness to accept responsibilities; readiness to lend a helping hand when others are in need; degree of participation in social services).

V. Program Team

Leader : Mr. C Siu

Secretary : Ms Chung YF

Members : Ms. Chan YY

Ms. Lai MM

Mr. Lam WH

Ms. Man WS

Mr. Tse F

Ms. Wong SYE

Ms. Yeung WM

Mr. Yi CL

Discipline Committee Programme Plan 2019-2020

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

- 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 Counselling Team.

B. Short-term objectives (Major Concern of 2019-20 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
- 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

PROGRAMME CONTENT	Schedule	Person-in-Charge
Duties Allocation	August 2019	LSK / LSYJ
S.1 Training Camp	23 – 24 August 2019	LSK / LSYJ / SSDC members
Class Captain and Monitor Workshop	11 September 2019	LSK / LSYJ / YSH / WHT
Prefect Workshop	5 October 2019	LSK / LSYJ / SKL / YWM
S.1 Parents' Night	27 September 2019	LSK / LSYJ
S.3 Enhanced Smart Teen Project	17 – 21 February 2020	LSYJ / YSH / TKP / CKW / CTK / LMT
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 / MWS / WHT
Decency Award Scheme	Whole year	LSK / LSYJ / CWL
Inter-class Classroom Cleanliness Competition	Whole year	LSK/ YSH / YYM / CKW Maths AT (TKP)/ LKW/ WWH
Detention Class	Whole year	LSK / LKW / WHT / LMT
Handling late-comers	Whole year	CTK / TKP / LMT / CKW / Prefects
Handling lost properties	Whole year	CKY / LKW / Maths AT
Survey and Statistics	Whole year	LSYJ / CWL / CKY / 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
Smart Teen Project	2,500
Interclass Cleanliness Competition	1,500
Acitivties (Miscellaneous)	500
Transport of materials for Swimming Gala/ Sports Day/ Long Run/ School Activities	500
TOTAL:	32,500

IX. DISCIPLINE COMMITTEE MEMBER LIST

CHAIRPERSON:	Lam Siu Kuen, Annette (Discipline Mistress)
VICE-CHAIRPERSON:	Leung Sai Yung, Jacky (Vice Discipline Master)
ADVISOR:	Mak Tak Cheung (Vice-Principal)
SECRETARIES:	Man Wing See, Mandy (Junior Forms) Chow Kin Yu (Senior Forms and Joint Meetings)

JUNIOR FORMS

S.1 DISCIPLINE	** Yeung Yee Man	Lam Man Tsun, Jason	Wan Hiu Tung, Priscilla
S.2 DISCIPLINE	** Leung Sai Yung, Jacky	Choy Tik Kwan	Cheng Ka Wai, Gareth
S.3 DISCIPLINE	** Yip Shing Hei, Ryan	Man Wing See, Mandy	Chan Yuk Shan, Vivian

SENIOR FORMS

S.4 DISCIPLINE	** So Ka Lok	Tam Ka Pui, Erica	<i>Maths AT</i>
S.5 DISCIPLINE	** Yeung Wai Ming, Irene	Lee Ka Wan, Kelly	Chow Wing Lam
S.6 DISCIPLINE	** Wan Wai Hon	Chow Kin Yu	

** 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 Secretaries

- To prepare minutes of the meetings;
- To keep records of the minutes;
- To compile parents' letters; and
- To straighten out discipline documents

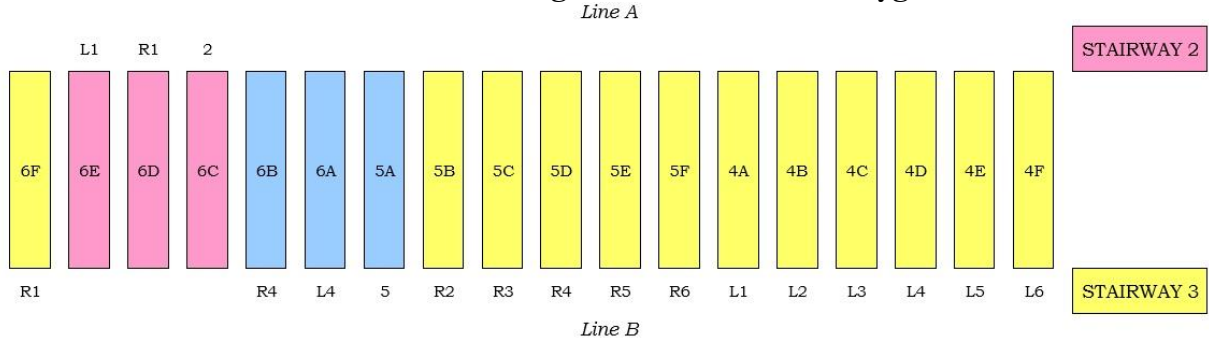
Duties of Form Co-ordinators

- 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;
- To co-ordinate with class teachers in Form-based discipline programs and case follow-up work;

A. Duty during Morning Announcement and Morning Assembly :

	Line A (Balcony)	Line B (Balcony)	Line C (Main Hall)
DAY A	Lee Ka Wan, Kelly	Chow Wing Lam	Leung Sai Yung, Jacky
DAY B	Wan Wai Hon	Lam Man Tsun, Jason	Tam Ka Pui, Erica / So Ka Lok
DAY C	Yip Shing Hei, Ryan	Chow Kin Yu	Leung Sai Yung, Jacky
DAY D	<i>Maths AT</i>	Chan Yuk Shan, Vivian	Yeung Yee Man / So Ka Lok
DAY E	Choy Tik Kwan	Wan Hiu Tung, Priscilla	Leung Sai Yung, Jacky
DAY F	Man Wing See, Mandy	Cheng Ka Wai, Gareth	Yeung Wai Ming, Irene

Class Plan for Morning Announcement on Playground



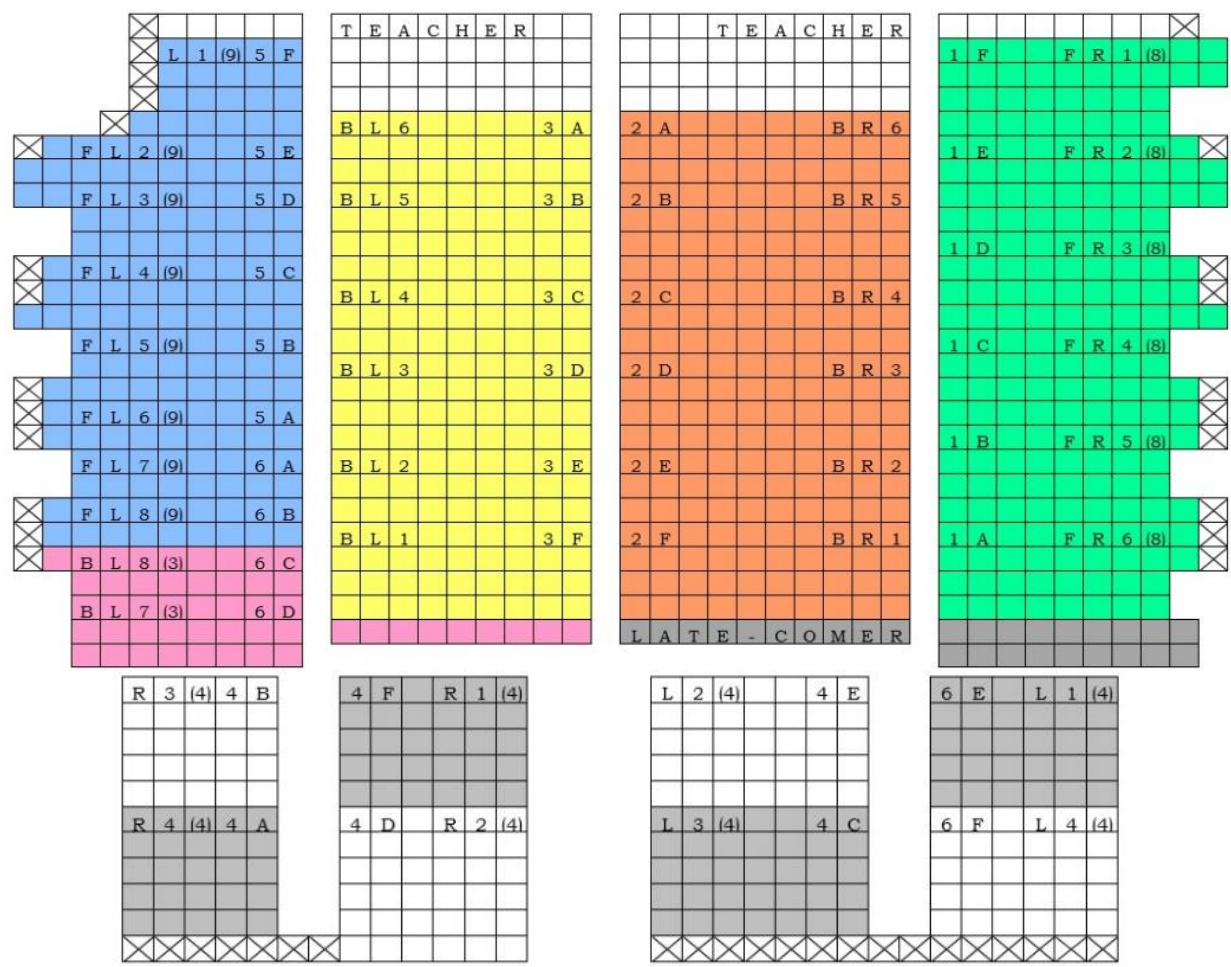
STAIRWAY 8

SPEAKER

STAIRWAY 4

Class Plan for Morning Assembly in Noble Hall

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

DETENTION CLASS:	Lam Siu Kuen, Annette Yiu Sim Fong (Administrative Assistant)	Lee Ka Wan, Kelly Lam Man Tsun, Jason Wan Hiu Tung, Priscilla
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Duties:

- To assist in monitoring the operation of the detention classes;
- To follow up cases of absentees;
- To follow up cases of those students with frequent missing homework and lateness records

NEW LEAF PROGRAMME & STUDENT CARING SCHEME:	Chan Yuk Shan, Vivian Man Wing See, Mandy	Lee Ka Wan Wan Hiu Tung, Priscilla
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Duties:

- To follow up students pursuing the programme
- To check the progress of participating students and to submit the list for approval in mid-June (New Leaf)
- To collect interview records and prepare small gifts for students (Student Caring)

OLE & MERIT RECORDS:	Lam Siu Kuen, Annette	Yeung Yee Man	Wan Wai Hon
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Duties:

- To collect and process performance score of students provided by teachers for the award of merit points
- To coordinate with the OLE master in composing the OLE record

DEMERIT RECORDS:	Lam Siu Kuen, Annette	So Ka Lok	Leung Sai Yung, Jacky
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Duties:

- To document penalty decision made by Discipline Committee for report card making
- To conduct data report on class basis to reflect students' performance

DECENCY AWARD: SCHEME Lam Siu Kuen, Annette Chow Wing Lam Leung Sai Yung, Jacky

Duties:

- To handle the operation of the scheme
- To conduct data report to reflect students' performance

LATENESS: Choy Tik Kwan Lam Man Tsun, Jason Tam Ka Pui, Erica Cheng Ka Wai, Gareth

Duties:

- To follow up cases of lateness;
- To follow up cases of those students with frequent lateness records

PREFECT BOARD: Lam Siu Kuen, Annette So Ka Lok Leung Sai Yung, Jacky Yeung Wai Ming, Irene

Duties:

- To monitor the establishment of the Prefect Board
- To support the Prefect Board in assigning duties of prefects;
- To maintain discipline of the Prefect Team

SURVEY AND STATISTICS: Leung Sai Yung, Jacky Chow Wing Lam Chow Kin Yu Wan Wai Hon

Duties:

- To conduct surveys for students and teachers to reflect the effectiveness of discipline measures of the school
- To compile data of detention, lateness, merit and demerit record for different classes and forms
- To do comparative studies using compiled data in deciding discipline policy of the school

HANDLING LOST PROPERTIES: Lee Ka Wan Chow Kin Yu Maths AT

Duties:

- To arrange display of lost properties once in each term for students to get back their things.
- To compile record of lost properties and clear write off lost properties kept in the General Office.

INTER-CLASS CLASSROOM CLEANLINESS COMPETITION : Lam Siu Kuen, Annette Yeung Yee Man Wan Wai Hon Tam Ka Pui, Erica / Maths AT Yip Shing Hei, Ryan Cheng Ka Wai, Gareth Lee Ka Wan, Kelly

Duties:

- To handle the operation of the scheme
- To conduct data report to reflect students' performance

C. 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 2019–2020
Program Plan
Discipline Committee

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

Targets	Strategies	Tasks and Progress
2.1 Character Building	<ul style="list-style-type: none"> ● Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters 	<ol style="list-style-type: none"> 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. Teachers need to complete the interview records and hand in it for evaluation at the end of the second term. Small gifts are prepared. Teachers can give the gifts to students for encouragement or rewarding purpose. 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. Certificates and presents will be awarded to the best performing classes as well as those classes with significant improvement. 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 – Diligence, Honesty, Service, Respect, Punctuality and Tidiness will keep on this year. As a recognition of achievement, certificates and trophies will be awarded to students who could achieve the school requirement. 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 17-21 February 2020. 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 camp, debriefing and follow up activities will be organized. 5. Educational assemblies will be conducted to convey positive messages to students throughout the year. <ul style="list-style-type: none"> 26/8 S1 Discipline Committee Sharing Assembly 6/9 Morning Assembly (Decency Award Scheme) 10/9 Morning Assembly (Inter-class classroom cleanliness Competition) <p>2nd Term To be confirmed</p>
2.2 Developing Potential	<ul style="list-style-type: none"> ● Upgrading school facilities to create an 	<ol style="list-style-type: none"> 1. Prefects and Head Prefects Election will be conducted on 19/9 and 23/9 respectively to select student leaders to assist

	<p>ambience conducive for stretching students' potential</p> <ul style="list-style-type: none"> ● Diversified criteria reinforcing positive students' behaviors and achievements 	<p>teachers in maintaining order and discipline in school.</p> <ol style="list-style-type: none"> 2. A total number of 10 Junior Prefects will be selected from the graduates with outstanding performance in the Enhanced Smart Teen Project. 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. 3. Captains and Monitors Workshop will be held on 11/9 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.
2.3 Forging Brotherhood	<ul style="list-style-type: none"> ● Theme-based and level-based programs designed to instill a sense of belonging in students 	<p>To cultivate class spirit and sense of belonging among students through different level-based activities:</p> <ul style="list-style-type: none"> ➤ S1 Training camp (23-24 August 2019). Big brothers from the Prefect Boards and old boys were invited to share their experience 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. ➤ A whole day Prefects Workshop (documents handling + team building) will be conducted on 5 October 2019 to equip the prefects with essential skills in performing duties as well as to strengthen the term spirit among different boards. In the morning session, the Prefect Board 1819 will conduct a workshop about documents handling and routine duties to the newly elected Prefects. In the afternoon, the Coach company Training for Life will lead a team building training for the prefects and the Prefect Board 1819 will act as brothers to support the others.
2.4 Collaborating with Parents	<ul style="list-style-type: none"> ● Enhancing the transparency of school policies by bolstering the existing e-communication channels ● Collaborating with PTA to tap into professional advice in leveling up parenting skills 	<ol style="list-style-type: none"> 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. 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.
2.5 SEN student support		<ol style="list-style-type: none"> 1. The Discipline Committee members will cooperate with other student support teams in handling SEN students' disciplinary problems.
2.6 Other important committee		<ol style="list-style-type: none"> 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

<p>tasks that are not covered by School Major Concerns</p>		<p>Committee and class teachers.</p> <ol style="list-style-type: none"> 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. 3. Compile S1 -6 Students' Discipline Record. 4. Compile S1-6 Students' Merit Record and Demerit Record. 5. Supervise the daily operation of the detention class. 6. Hold monthly discipline meetings to discuss students' disciplinary cases. 7. Handle mobile phone and electronic devices cases and other cases concerning lateness, homework problem and students not attending detention class. 8. Supervise the daily operation of the Prefect Board. 9. Help teachers to handle discipline problems happened during the lesson time. 10. Handle lost properties found in school. 11. Handle complaints from public about students' misbehavior outside the school. 12. Handle parents' complaints. 13. Review school rules and discipline policy when needs arise. Communicate with outside bodies like police force in students' behavioral problems.
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Prepared by: Annette SK lam
10th September, 2019

**Information Technology in Education
Co-ordination Committee
Programme Plan 2019-2020**

Focus	Action Items
IT Services Account Renewal & Maintenance	<ul style="list-style-type: none"> • Different IT and eLearning Platform account update • Induction of school IT system to new colleagues & S1 Students • Smart ID Card Production.
School Infrastructure Strengthening and Maintenance	<ul style="list-style-type: none"> • School website update • Maintenance of School Network and Firewall • School Printing System upgrade • School PA System upgrade
Replenishment & Upgrade of IT Resources	<ul style="list-style-type: none"> • Subscription of IT Hardware Annual Maintenance • Replacement of obsolete Projecting Devices • Replacement of IT Accessories • Software & License Upgrade Services

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

Other Learning Experiences Programme Plan 2019-2020

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. 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 in Hong Kong 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.

3 Major concerns of OLE Committee 2019-2020

- 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)
 - Education Excursion (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"> ➤ To promote students' civic-mindedness ➤ To raise students' awareness about current affairs, social issues and Hong Kong 	<ul style="list-style-type: none"> ➤ Student Council election <ul style="list-style-type: none"> • Pre-election Forum • Election • Post-election consultation sessions 	SC Advisors	<ul style="list-style-type: none"> ➤ Close communication between candidates and teacher advisors ➤ Smooth running of the forum raising students' awareness about their rights and duties in the election ➤ Active participation in the voting by students and teachers ➤ Impartiality to all candidates attained ➤ Follow-up measures drawn up in response to students' opinion 	<ul style="list-style-type: none"> ➤ Documents submitted by candidates in the election campaign ➤ Questions and responses from teachers and students in the election forum ➤ Voting rate ➤ Opinions recorded in the post-election opinion collection session and their follow-up measures 	Oct 2019	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"> ➤ Student Council Opinion Board <ul style="list-style-type: none"> • To provide an open platform for students to express their opinions on issues of their concern in and outside school 	SC Advisors	<ul style="list-style-type: none"> ➤ A clear set of instructions on the use of the Democracy Wall ➤ Careful maintenance and promotion of the wall by the Student Council ➤ Introduction of online channels to submit articles ➤ Monthly themes explored to encourage students to express opinions 	<ul style="list-style-type: none"> ➤ Records of articles posted ➤ Quality of articles posted ➤ Response from students and teachers to articles posted 	Year round	Supported by SC
		<ul style="list-style-type: none"> ➤ Visits to places related to the development of Hong Kong <ul style="list-style-type: none"> • To encourage students to learn 	Tam KP Wan HT	<ul style="list-style-type: none"> ➤ Proper selection of destinations related to the LS syllabus ➤ Pre-visit 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Post-visit follow-up 	Mar 2020	\$3000

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<p>more about the history and development of Hong Kong through visiting local places</p> <ul style="list-style-type: none"> To strengthen inter-departmental collaboration with the LS Department 		<p>briefing to provide students with background knowledge about the destination</p> <ul style="list-style-type: none"> ➤ Guidelines drawn up to highlight items to observe during the visit ➤ Post-visit follow-up teaching to help students consolidate the knowledge gained through the visit 	teaching conducted in LS lessons		
	<ul style="list-style-type: none"> ➤ To nurture caring and compassionate youngsters ➤ To offer students opportunities to 	<ul style="list-style-type: none"> ➤ Volunteer training <ul style="list-style-type: none"> To collaborate with Volunteer Training & Development Centre under Agency for Volunteer Service to offer volunteer 	Kwok KN Wong TN Yip SH	<ul style="list-style-type: none"> ➤ Close connection with Volunteer Training & Development Centre ➤ Close 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Records of training sessions offered ➤ Certificates of 	Year round	\$5000

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
	<p>get in touch with people from different walks of life and various backgrounds, learn from their difficulties and attitude towards life</p> <ul style="list-style-type: none"> ➤ To spread the message that it is more blessed to give than to receive ➤ To teach students practical skills on how to help the needy 	<p>leadership training to student leaders from service clubs</p>		<p>monitoring of students' training progress</p> <ul style="list-style-type: none"> ➤ Early promotion of the 4C Youth Volunteer Leadership Project in September 2019 ➤ Students equipped with proper volunteering skills 	<p>completion attained by participants</p> <ul style="list-style-type: none"> ➤ Quality of volunteer service provided by service clubs 		
		<ul style="list-style-type: none"> ➤ Community service organised by service clubs <ul style="list-style-type: none"> • Interact Club • CYC • AYP • Red Cross • Scout 	Chief Advisors	<ul style="list-style-type: none"> ➤ Close connection between the clubs and outside organisations ➤ Teacher advisors' guidance ➤ Students' active participation 	<ul style="list-style-type: none"> ➤ Activities held by service clubs ➤ Interim report ➤ Annual report ➤ Financial report 	Year-round	Club membership fees

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
				and demonstration of skills learnt in volunteer training			
Developing potential	<ul style="list-style-type: none"> ➤ To develop students' generic skills through duties from extra-curricular activities ➤ To provide students with an opportunity outside classroom to set goals for themselves ➤ To encourage students to develop wide-ranging interests related to their future aspirations 	<ul style="list-style-type: none"> ➤ Club and society duties <ul style="list-style-type: none"> • Student Council • Academic groups • Interest groups • Service groups • Sports groups 	Chow KY Kwok KN Lau YK Tam KP Chief Advisors	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • Club advisors • Student leaders from S3-6 ➤ Chairman Workshop Series held to familiarise Chairmen with club administration ➤ A clear Chairman's Manual to serve as guidelines for Chairmen ➤ Members Recruitment Day for clubs to recruit members 	<ul style="list-style-type: none"> ➤ Activities held by clubs and societies ➤ Interim report ➤ Annual report ➤ Financial reports ➤ Merit point system 	Year round	Club membership fees

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"> ➤ At least 1 activity held by each club per term 			
		<ul style="list-style-type: none"> ➤ Student Council leadership training programmes <ul style="list-style-type: none"> • Leadership Training Scheme targeting junior-form students (TBC) • Summer Leadership Training Camp targeting senior-form students to prepare future student leaders 	SC Advisors	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • SC Ex-co members, sub-committee members ➤ Teacher advisors' guidance on the design of activities ➤ Close connection with partnering schools ➤ Around 50 S3-5 students participating in the Leadership Training Camp 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Questionnaires for participants 	Year round	Supported by SC
		<ul style="list-style-type: none"> ➤ Chairman Leadership Training Workshop <ul style="list-style-type: none"> • To strengthen leadership qualities 	Chow KY Lau YK Tam KP Wan HT Wong TN	<ul style="list-style-type: none"> ➤ Diversified training activities ➤ Tailor-made 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ students' 	Year round	\$3000

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<p>of club chairmen</p> <ul style="list-style-type: none"> • Focuses: collaboration skills, communication skills, problem solving skills, event management skills, club administration skills etc. 		<p>programmes to cater for the needs of the chairmen and the school</p> <ul style="list-style-type: none"> ➤ Teacher advisors' guidance ➤ Students' active participation 	performance in running the clubs		
		<ul style="list-style-type: none"> ➤ Interest classes & OLE courses held by outside organisations 	<p>Chan S Lam WH Tam KP Wong SYK</p>	<ul style="list-style-type: none"> ➤ Survey to collect students' opinions ➤ Careful selection of service providers ➤ Number of participants 	<ul style="list-style-type: none"> ➤ Number and variety of interest classes held ➤ Feedback from students and teachers 	Year round	\$6000
		<ul style="list-style-type: none"> ➤ Career-related extra-curricular activities <ul style="list-style-type: none"> • To strengthen students' life planning • MTR 'Train' for Life's Journeys 	<p>Wu WY</p>	<ul style="list-style-type: none"> ➤ Close connection between the school and the business corporates ➤ Teachers' guidance given 	<ul style="list-style-type: none"> ➤ Feedback from students ➤ Students reflections in S3-6 careers workshops 	Summer 2020	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		Internship Programme <ul style="list-style-type: none"> • Caritas Hong Kong Summer Internship Programme (TBC) • Hospital Authority Hong Kong West Cluster Summer Volunteer Programme (TBC) 		to students on pre-visit preparation and post-visit reflections <ul style="list-style-type: none"> ➤ Students gaining work experience through internship programmes 			
		<ul style="list-style-type: none"> ➤ Arts Experiential Programme <ul style="list-style-type: none"> • To encourage students to diversify their interests through experiencing music, art and literature 	Wan HT Wong TN	<ul style="list-style-type: none"> ➤ Collaboration with Chinese, English, Visual Arts and Music Department ➤ 1 experiential programme held per term 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Questionnaires for participants 	May 2020	\$4000
		<ul style="list-style-type: none"> ➤ S.4-6 My Learning Profile (MLP) Workshops <ul style="list-style-type: none"> • To provide senior-form 	Chan S Wan HT	<ul style="list-style-type: none"> ➤ Collaboration with class teachers ➤ Clear introduction of 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Records of students' MLP 	Year round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		students with a self-reflection tool to have better planning, deep reflection and demonstration of their other learning experiences		<p>MLP to students</p> <ul style="list-style-type: none"> ➤ Well-designed materials that can suit students' needs ➤ 1 workshop held for S5 students, 1 for S6 students, and 2 for S4 students to guide them to compile their MLPs ➤ Students understanding more about their strengths, weaknesses and aspirations through reflecting on their other learning experiences 	samples		

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
Forging brotherhood	<ul style="list-style-type: none"> ➤ To instill a sense of belonging to students ➤ 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 ➤ To strengthen mutual support among students 	<ul style="list-style-type: none"> ➤ Class-based competitions <ul style="list-style-type: none"> • 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. 	Chow KY Kwok KN Lau YK Wong TN	<ul style="list-style-type: none"> ➤ A variety of class-based activities arranged ➤ Stronger bonds among classmates established ➤ Higher level of participation in class-based student activities 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Number and variety of class-based competitions held ➤ Records of students' participation by the Class Points System 	June 2020	Supported by SC
		<ul style="list-style-type: none"> ➤ School Anniversary Week 	SC Advisors Lam WH	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • SC advisors, club advisors and supporting teachers • SC cabinet members, sub-committee members, prefects & helpers 	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Evaluation report produced after the evaluation meeting held with teachers and student organisers 	11-15 Nov 2019	Supported by SC

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
				➤ Students' active participation			

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
Purchase:		
Reference books on leadership skills		500
Stationary for filing and activities		500
CDs for S6 SLP		500 (from account: Income from OLE \$60/S1 student)
iPortfolio Accounts for S4 students	12240 (from account: Income from OLE \$60/S1 student, collected in the school year 2016-17)	12240 (from account: Income from OLE \$60/S1 student)

Tutorials, Courses or Training Sessions:		
Leadership Training Workshop for Club Chairmen		3000
Interest classes		6000
General volunteer training		2000 (5000)
Activities:		
Subsidies for general student activities		1500
Student exchange programmes		2000
Application Fee:		
HKEAMA annual school membership fee		200
HKUYL annual membership fee		1200
Transportation:		
Visits transportation		3000
Others:		
Miscellaneous expenses		500
TOTAL:	10920 (collected in the school year 2016-17)	33140

Library Programme Plan 2019-2020

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 and AV 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. Some students need more guidance and supervision in the use of Self-Access Centre. Starting from this year, we will not have the assistance from IT assistant to uphold the rules at Self-access Centre.
2. Some senior form students need to be frequently monitored in their self-study periods.

III. Objectives

Objectives	Area concerned	School Major Concern
1. To foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enrichment.	Purposeful learning	Enhancement of learning and teaching effectiveness and learning atmosphere
2. To support learning and teaching by providing equitable access to professionally-selected resources.	Purposeful learning	-
3. Promote self-regulated learning & self-access learning resources of Library	Purposeful learning	Enhancement of learning and teaching effectiveness and learning atmosphere

IV. Implementation Plan and Method of Evaluation

On top of the management and the loan of reading materials and providing 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 around campus	Book crossing activity	Movable bookshelves	Sep - June	Yvonne, Wing Chow, Lo YW	Student and teacher feedback

2	To guide students reflect while and after reading and promote sharing	Reading Club during lunchtime	posters	First term and second term	Principal, Yvonne, Agnes, Gerry, and other teachers	Student feedback
3	To promote reading through student sharing during morning announcement	Belle-Lettres (set up board displays about good quotes from books, students sharing about the book on the stage and setting up a webpage)	boards	Sep - May	VP Mr Tsang, Yvonne, Agnes, Gerry	Student feedback
4	To promote reading through teacher and student sharing	Book talk and video promotion on the mini-stage	Microphones, speakers, TV	Sep - May	Yvonne, Gerry and Library Club	Student feedback
5	To promote reading in classroom	Reading area in classroom: set up reading area in each classroom to promote reading by students in different classes	Furniture and a book for each class	Sep-May	VP Mr Tsang, Yvonne, Yu HJ	Student feedback
6	To promote reading newspaper reading	To provide newspaper to S1-3 students on Day A and encourage reading	-news-paper	Sep-Apr	- Head of LRPC - Members of LRPC - Class Teachers	survey
7	To promote reading different kinds of books	Teacher Librarian regularly goes in S1 and S2 classrooms to promote different kinds of books	-PPT & reading materials	Sep - May	- Teacher librarian	survey

8	To promote reading related to IS, Maths, CL and humanities (including social science, Hist, Chi. History, Geog., Econ., politics, philosophy, Career Education, religion, PE, Art)	To implement Young Scholar Reading Scheme, a cross-subject reading scheme, from S1 to S3 with library visit	-Guidelines of oral reports -Explanatory notes -prizes	Sep- May	- Head of LRPC - Members of LRPC - Class Teachers	Class teacher survey LRPC evaluation
9	To promote reading in Ying Wa through book talks and book exhibitions	To invite guest speakers to give students book talks and organize (related) book exhibitions with class visits	Fee to guest speaker(s), Display tables	Oct, Nov, Mar, Apr	Ms Kung, working together with Chinese Dept. and English Dept. with class visits, one with PTA on Parents' Day	Plans implemented
10	To promote e-learning among students	<ul style="list-style-type: none"> To carry out e-learning activities with 14 computers in which English e-learning programs are installed for students to use at lunchtime and after school under the supervision of English E-learning Ambassadors and staff in the library To carry out e-learning activities with other 	E-learning forms and stamps worksheets	Oct- May	Ms Kung Coordinating with English, LS and other departments	Usage records

		subjects				
11	To promote reading through book club	To manage Scholastic book orders from students in Oct and April	Order form & e-notice	Oct April	Ms Kung	Purchase records
12	To promote reading through interclass competition	To carry out 「悅」讀越續 fun 比賽, reading circulation competition	Prizes & certificates	Sep- April	Ms Kung	Circulation records
13	To promote reading, reading skills a	To carry out 書中尋寶比賽, S1 interclass reading competition	Prizes & certificates	Feb	Ms Kung & Library Club	Plans implemented
14	To promote new books and others with displays	To display new books every week and special book displays on different topics	-	Oct- May	Ms Kung	Plans implemented
15	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	Ms Kung	Plans implemented

16	To promote reading through book review competitions	To promote the book review competition outside the school	prizes	Oct – May	Ms Kung	Plans implemented
17	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	Ms Kung	Plans implemented
18	To train the leadership of students	To train, supervise and encourage library prefects to volunteer in serving in the library	prizes	Oct – May	Ms Kung	Plans implemented

V. Budget

The 2019-2020 budget is _____ to purchase:

General library books, periodicals and newspaper	30,000
Furniture and books for each classroom	50,000
Extra-curricular activities, and prizes	30,000
Library Decoration and Facilities	20,000
Miscellaneous (transportation)	500
Printing and stationery	3000

Staff Development Committee Programme Plan 2019-2020

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
1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness - Learning oriented Assessment (LoA)	<ul style="list-style-type: none"> • training record • questionnaire • relevant records and documents 	S CHEUNG	9/2019 – 6/2020
1.2 Fostering Effective Learning	- 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			

	<ul style="list-style-type: none"> - 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"> • to offer guidance to new subject members • Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing. • Appropriate training courses (SSC and counseling) are introduced to staffs. 	<ul style="list-style-type: none"> • New Teacher Induction day offered to all new teachers before the start of school year. • verbal feedback from mentor and mentee. 	S CHEUNG	9/2019 – 6/2020

Programme Team

Mr. Cheung Ka-Wa, Simon (Chairperson)
Ms. Chan Yuk-Yin (Vice-Chairperson)
Mr. KK Cheng (P)
Mr. J Tsang (VP)
Mr. TC Mak (VP)
Mr. YM SHING (VP)
Mr. WH Lam (Secretary)
Ms. YF Chung
Ms. WM Yeung
Mr. CL Yip
Ms. YW Pong

Student Guidance Team Programme Plan 2019-2020

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 social workers in one school could strengthen the support to our students. All our social workers 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 SEN students and parents.
- 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 The reorganization of administration structure may provide more opportunity for different working group in school to collaborate.
- 2.3.3 The new social workers 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. Facebook) among youngsters has great impact on their interpersonal relationships and value of life.
- 2.4.3 Students are self-centered; their personal problems are difficult to be revealed.
- 2.4.4 Some parents felt powerless and helpless in handling emotional problem and disciplining their children.
- 2.4.5 Some students are weak in handling stress and anxiety.
- 2.4.6 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 strengths, weaknesses and characters.
- 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 train students as leaders with responsibility and enhance a sense of belonging to the school.
- 3.2.6 To promote brotherhood within school.
- 3.2.7 To help parents understand the needs and challenge of their children.
- 3.2.8 To arouse parents' and student's awareness in developing good parents-children relationship by delivering family education.
- 3.2.9 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 social workers 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. Evaluation

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 (2019-2020)

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

*Duties of Form Coordinator

- To promote / coordinate guidance activities / services in their form.
- To gather the need of the students in their forms.

S.1 Ms.Wong Siu Kuen

S.2 Mr. Lo Yau Wa

S.3 Mr.Wat Kai Yin

S.4 Mr. Lee Ka Kit

S.5 Mr.Yip Chak Leong

S.6 Mr.Ling Kai Cheong

• The following activities will be held in the 2019-2020:

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	06/ 07/ 2019	<ul style="list-style-type: none"> • Early identification of SENs students • Understand characteristic of new S.1 students 	<ul style="list-style-type: none"> • Feedback from teachers 	Vice Principal, social workers, discipline master, Senco, Ling KC, Lee KK	
3	S.1 Orientation camp for S1 students	23,24/08/19	<ul style="list-style-type: none"> • To enhance the team spirit of each class • To introduce the Ying Wa college culture to S.1 students through the interactions with guidance ambassadors and prefects. • To help S.1 parents to understand and to prepare the change of their children from primary to secondary. 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • Feedback from students' teachers • Feedback from parents 	Discipline Committee, Ling KC, Lee KK, Chu SY	I, II, III, V
3	S.1 Adjustment workshop <ul style="list-style-type: none"> • Class periods 	9 / 2019	<ul style="list-style-type: none"> • To promote school social work service. • To provide an opportunity for S.1 students to share new school life and their adjustment. 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • worksheet collected 	School social workers * Ling KC, Chu SY	I, IV
4	S.1 Brotherhood Scheme (Guidance Ambassadors) <ul style="list-style-type: none"> • Guidance Ambassadors Training • Morning activities • Adventure Camp • Volunteer Services 	09/19 19-20/9/2019 21, 22/02/20 12/19	<ul style="list-style-type: none"> • To help some S.1 students to adapt the college life. • To promote brotherhood and caring campus 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • worksheet collected 	Kwok KN*, Wong SK*, Lee KK, Ling KC, Mak MY, Wat KY, Chu SY	I, II, III
5	S.2 Basic life skills training (成長新動力) <ul style="list-style-type: none"> • Class periods • (6 topics for each form) 	Whole year	<ul style="list-style-type: none"> • To promote their psychosocial health like self-understanding and acceptance, emotion and stress management as well as harmonious interpersonal and problem-solving skills. 	<ul style="list-style-type: none"> • Feedback from teachers • Students' attendances 	Health Department Ling KC*, Lee KK, Lo YW	I, II, III, IV
6	S.2 Peer Relationship workshop <ul style="list-style-type: none"> • Class periods 	11/2019	<ul style="list-style-type: none"> • To promote harmonious culture and prevent bullying in school. 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • Feedback from teachers 	School social workers * Ling KC, Chu SY	I, II
7	Night Walk Adventure	03/2020	<ul style="list-style-type: none"> • To enhance students' resilience 	<ul style="list-style-type: none"> • Feedback from teachers • Students' attendances 	School social workers	I, II, III

8	S.2 class teachers' period materials	On demand	<ul style="list-style-type: none"> Students can have healthy self-image and positive thinking 	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	Ling KC, Mak MY, Wong SY*, Wong TN, Yu HJ	I, II, III, IV
9	Taiwan Adventure Tour	4/4/2020 – 9/4/2020	<ul style="list-style-type: none"> Students can have better understanding themselves and a healthy self esteem 	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	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"> Talk (Change from Primary to Secondary) 	27/09/2019	<ul style="list-style-type: none"> Parents understand their sons' needs Parents understand the pros and cons of their parenting methods 	<ul style="list-style-type: none"> Feedback from parents Feedback from teachers 	School social workers and Discipline team Ling KC	I, V
2	S.1 - S.3 Family education workshops for parents and students <ul style="list-style-type: none"> Group of 5 to 6 families 	02-05/2020	<ul style="list-style-type: none"> Parents understand their children and learn skills in handling their children's emotion Better communication skills and mutual supports among parents and their children 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	School social workers* PTA,	I, III, V
3	S.1 - S.5 『親親兒女心』 family education <ul style="list-style-type: none"> talk 	04/2020	<ul style="list-style-type: none"> Parents understand their sons' needs Parents learn skills in handling children's problem 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	School social workers	I, III, V
4	Parent- Child Activity/ workshop	05/2020	<ul style="list-style-type: none"> To enhance the relationship between parents and their children through activities 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	School social workers	I, III, V
5	Thank you card writing activities for Parents day (S.1-S.5) 『全英華人心語』	02/2019	<ul style="list-style-type: none"> Students are willing to give thanks and share their feelings. 	<ul style="list-style-type: none"> Feedback from teachers Feedback from students 	Tse F*, Chu SY	I, III
6	Parent Education Program 4 sessions	02-05/2020	<ul style="list-style-type: none"> To promote positive parenting 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	PTA, Ling KC, Wong WY*, Yu HJ	I, III, IV, V

8.3 Mental Health						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	「喜樂同行, 尊重生命, 逆境同行」 (「好心情@學校」計劃) S.1, S.2, S.4 Refers to appendix 1 attach page 14 • S.1 Life Adventure	Whole year 07/20	<ul style="list-style-type: none"> To identify those students whose resilience are weak To strengthen students' resilience To help parents' dealing with stress To promote positive culture 	Questionnaire completed and being analyzed Feedback from teachers and students	Lo YW*, Wong TN, Wong SY*, Wong KH, Yu HJ*, Chu SY	I, II, III, IV, V
2	S.5 Stress Down • Class teachers' periods	11/2019	<ul style="list-style-type: none"> Students know different aspects of stress and how to handle their stress. 	Feedback from teachers and students	School social workers, Chu SY	I, IV
8.4 Sex education						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Sexual Harassment	2/2019	Students know their psychological change from children to youth.	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	School social workers, Chu SY	I
2	S.2 Love relationship Basic life skills training • Class teacher period	04/2020	To understand love relationship	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	Health Department, Lo YW*	I
3	S.2 Gender concept • Class teacher period	02-03/2020	<ul style="list-style-type: none"> To know what sexual harassment is. To prevent sexual harassment. 	<ul style="list-style-type: none"> Questionnaire Feedback from teachers 	School social workers, Lo YW	I
4	S.3 FM group	12/2019-02/2020	Students know how to communicate with opposite sex.	<ul style="list-style-type: none"> Questionnaire Feedback from organizers 	School social workers, Ling KC	I, III
5	S.4 寧缺勿濫 • Class teacher period	15/11/2019	<ul style="list-style-type: none"> Students know the consequences of casual sex. Students know what STDs are. 	<ul style="list-style-type: none"> Questionnaire Feedback from teachers 	Department of Health Lee KK	I
6	S.4 避無可避 • Class teacher period	06/12/2019	<ul style="list-style-type: none"> Students know Contraception knowledge 	<ul style="list-style-type: none"> Questionnaire Feedback from teachers 	Department of Health Lee KK	I
7	S.5 – S.6	11/2019	<ul style="list-style-type: none"> Handling breakup 	<ul style="list-style-type: none"> Questionnaire Feedback from teachers 	To be confirmed	I, IV

8.5 SENs Support						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Educational Psychologists service orientation	31/08/2019	<ul style="list-style-type: none"> Parents know the school educational psychology service and the referral process 	<ul style="list-style-type: none"> Feedback from parents 	Educational Psychologist, Ling KC*	N.A.
2	Identify new S.1 students with Special Educational Need and provide emotional / social support • (Parents' Questionnaire)	07/2019	<ul style="list-style-type: none"> Able to identify the students with Special Educational Needs and provide necessary support to these students 	<ul style="list-style-type: none"> Feedback from students, parents and teachers 	Educational Psychologist, SEN supporting Committee Ling KC*	N.A.
3	Identify students with Special Educational Needs	Whole year	<ul style="list-style-type: none"> Able to identify the students with Special Educational Needs and provide necessary support to these students 	<ul style="list-style-type: none"> Feedback from students, parents and teachers 	Educational Psychologist, SEN supporting Committee Ling KC*	N.A.
4	S.2 – S.3 Developmental Group	10/2019 – 02/2020	<ul style="list-style-type: none"> To enhance social skills and executive skills of special need students 	<ul style="list-style-type: none"> Feedback from teachers Students' attendances 	Social Workers	I, II, III
5	Parent supporting group	2- 4 times TBC	<ul style="list-style-type: none"> To support parents to take care their SENs children 	<ul style="list-style-type: none"> Feedback from parents 	School social workers, Ling KC	I, V
6	Case conference (on requests)	Whole year	<ul style="list-style-type: none"> Able to arrange special adjustments to those SENs students 	<ul style="list-style-type: none"> Feedback from students, parents and teachers 	Ling KC*, Chu SY, Social Workers, Educational Psychologist	N.A.
8.6 Partnership (伴我啟航)						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.2 – S.5 new students lunch activities	09-10/2018	<ul style="list-style-type: none"> Students learn to adapt the college life 	<ul style="list-style-type: none"> Feedback from teachers and questionnaire 	School social workers, Yip CL*, Ling KC, Chu SY, Social Workers	I
8.7 Positive Culture						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1-S.3 Class Photos	Whole year	<ul style="list-style-type: none"> Class Photo mounted outside classroom 	<ul style="list-style-type: none"> Feedback from teachers and students 	Lee KK, Chu SY	III
2	Activities <ul style="list-style-type: none"> Rope knitting Music group hiking 	Whole year	<ul style="list-style-type: none"> Students enjoy activities Students appreciates each other 	<ul style="list-style-type: none"> Feedback from teachers and students 	Lee KK*, Kwok KN, Wong SK, Wat KY, Wong WY	I, II, III
3	S.1 – S.3 Sweet Campus (溫馨校園計劃) <ul style="list-style-type: none"> Broad games 	Whole year	<ul style="list-style-type: none"> Build up peers' relationship Promote appreciation atmosphere 	<ul style="list-style-type: none"> Questionnaire Observation of students' performance in lesson Feedback from teachers 	Yip CL*, Ling KC, Chu SY, Social Workers,	I, II, III

4	Assemblies: S.1 Talk on “Accept the differences and respect others. (Social workers) S.1: Positive Culture I S.1: Positive Culture II S.2: Positive Culture I S.2: Positive Culture II	09/10/2019 17/12/2019 13/05/2020 29/11/2019 06/05/2020	<ul style="list-style-type: none"> To understand different styles of communication skills. To enhance mutual respect, empathy, trust and collaboration with the others. Students know the importance of appreciation and responsibilities 	<ul style="list-style-type: none"> Observation of students’ performance in lesson Feedback from teachers 	School social workers, Lee KK*, Wong SK, Lo YW	I, II, III
5	Positive Education Flourishing Teens S.1 – S.6 Refers to appendix 2 on attach page	Whole year	<ul style="list-style-type: none"> To develop students’ character strength to have flourishing life 	<ul style="list-style-type: none"> Observation of students’ performance in lesson Feedback from teachers 	Chan YY, Kwok KN, Lee KK, Ling KC*, Wat KY, Wong SK, Wong WY, Wong KH, Tse F	
6	Guidance Week (Appreciation) Gratitude Campaign Assembly I Assembly II	14/03/2019 18/03/2019	<ul style="list-style-type: none"> To promote gratitude culture 		Chan YY, Kwok KN, Lee KK, Ling KC*, Wat KY, Wong SK, Wong WY, Wong KH, Tse F	I, II, III
7	S.1 Life Education S.1 S.2 S.3	04/07/2020 20/02/2020 28/02/2020	<ul style="list-style-type: none"> To promote positive culture, appreciation, courage through reflections from movie 	<ul style="list-style-type: none"> Observation of students’ performance in lesson Feedback from teachers 	Methodist Church life Education center, Civic education committee Chan YY*, Mak MY, Wat KY, Wong SY, Wong TN, Tse F	I, III
8	Mother’s Day Photo Booth Songs Sharing	05/2020	<ul style="list-style-type: none"> Students learn to show appreciation to their parents 	<ul style="list-style-type: none"> Feedback from teachers and students 	Lee KK, Chu SY	I, III
9	S.6 Cheer up activities <ul style="list-style-type: none"> Thank you / Cheer up card writing activities to support S.6 students S6 cheer up activities 	12/ 2019	<ul style="list-style-type: none"> Students are willing to give thanks and share their feelings. 	<ul style="list-style-type: none"> Feedback from teachers and students 	Chan YY, Kwok KN, Lee KK, Ling KC*, Yip CL, Tse F, Chu SY	I, III
10	Run Together (S.1 students)	11/2019 – 2/2020	<ul style="list-style-type: none"> Students complete the activities 	<ul style="list-style-type: none"> Feedback from teachers and students 	Lee KK*, Ling KC, Wong SK, Principal	
11	Morning sharing	Whole Year	<ul style="list-style-type: none"> To encourage positive thinking 	<ul style="list-style-type: none"> Feedback from teachers and students 	LKK*, Guidance Team	I, II, III

8.8 Other Programs						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1– S.3 One student one duty • Students are assigned one duty in their class according to their preference.	Whole year	• Each student has one duty in his class.	• Feedback from teachers	Class Teachers Ling KC*,	III
2	S.1 - S.6 Students one-page profile	09/ 2019	• Students complete the questionnaire	• Feedback from teachers	Ling KC*, Chan MC, Chu SY	N.A.
3	APASO	02/2020	• Students complete the questionnaire		Ling KC*, Chu SY	N.A.
4	Form Meeting	Whole year		• Feedback from teachers	Wong SK, LoYW, Wat KY, Lee KK, Yip CL, Ling KC	N.A.
5	Case work and case conference	Whole year			Social Workers, Guidance Team, LKC*, LKK	N.A.
6	Board Decoration	Whole Year			Chu SY	N.A.

8.9 Summary of Duty Lists

	Chan YY	Kwok KN	Lee KK	Ling KC	Lo YW	Mak MY	Wat KY	Wong SY	Wong SK	Wong TN	Yip CL	Wong KH	Wong WY	Yu HJ	Tse F	Chu SY	SW
Form Coordinator			S.4	S.6	S.2		S.3		S.1		S.5						
Joyful S.1					*					*		*				*	
Joyful S.2								*						*		*	
Joyful S.4														*		*	
S.5 Stress Down											*					*	*
Brotherhood Scheme		*	*	*		*	*		*							*	
Positive Education	*	*	*	*			*		*			*	*		*	*	*
Sweet Campus				*							*					*	*
S.6 Farewell	*	*	*	*							*				*	*	
Health Department S2					*							*				*	
Sex Education			*	*	*		*		*							*	*
S.1 Life Education	*									*						*	
S.2 Life Education						*		*								*	
S.3 Life Education							*								*	*	
S.1 Life Adventure	*	*								*						*	
S.2 Lessons materials				*		*		*		*				*		*	
Morning Sharing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*
Parent Education				*									*	*		*	*
Running Together			*	*					*						*		
全英華人心語															*	*	
Taiwan Adventure			*	*													*

9. Budgets for 2019 - 2020

Items	Income	Expenditure
1. Reference Books		\$ 500
2. Broad games		\$ 2000
3. Brotherhood Scheme	\$ 20000	\$ 40000
4. Student Guidance Week		\$ 2000
5. Positive Culture Activities		\$ 8000
6. Positive Education (Flourishing Teens)		\$ 140 000
7. Assembly Speakers		\$ 9000
8. Sweet Campus		\$ 500
9. Outdoor Activities (Transportation)	\$ 10000	\$ 10000
10. Life Adventure		\$ 10000
11. S.1 – S.3 Life Education		\$ 27 300
12. Taiwan Adventure Tours		\$ 20 000
Total	\$ 30000	\$ 269300

10. Team Members

Guidance team members		Social Workers
Mr. Chan Man Chun (till Sept 2019)	Mr. Wat Wai Yin	Mr. Lai Tsz Yeung (Monday to Thursday)
Ms. Chan Yuk Yin	Mr. Wong Ka Ho	Ms. Cheung Lok Man (Tuesday & Thursday)
Ms. Chu Siu Yan (Secretary)	Ms. Wong Sheung Yu	Mr. Li Kwok Cheung (Wednesday & Friday)
Ms. Kwok Ka Ngai Tiffany	Ms. Wong Siu Kuen Karena	
Mr. Lo Yau Wa	Ms. Wong Tsz Ning Nicole	
Ms Mak Man Yee	Mr. Yip Chak Leong	
Mr. Mak Tak Cheung	Mr. Yiu Kam Ho	
Mr. Tse Fei	Ms. Yu Hoi Jin	
Mr. Ling Kai Cheong (Guidance Master)		
Mr. Lee Ka Kit (Assistant Guidance Master)		

1 學生需要調查 (HKSIF 1.1)

活動名稱	日期	時間	地點	形式	備註
學生需要調查 (HKSIF 1.1)	Beginning of Oct	每班約 20 mins	學校	中一學生班級填寫問卷	<ul style="list-style-type: none"> ● 學校發通告予中一家長，需家長簽署同意子女填寫 ● 中一學生填寫問卷，每班約 20分鐘 ● 可交由機構整理數據

2 正向家長教育活動

活動名稱	日期	時間	地點	形式	目的
正向情緒健康家長講座 (中一級學生家長)	6/12/2019	約 1.5 小時	學校	講座	<ul style="list-style-type: none"> ● 認識抗逆力觀念 ● 掌握培養子女面對逆境的方法
正向思維家長工作坊 (參與二級預防活動學生之家長)	28/2/2019	約 1.5 小時	學校	工作坊	<ul style="list-style-type: none"> ● 認識抗逆力基礎理論 ● 掌握子女心裡成長需要及精神健康知識 ● 掌握協助子女處理情緒困擾的方法

3 正向情緒健康學生講座

活動名稱	日期	時間	地點	形式	目的
(中一學生) 逆風飛揚	19/11/2019	約 1 小時	學校	講座	<ul style="list-style-type: none"> ● 建立「抗逆力」觀念 ● 學習面對逆境的態度及方法 ● 認識社區資源，特別是抗壓及情緒困擾的求助途徑
(中四學生) 情緒健康多面睇	25/11/2019	約 1 小時	學校	講座	<ul style="list-style-type: none"> ● 認識認知行為模式(CBT) ● 學習以積極的思考方法減低負面情緒產生 ● 運用社區資源應對情緒壓力

4 正向思維班級成長課活動

活動名稱	日期	時間	地點	形式	目的
(中一學生) 升中新動力	12/2/2019 13/2/2019 14/2/2019	約 1 小時	學校	班級活動	<ul style="list-style-type: none"> ● 認識自己的能力及獨特性 ● 掌握如何與朋輩建立正面互助的關係 ● 掌握面對新環境時的適應技巧
(中四學生) EQ 情緒管理	6/2/2019 7/2/2019 10/2/2019	約 1 小時	學校	班級活動	<ul style="list-style-type: none"> ● 識別及調節情緒 ● 學習感恩 ● 學習如何在群體中表達自己，覺察及聆聽朋輩需要以建立互助關係

5 喜樂同行培訓小組

a. 正面思維培育活動(6 節)

活動名稱	日期	時間	地點	形式	目的
認識你我他	5/11/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 簡介計劃目標內容及進行小組啟動儀式 ● 互相認識，凝聚組員間的關係 ● 訂立小組規則及要求 ● 讓組員認識及掌握抗逆力元素
我的驕傲	19/11/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 增強組員的自我認識及強化個人信念 ● 學習及實踐自我欣賞/互相欣賞
情緒健康 多面睇	3/12/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 透過討論及分享讓組員了解情緒及重要性 ● 從角色扮演中學習及提升掌握情緒管理的方法
EQ 情緒 對對碰	17/12/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 從自身經驗及反思中學習 CBT 處理壓力模式 ● 培養正面積極思維模式 ● 減低負面情緒產生
腦力激蕩	25/2/2020	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 提升解決問題的能力 ● 掌握解難方法 ● 認識面對逆境的態度

評估檢討	3/3/2020	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 回顧、整合及反思小組經驗及學習成果 ● 學生填寫檢討及評估問卷 ● 肯定及嘉許組員的表現，派發證書及紀念品
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b. 正向生命義工體驗活動(1 節)

活動名稱	日期	時間	地點	形式	目的
正能量體驗活動	建議安排在 星期 6 或者 學校假期 7/03/2020	約 4 小時	學校及 社區	義工 服務	<ul style="list-style-type: none"> ● 籌備服務 ● 增加組員對長者的特性和需要的認識 ● 探訪長者，表達關懷慰問 ● 與長者遊戲、表演、送禮物 ● 汲取成功經驗，肯定價值 ● 加強組員與學校及社區聯繫

c. 戶外歷奇之旅 (2 節)

活動名稱	日期	時間	地點	形式	目的
挑戰日營	07/02/20	約 7 小時	待定	日營 活動	<ul style="list-style-type: none"> ● 提升學生自我認識及了解，建立自信、發展長處及潛能， ● 加深對「抗逆力」知識及技巧的實際掌握 ● 提升學生解決問題的技巧

d. 成長挑戰營(4 節)

活動名稱	日期	時間	地點	形式	目的
成長挑戰營	17-18/1/20	約 16 小時	待定	兩日 一夜 宿營 活動	<ul style="list-style-type: none"> ● 提升學生自我認識及了解 ● 建立自信，發展自己的長處及潛能 ● 加深對抗逆力的知識及技巧 ● 促進學生合作及支持提升學生解決問題的技巧 ● 學習面對逆境，認識樂觀感

6 抗逆增潤小組

a. 成長小組(4 節)

活動名稱	日期	時間	地點	形式	目的
我的驕傲	14/11/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 增加組員對小組活動安排及目標的認識 ● 增強組員的自我認識及強化個人信念 ● 學習及實踐自我欣賞/互相欣賞
我思故我在	21/11/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 增加學生對壓力的認識 ● 提升學生管理壓力的能力 ● 增加學生對情緒病包括焦慮症及抑鬱症的認識 ● 學習疏導情緒壓力的方法
明日之後	5/12/2019	約 1 小時 15 分	學校	小組 活動	<ul style="list-style-type: none"> ● 學習面對逆境的態度及方法 ● 分享及整理過往不愉快的情緒經歷，認識這些經歷如何影響個人思想及情緒；達致個人成長 ● 鞏固及增強個人成功經驗；增加個人自信
評估檢討	12/12/2019	約 1 小時 15 分	學校 課室	小組 活動	<ul style="list-style-type: none"> ● 回顧、整合及反思小組經驗及學習成果 ● 學生填寫檢討及評估問卷 ● 肯定及嘉許組員的表現 ● 派發證書及紀念品

b. 正能量義工服務活動 (1 節)

活動名稱	日期	時間	地點	形式	目的
正能量義工服務活動	建議安排在 星期 6 或者 學校假期 7/12/2019	約 4 小時	學校 及社區	義工 服務	<ul style="list-style-type: none"> ● 籌備探訪 ● 探訪殘疾人士，關懷慰問 ● 學習為他人付出，肯定自我 ● 體會在團體中關注他人權利，多付出，少計較

c. 再戰日營(2 節)

活動名稱	日期	時間	地點	形式	目的
再戰日營	20/2/2020	約 7 小時	待定	日營 活動	<ul style="list-style-type: none"> ● 提升學生自我認識及了解，建立自信、發展長處及潛能， ● 加深對「抗逆力」知識及技巧的實際掌握 ● 提升學生解決問題的技巧

Flourishing Teens Proposed Date (Tentative)

A. S.1 Programs

Program Content	Scale	Total No. of sessions	No. of students	Proposed Date
1. <i>Design Campaign on Flourishing Teens Project (including Logo, the building blocks and character strengths)</i>	S1	--	--	
2. <i>Introduction Talk - "Positive Psychology & Wellbeing "</i> (1 session, 55 minutes)	S.1-S.3 (18 classes)	1	630	22/08/2019.(S.1) 23/09/2019.(S.2-S.3)
3. <i>Workshops on Character Strengths --Boost up your Self –Understanding</i> (2 sessions, 55 minutes each)	S1 (6 classes)	12	180	10/10/2019 (08:05 – 09:00) 18/10/2019 (08:05 – 09:00)
4. <i>Workshop on Interpersonal Relationship I</i> (1 session, 55 minutes)	S1 (6 classes)	6	180	7/11/2019 (08:05 – 09:00)
5. <i>Workshop on Interpersonal Relationship II and Positive Emotions</i> (1 session, 55 minutes)	S1 (6 classes)	6	180	12/12/2019 (08:05 – 09:00)
6. <i>Workshops on Goal Setting and Team-Building</i> (1 session, 55 minutes)	S1 (6 classes)	6	180	4/2/2020 (08:05 – 09:00)

B. S.6 Programs

Program Content	Scale	Total No. of sessions	No. of students	Proposed Date
1. <i>Inspirational Talk - "Who AM I?"</i> (1 session, 55 minutes)	S6	1	180	25/9/2019 (08:10 – 09:00)

<p>2. <i>Workshops on Character Strengths --Boost your Self –Understanding</i> (2 sessions, 40 minutes each)</p>	<p>S6 (6 classes)</p>	<p>12</p>	<p>180</p>	<p>Session 1 22/10 6A 10:45 – 11:25 23/10 6D 12:05 – 12:45 25/10 6B 09:45 – 10:25 25/10 6E 10:45 – 11:25 28/10 6C 13:50 – 14:30 28/10 6F 15:10 – 15:50 Session 2 30/10 6A 10:45 – 11:25 31/10 6D 12:05 – 12:45 05/11 6B 09:45 – 10:25 05/11 6E 10:45 – 11:25 06/11 6C 13:50 – 14:30 06/11 6F 15:10 – 15:50</p>
<p>3. <i>Workshop on Stress Management –Time Management</i> (1 session, 40 minutes each)</p>	<p>S6 (6 classes)</p>	<p>6</p>	<p>180</p>	<p>Session 3 19/11 6A 10:45 – 11:25 21/11 6D 12:05 – 12:45 25/11 6B 09:45 – 10:25 25/11 6E 10:45 – 11:25 26/11 6C 13:50 – 14:30 26/11 6F 15:10 – 15:50</p>
<p>4. <i>Workshop on Goal Setting+ Growth Mindset</i> (1 session, 40 minutes each)</p>	<p>S6 (6 classes)</p>	<p>6</p>	<p>180</p>	<p>Session 4 28/11 6A 10:45 – 11:25 03/12 6D 12:05 – 12:45 05/12 6B 09:45 – 10:25 05/12 6E 10:45 – 11:25 06/12 6C 13:50 – 14:30 06/12 6F 15:10 – 15:50</p>

C. Gratitude Campaign

Program Content	Scale	Total No. of sessions	No. of students	Proposed Date
<p><i>“Be Thankful ALWAYS” - Gratitude Campaign</i> (Afternoon activities including different game booths, competition) (3 afternoons , 40 minutes each)</p>	<p>Whole school</p>	<p>3</p>	<p>1200</p>	<p>10-13/3/2020</p>

D. Programs for Teachers and Parents

Program Content	Scale	Total No. of sessions	No. of parents/ teachers	Proposed Date
1. <i>Teachers' Workshop : "A School of Wellbeing: Introduction to the PERMA Model"</i> (1 session , 3 hours)	All teachers	1	90	20/11/2019
2. <i>Teachers' Workshop : "Active Constructive Response and Goal Mindset"</i> (1 session , 3 hours)	All Teachers	1	90	TBC
3. Teachers' Workshop: Prepare for the positive journey (including lesson preparation and evaluation) (3 sessions, 1 hour each)	S.1 and S.6 class/guidance teachers	3	24	Session 1 : 20/9/2019 (16:15 -17:15) Session 2 : TBC Session 3 : TBC
4. <i>Parents' workshop: " How to develop character strengths in family"</i> (1 seesion , 1.5 hours)	Parents	1	100	18/10/2019 (18:30 – 20:00) or 25/10/2019 (18:30 – 20:00)

Gifted Education Programme Plan 2019-2020

Committee members:

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

Annual plan 2019-2020

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: Mar SS Huma: Siu MY LS: Wong HL STEM: Lam SC	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: Mar SS Huma: Siu MY LS: Yiu KH STEM: Lam SC	The record updated
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	Lee WY	Students are nominated

		enter the HKAGE programmes		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
11	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	Lam SC Tong W Chao YL Ho WY Lee HW	Boards and cabinets updated
12	Parent education	To organize the parent activities on gifted education	Lee WY Tsang CT	Evaluation after the event in the meeting
14	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	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness - Learning oriented Assessment (LoA) - e-learning pedagogies to promote L&T interaction in & beyond classroom - Awards in due recognition of students' improvement and excellence 	<ul style="list-style-type: none"> • In house training in different departments, eg. MO training, English radio, IJSO training, etc will be continue throughout this year. Subject coordinators in the gifted education committee help monitoring the activities held in their departments. • Students were encouraged and nominated to participate in different competitions in order to gain valuable experience. • Lists of gifted programs sent to all parents through e-notice. • <u>16</u> students applied for the pre-stage and level 1 of the Dual program, HKUST this year. The application forms were sent to HKUST already. The list of successful applicants would be announced on <u>24 Oct</u>. • <u>6</u> students were selected to take part in IJSO competition Hong Kong first round screening on <u>29 Sep 2018</u>. • Gifted education activities for this school year will be discussed in the coming GEC meeting.
1.2 Fostering Effective Learning	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> - 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 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 2019-20

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Sept	Invited by teachers	S.1 – S.5	Sept – Dec	基本法多面體全港中學生辯論賽
Chinese	Sept	Open and nominated by teachers	S.1 – S.6	Nov – Dec	校際朗誦節
Chinese	Sept	Invited by teachers	S.1 – S.5	Oct – Dec	全港中學兩文三語菁英大比拼
Chinese	Sept	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	Sept	Open and nominated by teachers	S.3 – S.5	Mid-Sept – Jul	Hang Lung Young Architects Program 2019-2020
STEM	Sept	Open and nominated by teachers	S.2, S.4 & S.5	Sept – Dec	Master Code Competition 2019 – AI Future School
STEM	Sept	Open and nominated by teachers	S.4 – S.5	Oct – Dec	Samsung Solve for Tomorrow 2019

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
STEM	Sept	Open and nominated by teachers	S.4 – S.6	Sept – Oct	William Jessup University (WJU): Computer Science Competition for High School Students
English	Sept	Open and nominated by teachers	S.1 – S.5	Oct – May	English Debating Team Training
English	Sept	Open and nominated by teachers	S.1 – S.4	Oct – May	Creative Writers' Hub Ying Wa English Radio
English	Sept	Open and nominated by teachers	S.2 – S.5	Nov – Feb	RTHK “The Speakers” English Public Speaking Contest
English	Sept	Nominated by teachers	S.1 – S.6	Nov – May	Sing Tao Inter-School Debating Competition The Hong Kong Secondary Schools Debating Competition
English	Sept	Open and nominated by teachers	S.1 – S.6	Nov – Dec	Speech Festival
Math	Sept	Open and invited by teachers	S.1	Sept – Aug	S.1 Math gifted students training courses 中一數學科資優訓練課程
Math	Sept	Open and invited by teachers	S.2 – S.4	Sept – Aug	S.2 – S.4 Math gifted students training courses 中二至中四數學科資優訓練課程

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Sept	Open and invited by teachers	S.1 – S.3	Nov	PAP International Mathematics Invitation Competition
Math	Sept	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	Sept	Open	S.4 – S.5	Oct – May	Field Report Competition
Sci, Math	Sept – 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
Chinese	Oct	Invited by teachers	S.1 – S.5	Oct – May	星島全港校際辯論比賽
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

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Oct	Open and invited by teachers	S.2 – S.4	Nov	Sing Yin Secondary School Invitational Mathematics Competition 聖言中學數學邀請賽
Math	Oct	Open and invited by teachers	S.1 – S.3	Jan	The Hong Kong Mathematical High Achievers Selection Contest 香港青少年數學精英選拔賽
Science	Oct – Nov	Open	S.1 – S.6	Apr – May	Hong Kong Student Science Competition 香港學生科學比賽
Science	Oct – Nov	Open and selected by mid-year exam I.S. results	S.1 – S.2	2-year training courses	S.1 – S.2 IJSO Science training courses 中一及中二國際初中科學奧林匹克訓練課程
ICT	Oct	Nominated by teachers	S.4 – S.5	Nov	Hong Kong Olympiad in Informatics
STEM	Oct	Open and invited by teachers	S.3 – S.5	Nov – Apr	Hong Kong Product Design Makeathon 2019-2020
STEM	Oct	Open and nominated by teachers	S.4 – S.5	Nov – May	第二十屆消費文化考察報告獎 – 可持續消費創意設計組別
Math	Nov	Open and invited by teachers	S.1 – S.2	Dec	STFA Seaward Woo College Super 24 Invitational Contest 順德聯誼總會胡兆熾中學 Super 24 邀請賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Nov	Open and invited by teachers	S.1 – S.5	Feb – Apr	Hong Kong Mathematics Olympiad 香港數學競賽
Math	Nov	Open and invited by teachers	S.1 – S.6	Mar	Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO Open” 港澳數學奧林匹克公開賽
STEM	Nov	Open and nominated by teachers	S.4 – S.5	Nov – Jan	Hong Kong ICT Awards 2020
STEM	Nov	Invited by teachers	S.1 – S.4	Jan	BETT Show – student project exhibition
Math	Feb	Invited by teachers	S.1 – S.5	May	CCC Inter-school Rummikub Competition
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	香港地理奧林匹克 Hong Kong Geography Olympiad
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
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
Chinese	Feb	Invited by teachers	S.1 – S.5	Feb – May	香港中學辯論賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
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
LS	Feb – Mar	Invited by teachers	S.1 – S.6	Feb – Jul	The Hong Kong Cup Diplomacy Knowledge Contest 香港杯外交知識競賽
STEM	Feb	Open and invited by teachers	S.1 – S.6	Mar – Jul	The Hong Kong Polytechnic University Robot Challenge Junior
ICT	Mar	Nominated by teachers	S.4 – S.5	March	Canadian Computing Competition (Hong Kong Contest) 加拿大學生電腦大賽 (香港區)
Sci, Math	Mar – Apr	For those getting good results 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
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Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Apr	Open and invited by teachers	S.1 – S.4	May	Inter-school Maths Contest 聯校數學比賽
Chinese	Apr	invited by teachers	S.1 – S.5	Apr – Jul	奇趣盃辯論比賽
STEM	Apr	Open and invited by teachers	S.4 – S.6	May – Jul	HKIE Structural Engineering Competition for the Youth – Wooden Tower Challenge
Science	May – Jun	Test results in Science gifted ed. training courses	S.1 – S.2	Sept	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	Sept	Invited by teachers	S.1 – S.5	throughout the year	香港辯論超級聯賽
Sci, Math	Mar	Invited by	S.5	Apr – May	Secondary School Mathematics and Science

		teachers			Competition
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English Language Programme Plan 2019-2020

1 Aims, Situational Analysis and Objectives

1.1 Aims

English Language Curriculum and Assessment Guide (CDC, 2007) states that the English Language Curriculum aims to provide learners with learning experience to increase their language proficiency for study, work, leisure and personal enrichment; develop their knowledge skills, values and attitudes; and promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness. (p.17)

The subject target of English Language is for learners to develop an ever-improving capability to use English:

- to think and communicate;
- to acquire, develop and apply knowledge;
- to respond and give expression to experience;

And within these contexts, to develop and apply an ever-increasing understanding of how language is organized, used and learned. (p.20)

1.2 Situational Analysis

<p style="text-align: center;"><u>Strengths</u></p> <p>Teaching team:</p> <ul style="list-style-type: none"> - enthusiastic, experienced and dedicated - professional, with sound knowledge in the subject - eager to learn and share with each other - good teacher-teacher relationship with great team work - supported by encouraging senior management team <p>Ying Wa Boys:</p> <ul style="list-style-type: none"> - presentable in English, high potential - willing to try and eager to participate in class, especially junior boys - good teacher-student relationship 	<p style="text-align: center;"><u>Weaknesses</u></p> <p>Teaching team:</p> <ul style="list-style-type: none"> - heavy school administrative workload - insufficient time and space to reflect and try out new ideas - diversified views potentially hindering efficiency of the team <p>Ying Wa Boys:</p> <ul style="list-style-type: none"> - high teacher-student ratio - huge learning diversity in both ability and learning attitude - some treating English as a subject or a tool for exams but failing to realize the importance of learning English as a language - careless boys (e.g. not following instructions/absent-minded)
<p style="text-align: center;"><u>Opportunities</u></p> <p>Teaching team:</p> <ul style="list-style-type: none"> - new members of different talents joining the team - constructive feedback from CR 2014 - developing culture of active collaboration among teachers with diversified views - supportive to the management team of the department - new teaching and learning resources and channels (e.g. e-platforms) available for a variety of strategies to cater to students' different learning needs <p>Ying Wa Boys:</p> <ul style="list-style-type: none"> - all DSS students - more creative and active learners - increasing resources - enhancement of English learning atmosphere on campus 	<p style="text-align: center;"><u>Threats</u></p> <p>Teaching team:</p> <ul style="list-style-type: none"> - demanding expectations from parents - allocation of resources for TTD - experience in across the form coordination - unstable experienced manpower - little time to draw up new plans and put into action <p>Ying Wa Boys:</p> <ul style="list-style-type: none"> - too busy - lack of self-learning ability, learning habit and learning skills - limited exposure with passive attitude (senior boys) - insufficient stress-management and time-management skills to tackle adversity and resilience

1.3 Objectives

Echoing the school plan, the targets of the English Department in the academic year of 2019 – 2020 are included in the Annual Plan with the areas of concern as shown below:

- 1) Purposeful Learning
- 2) Positive School
- 3) Serving Community

2 Annual Plan

2.1 Annual Plan of English Department 2019 – 2020

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"> a) Ongoing curriculum restructuring to develop school-based progression frameworks for grammar, reading and writing skills with collaborative lesson planning (CLP) b) Ongoing development of Learning Oriented Assessment (LOA) and formative assessment to improve teaching plans and strategies c) E-learning pedagogies to promote multimodal learning, improve learning and teaching (L&T) interaction, encourage self-directed learning and enhance learning effectiveness d) Subject-based professional development training (PDT) sessions to promote reflections on teaching e) Fostering “reading-to-learn” elements in learning and teaching 	<ul style="list-style-type: none"> • 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 • Students’ learning ownership, learning and pedagogical effectiveness shown • E-learning pedagogies enhanced learning and pedagogical effectiveness • Teachers’ participation in invitational posts/PDT programmes • Teachers’ and students’ positive feedback 	<ul style="list-style-type: none"> • Record of school-based progression frameworks shown in SOW and CLP meeting • Record of students’ performance analysis • Record of e-learning pedagogies and resources developed • Record of teachers’ participation in invitational posts/ PDT programmes • Verbal/ written feedback from teachers and/ or students 	9/19 – 7/20	<ul style="list-style-type: none"> • Budget on teaching resources • IT support • PIC: <ul style="list-style-type: none"> - Curriculum Working Group (CWG) - Form Coordinators (FCs) - Teaching Assistant (TA) - English teachers
1.2 Fostering effective learning	<ul style="list-style-type: none"> a) Refining strategies to promote reading to support “reading-to-learn” b) Development of 21st century skills through promoting reading and information literacy, e.g. demonstration lessons, i-Reading on Canvas (VLE) c) Catering for learner diversity (e.g. focusing on questioning techniques through CLP) d) Arousing students’ interest in the subject with co-curricular activities together with/ and recognising students’ performance and improvement 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 	<ul style="list-style-type: none"> • A stronger reading culture shared by students and teachers • Students equipped with 21st century skills • Questioning techniques improved in classrooms • Co-curricular activities being held in target forms • Teachers’ and students’ positive feedback 	<ul style="list-style-type: none"> • Record of strategies to promote reading • Record of tasks to develop students’ 21st century skills • Record of CLP with focus on questioning techniques • Record of co-curricular activities held and students’ participation in activities • Verbal or written feedback from teachers and/ or students 	9/19 – 5/20	<ul style="list-style-type: none"> • PIC: <ul style="list-style-type: none"> - CWG - Native English-speaking Teacher (NET) & Senior Native English-speaking Tutor from Chatteris (SCNET) - English teachers

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	<ul style="list-style-type: none"> 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"> • Curriculum with positive values and related themes included • Internal and external co-curricular activities held to develop students’ leadership and potential • Teachers’ and students’ positive feedback 	<ul style="list-style-type: none"> • Positive values and related themes included in the curriculum • Internal and external co-curricular activities held to develop students’ • Verbal or written feedback from teachers and/ or students 	9/19 – 5/20	<ul style="list-style-type: none"> • PIC: <ul style="list-style-type: none"> - CWG - FCs - English teachers (setters)

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"> • Relevant topics included in the curriculum • Relevant co-curricular activities organized • Teachers' and students' positive feedback 	<ul style="list-style-type: none"> • Record of relevant topics in the curriculum • Record of relevant co-curricular activities organized • Verbal or written feedback from teachers and/ or students 	9/19 – 5/20	<ul style="list-style-type: none"> • PIC: <ul style="list-style-type: none"> - CWG - FCs

2.1.1 Focuses of Work (Junior Form) 2019 – 2020

Objectives	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
1. Stretching DSS students' potential	<ul style="list-style-type: none"> Targeted text types, formal and informal, will be covered. A refinement of the Extensive Reading Scheme (ERS) will continue to accord with the school's "Reading to Learn" strategies. A variety of co-curricular activities will be held. Marking rubrics and task allocation in Reader project will be refined. Information technology will be encouraged to enhance learning, teaching and assessment and to cater for learner diversity. Information literacy will be promoted for self-directed and lifelong learning. Literacy skills to process and create multimodal texts will also be promoted in formative assessment. 	<ul style="list-style-type: none"> 1.1 1.2 	<ul style="list-style-type: none"> Intrinsic interest in the language will be further cultivated. Students will enrich their cultural knowledge and experience. More diverse teaching strategies in formative assessment for diverse learners. 	08/19 – 06/20	<ul style="list-style-type: none"> TTDC PH (JF) CAC S1 – 3 FCs and English teachers TA NET & SCNET
2. Through-train Development (TTD) (S1 only)	<ul style="list-style-type: none"> Lesson observations between YWPS & YWC will be conducted at least once a year. Focuses will be writing, elaboration in particular, advanced reading comprehension skills, spelling and grammatical accuracy. Meetings are held regularly and exchange of teaching materials, pedagogy and students' performance will continue. YWPS will be invited to YWC's English activities and vice versa. 		<ul style="list-style-type: none"> Collaboration between the two departments will be further enhanced. 		
3. Developing strategic plans to improve four skills and grammar	<ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> Advanced reading skills with selected types will be reinforced through tailor-made materials (e.g. i-Reading on Canvas (VLE)) and internal past papers. Positive values and attitudes will be nurtured through selected reader themes and messages and other texts. Speaking (refer to Section 3.6 for details) <ul style="list-style-type: none"> Practice on both individual presentation (IP) and pair conversation (S1 only) / group interaction (GI, for S2 and S3 only) will be strengthened through literary and non-literacy texts. Learning English through drama activities will be incorporated into Reader lessons. Speaking the language as a daily habit both in and out of the classroom should be encouraged. Writing <ul style="list-style-type: none"> Students will be exposed to a variety of text types, both formal and informal. LOA will continue, while process writing should be encouraged. A selected writing genre done will be revisited if necessary. Students will learn to develop writing skills, in particular on: <ol style="list-style-type: none"> awareness of purpose, role, audience, tone and register, habit formation of writing an essay plan and proofreading, and using a wide range of sentence structures. Listening <ul style="list-style-type: none"> The format of TSA/DSE listening will be introduced. Grammar <ul style="list-style-type: none"> Targeted grammar items will be incorporated into the four skills based on a progression framework. Teaching text grammar should be adopted through receptive and productive tasks. After-school tutorials (S1 – S3) <ul style="list-style-type: none"> Small class after-school tutorials will be conducted after the 1st and 2nd UT. 		<ul style="list-style-type: none"> Students will further develop all four skills with a more solid grammar foundation. 		

Objectives	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
<p>4. Bridging the gap between Key Stage 3 and 4 (S3 only)</p>	<p>The focuses should be on the exposure of a wider variety of text types, developing higher-order thinking skills, and fostering students' ability in self-directed learning including regular reading and self-study/revision on grammar.</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - Students should be encouraged to read as widely as possible. - The text types students are exposed to should be of higher complexity compared to those in S1 and S2. - More textual analysis will be done on developing high-order skills. • Speaking <ul style="list-style-type: none"> - Literary texts will be incorporated in regular lessons and assessment. - Students should be encouraged to read widely and listen to more spoken English so as to increase their general knowledge and improve their pronunciation and delivery skills. • Writing <ul style="list-style-type: none"> - The text types students are exposed to and produce should be of higher complexity compared to those in S1 and S2. <ul style="list-style-type: none"> ■ Self-correction in writing will be encouraged. ■ Selected complex sentence structures will be explicitly taught. - A wider range of vocabulary will be taught and incorporated into regular writing. - Students should further improve on idea expansion and elaboration. • Listening <ul style="list-style-type: none"> - The text types in Part B students are exposed to should be of higher complexity compared to those in S1 and S2. - DSE format listening practice will be reinforced, notably on note-taking skills and locating information in written Data File and summarizing skills in Part B. • Grammar <ul style="list-style-type: none"> The time on teaching grammar should be minimized in order to give way to transition to Key Stage 4. 		<ul style="list-style-type: none"> • Cross-stage partnership between Key Stages 3 and 4 will be enhanced. • Students will be better prepared for Key Stage 4 with the necessary skills. 	<p>08/19 – 06/20</p>	<ul style="list-style-type: none"> • TTDC • PH (JF) • CAC • S1 – 3 FCs and English teachers • TA • NET & SCNET
<p>5. Improving target skills for TSA (S3 only)</p>	<ul style="list-style-type: none"> • Providing TSA past papers. • Analyzing students' performance in TSA and developing strategies to improve weaknesses. 		<ul style="list-style-type: none"> • Students will be able to prepare and give well-organized IP, enrich their presentations by using the non-verbal elements and interact well with others in GI. Students' performance in TSA will improve. 		

2.1.2 Focuses of Work (Senior Form) 2019 – 2020

Form	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators/ PIC
NSS 1 (S4)	1. Bridge the gap between S3 and S4 with introduction of the HKDSE	<ul style="list-style-type: none"> • Introduce NSS curriculum through school-based materials. • Analyze different sections of all papers and develop apt follow-up plan (e.g. LOA, Canvas (VLE), other learning and teaching strategies) to improve target skills. • Enhance students' exposure to English learning through NSS Elective Module "Learning English through Short Stories", the promotion of e-learning, self-regulated learning and co-curricular activities tailor-made for senior form students. • Develop strategic plans to improve four skills through CLP sessions (with reference to EDB's LPF): <ul style="list-style-type: none"> - Reading <ul style="list-style-type: none"> ○ EDB's Language Learning Support Section (LLSS) (2019-2020) to develop school-based materials and a framework to teach reading skills to improve assessment literacy ○ Trial account of HKEAA's Assessment Quality-assurance Platform (AQP) to enhance assessment data collection and analysis ○ Reading skills with selected types will be reinforced through tailor-made materials, e.g. i-Reading on Canvas (VLE) - Writing (habit formation of writing essay plans and doing peer- and self-assessment with LOA to enhance proofreading skills, exposure to topics from NSS Elective Modules with skills to understand task requirements developed, revision of 1-2 text types poorly done in S3, understanding of language features and application of a variety of sentence patterns) - Listening & Integrated Skills (understanding different question types, text types, task requirements and application of a variety of sentence patterns) - Speaking (understanding the importance and skills of question analysis, training on individual presentation skills and group discussion skills with opportunities to practice with S5 students) • Conduct small class after-school tutorials to support those in need. 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 2.1 • 3.1 	<ul style="list-style-type: none"> • Teaching materials developed • Students' increased understanding of the format and requirement of the HKDSE, including SBA • Students' all four language skills further developed • Students' and teachers' evaluation/feed back 	9/19 – 6/20	<ul style="list-style-type: none"> • PH (SF) • S4 FC and English teachers • SBA Coordinator • CAC • NET & SCNET
	2. Promote reading and relevant values through preparing students for the SBA with the developed framework	<ul style="list-style-type: none"> • Cover Non-Print Fiction and Non-Print Non-Fiction (Term 1) and Print Fiction and Print Non-Fiction (Term 2) with reading materials selected. • Conduct Mock SBAs according to the confirmed procedure and schedule. • Use videos and materials from HKEAA and old boys. 				

Form	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators/ PIC
NSS 2 (S5)	1. Prepare students for the HKDSE	<ul style="list-style-type: none"> Consolidate skills learnt for all papers with exam skills equipped with tailor-made materials and revision of selected items covered in S4. Analyze different sections of all papers and develop apt follow-up plans (e.g. LOA, Canvas (VLE), other learning and teaching strategies) to improve target skills. Enhance students' exposure to English learning through the promotion of e-learning, self-regulated learning, co-curricular activities tailor-made for senior form students and the NSS Elective Modules: "Learning English through Popular Culture" (Term 1) & "Learning English through Workplace Communication" (Term 2). Develop strategic plans to improve four skills through CLP sessions (with reference to EDB's LPF): <ul style="list-style-type: none"> Reading (understanding of question types and reading skills, vocabulary building) Writing (habit formation of writing essay plans and doing peer- and self-assessment with LOA to enhance proofreading skills, exposure to topics from NSS Elective Modules with skills to understand task requirements developed, revision of 1-2 text types poorly done in S4, understanding of language features and application of a wider variety of sentence patterns) Listening & Integrated Skills (understanding of different question types, text types, task requirements and application of a wider variety of sentence patterns) Speaking (understanding the importance and skills of question analysis, training on individual presentation skills and group discussion skills with opportunities to join inter-school speaking practices and practice with S4 and S6 students) Conduct small class after-school tutorials to support those in need. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 3.1 	<ul style="list-style-type: none"> Teaching materials developed Students' increased understanding of the format and requirement of the HKDSE, including SBA Students' all four language skills being further developed Students' and teachers' evaluation/feed back 	9/19 – 6/20	<ul style="list-style-type: none"> PH (SF) S5 FC and English teachers SBA Coordinator CAC NET & SCNET
	2. Promote reading and relevant values through preparing students for the SBA with a developed framework	<ul style="list-style-type: none"> Develop form-based/ class-based reading materials with positive values and the spirit of service for the NSS Elective Modules: "Learning English through Popular Culture" (Term 1) & "Learning English through Workplace Communication" (Term 2) Use videos and materials from HKEAA and old boys. 				

Form	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators/ PIC
NSS 3 (S6)	1. Refine strategic plans to get students prepared for the HKDSE	<ul style="list-style-type: none"> Consolidate skills learnt for all papers with exam skills equipped with tailor-made materials and revision of selected items covered in previous years. Analyze different sections of all papers and develop apt follow-up plans (e.g. LOA, Canvas (VLE), other learning and teaching strategies) to improve target skills.) Organize class-based and skilled-based after-school tutorials, (inter-class) speaking practice sessions and joint-school exam practice/ exam-related activities for target students. Adopt e-learning pedagogies to encourage self-regulated learning. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 3.1 	<ul style="list-style-type: none"> Improvement in students' performance in the HKDSE Students' participation in after-school tutorials Students' participation in joint-school exam practice/ exam-related activities Students' and teachers' evaluation/feedback 	9/19 – 3/20	<ul style="list-style-type: none"> PH (SF) S6 FC and English teachers SBA Coordinator NET & SCNET
	2. Promote reading and relevant values through the implementation of the SBA with a developed framework	<ul style="list-style-type: none"> Develop form-based/ class-based reading materials for the NSS Elective Module: "Learning English through Social Issues." Use videos and materials from HKEAA and old boys. 				

Statistics of YWC HKDSE English results 2017 – 2019

Year	Level 5* or above	Level 5 or above	Level 4 or above	Level 2 or above
2019	14.2%	29.6%	57.4%	100%
2018	10.5%	22.4%	61.8%	100%
2017	11.5%	28.0%	70.1%	100%

SBA Arrangement and NSS Elective Modules 2019 – 2020

Form	2019 – 2020 (Term 1)	2019 – 2020 (Term 2)
S4	<ul style="list-style-type: none"> Introduction of Non-Print Fiction and Non-Print Non-Fiction (with reference to Reading Explorer) Introduction of NSS Elective Module: Learning English through Short Stories (Part 1) Mock SBA 1 (Part A: Non-Print Fiction, IP)[#] 	<ul style="list-style-type: none"> Introduction of Print Fiction and Print Non-Fiction (with reference to “A Roald Dahl Selection”) Introduction of NSS Elective Module: Learning English through Short Stories (Part 2) Mock SBA 2 (Part A: Print Fiction, GI)[#]
S5	<ul style="list-style-type: none"> NSS Elective Module: Learning English through Popular Culture SBA Assessment (Part A: Print Fiction, GI)[#] 	<ul style="list-style-type: none"> NSS Elective Module: Learning English through Workplace Communication
S6	<ul style="list-style-type: none"> NSS Elective Module: Learning English through Social Issues SBA Assessment (Part B: Social Issues, IP)[#] 	---

Remark: IP = Individual Presentation, GI = Group Interaction

[#]Suggested implementation procedure for SBA in Ying Wa College (e.g. Print Fiction, IP)

Before assessment	<ol style="list-style-type: none"> Students choose one text to prepare for their SBA with the list of print fiction provided by their teachers. Students complete an SBA journal after reading the text. Teachers collect and mark the SBA journals with written feedback for improvement and preparation (if necessary). *4. 1 – 2 weeks (the time frame should be standardized across the form) before the first day of the assessment period, students will be given at least 4 tasks to prepare. 1 day before the assessment, randomly select a group of students who will do the SBA on the next day.
While assessment	<ol style="list-style-type: none"> On the day of assessment, students' class numbers and the task for their assessment task will be drawn randomly from the group confirmed on the previous day by their teacher to confirm the order of doing the SBA. *7. Selected student(s) will be given a note card and 5 – 10 minutes (the exact time should be standardized across the form) to prepare his (their) notes based on the task. Students do the SBA in front of the whole class/ a group of classmates in the classroom or a designated venue during lesson time.
Post assessment	<ol style="list-style-type: none"> Teachers conduct a standardization meeting to view at least 6 clips (i.e. 2 below average, 2 average, 2 above average) and evaluate the SBA arrangement with meeting notes completed. Teachers finalise the marks, complete the Assessment Record with all information included and notify students of their marks. Teachers submit completed Assessment Records with signatures and video clips to SBA Coordinator according to the set schedule.

*subject to change

Suggested time frame of using HKDSE Past Papers (Paper 1 & Paper 3) in 2019 – 2020

Form	Term 1	Term 2
S4	Sample Paper (selected tasks only), Practice Paper (selected tasks only), 2012	2013
S5	2014, 2015	2016, 2017
S6	2017, 2018, 2019	---

2.1.3 Focuses of Work (Co-curricular Activities) 2019 – 2020

(Remark: Some of the details could be subject to change, depending on review/evaluation.)

Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
Programme/ Scheme							
S1-S4	1. English Learning Programme (ELP)	<ul style="list-style-type: none"> Students join different English activities throughout the year on their own initiative with the encouragement of their English teachers. Stamps are given to participants on the ELP Passports (S1-S3) or Chat Passes (S4). A bonus mark is awarded to students earning a required number of stamps in their subject mark (refer to Section 3.8 for details). Due recognition is given to students who get the most stamps in each class by presenting them with certificates and book vouchers. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 2.2 2.3 3.1 	<ul style="list-style-type: none"> Students' four skills enhanced The fun of English learning promoted to students beyond the classroom Students' ownership in English learning enhanced, shown by the no. of students getting a bonus mark Students of different ability levels feeling recognized through the ELP scheme Different platforms offered for students to display their talents The value of brotherhood and serving infused to students joining and organizing activities 	09/19 – 05/20	<ul style="list-style-type: none"> CAC English teachers TA 	<ul style="list-style-type: none"> ELP Passports Chat Passes Certificates Book vouchers
S1-S3	2. Extensive Reading Scheme (ERS)	<ul style="list-style-type: none"> S1 to S3 students are encouraged to read an assigned number of ERS books in the year, required to borrow the ERS books of the suitable level from the library to finish the book reports on the ERS Record Books or e-platform in different formats. A base point is given to a completed book report and a bonus point is awarded on top to a well-written book report. The total points accumulated in the year are converted to an ERS grade, which is shown in the student's annual report card. Students are encouraged to share their recent reading with classmates in English lessons. Their written, video and audio reports may also be shared on e-platform. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 3.1 	<ul style="list-style-type: none"> Reading habit cultivated and students' ownership in learning enhanced Use of e-platform successfully integrated into ERS report submission and sharing A strong reading culture shared by students and teachers and a strong reading ambience promoted 	09/19 – 05/20	<ul style="list-style-type: none"> CAC NET and SCNET English teachers TA 	<ul style="list-style-type: none"> ERS Placement Test ERS Record Books ERS Guidelines Budget for new ERS books Google classroom
English Learning Opportunities in School							
Ongoing Activities							
S1-S6	1. English Corner	<ul style="list-style-type: none"> It opens regularly at lunchtime and after school, providing a variety of activities like board games, reading, movies and songs, open gatherings etc. Special sessions are held occasionally by the NET and SCNET and/ or the English Society for a specific target group to cater for their interest and need. - Activities held in the English Corner and its latest news are promoted through morning announcements and display board outside English corner. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 2.2 2.3 3.1 	<ul style="list-style-type: none"> Students showing stronger intrinsic motivation in English learning Students' keen participation and positive attitude being recognized Students showing their positive attributes through serving the English Corner and organizing activities Activities requiring the collaboration of senior and junior form helpers organized to 	10/19 – 05/20	<ul style="list-style-type: none"> NET and SCNET Committee members of English Society 	<ul style="list-style-type: none"> DVDs, board games, books & magazines Log Book Budget on Open Gatherings

		<ul style="list-style-type: none"> Setting of the English Corner is re-arranged to make it an even more appealing, cozy and spacious place. Sets of magazines could be borrowed by the English teachers to carry out class-based reading and learning activities. 		<ul style="list-style-type: none"> forge brotherhood Positive feedback from students and teachers 			and special sessions
S1-S6	2. E-Learning @Library	<ul style="list-style-type: none"> E-Learning@Library is a cozy place for students to do self-learning on pronunciation, reading, grammar and IELTS practice. 	<ul style="list-style-type: none"> 1.1 1.2 	<ul style="list-style-type: none"> Students having stronger ownership of their learning Positive feedback in students' survey 	10/19 – 05/20	<ul style="list-style-type: none"> TIC Teacher Librarian 	<ul style="list-style-type: none"> E-Learning computer, Feedback form & Referral Form
S1-S6	3. English Morning Sharing Sessions	<ul style="list-style-type: none"> Regular English Morning Sharing Sessions are held during the morning announcement sessions. In each session, one to three students from each class is/are invited to do a 2- to 3-min sharing in front of the whole school. Topics which echo the school themes/ core values (positive school/ serving the community) and match SOW of the form are preferred. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 2.2 2.3 3.1 	<ul style="list-style-type: none"> Representatives from all classes participated in the activity Students' ownership in learning developed Opportunity for teacher-student interaction increased Confidence of the participants enhanced with speaking and writing skills improved Value of positive school and serving the community infused 	09/19 – 04/20	<ul style="list-style-type: none"> TIC English teachers NET and SCNET 	<ul style="list-style-type: none"> English Morning Sharing Session Record and Evaluation Form
S1-S6	4. i-Reading on Canvas (VLE)	<ul style="list-style-type: none"> Students are encouraged to do self-access learning on the Canvas (VLE), where reading exercises of two different levels are uploaded monthly. Students can be exposed to various question types and themes while doing the exercises. ELP stamp(s) is/ are awarded to S1 to S4 students who have attained a set of criteria for each exercise (refer to Section 3.8 for details). 	<ul style="list-style-type: none"> 1.1 1.2 	<ul style="list-style-type: none"> Students' reading skills improved Students having strong ownership of their learning Students feeling their effort being recognized 	09/19 – 04/20	<ul style="list-style-type: none"> TIC English teachers 	<ul style="list-style-type: none"> Canvas (VLE) Platform

Co-curricular / Cross-curriculum Activities

S1-S5	1. Writing Competitions	<ul style="list-style-type: none"> The following writing competitions are held in Term 1 and 2 respectively. Topics which echo the school themes/core values (positive school/ serving the community) and match SOW of the form are preferred. A. Book Review Competition B. Poetry Writing Competition 	<ul style="list-style-type: none"> 1.1 2.1 2.2 2.3 3.1 	<ul style="list-style-type: none"> All S1 to S5 students participating in the competitions Students feeling recognized with their good works published in school publications, displayed in the covered playground or submitted to external writing competition (if applicable) Students' exposure to school themes/ core values 	<p>A. 11-12/19</p> <p>B. 03-04/20</p>	<ul style="list-style-type: none"> TICs S1 – S5 English teachers Adjudicators 	<ul style="list-style-type: none"> Budget on certificates and book coupons
S1-S6	2. Book Recommendation Posters	<ul style="list-style-type: none"> Throughout the year, English teachers take turns to recommend fiction and non-fiction books of different reading levels to students through posters which are displayed in every S1 to S6 classroom. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 3.1 	<ul style="list-style-type: none"> Posters being displayed in each classroom with positive feedback from teachers and students A strong reading culture shared by students and teachers and a strong reading ambience promoted 	09/19 – 05/20	<ul style="list-style-type: none"> NET and SCNET English teachers 	<ul style="list-style-type: none"> Poster Budget on books recommended
S1-S2	3. Book sharing by NET and SCNET	<ul style="list-style-type: none"> NET and SCNET hold book sharing sessions on specific theme or genre during S1 and S2 English lessons at the Library. Students are allowed to borrow the recommended books after the sharing session and complete the ERS book report based on the books. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 3.1 	<ul style="list-style-type: none"> Book sharing sessions done with positive feedback from teachers and students A strong reading culture shared by students and teachers and a strong reading ambience promoted 	10/19 – 04/20	<ul style="list-style-type: none"> NET and SCNET S1 – S2 English teachers 	<ul style="list-style-type: none"> Budget on books recommended
S1-S2	4. Drama Experiential Workshops	<ul style="list-style-type: none"> The workshops are conducted in two to three double English lessons to allow students to learn some drama techniques and consolidate their four skills in a fun way. An outsourced coach teaches students acting, stage direction and voice projection etc. based on the reader used in S1 and S2 English curriculum. 	<ul style="list-style-type: none"> 1.1 1.2 2.2 	<ul style="list-style-type: none"> Students engaged in the lesson with fun and interactive drama activities conducted Student learning more about drama from the professional coach and staging a mini drama with the learnt knowledge 	<p>S1 09 – 11/19</p> <p>S2 03 – 05/20</p>	<ul style="list-style-type: none"> TIC S1 – S2 English teachers Coaches 	<ul style="list-style-type: none"> Budget on coach fee
S1-S2	5. Inter-class Spelling Bee Competition	<ul style="list-style-type: none"> The spelling competitions consolidate learnt vocabulary in different subjects and challenge bright students with multi-syllable words or commonly misspelled words. Practice activities like preliminary rounds can be done in lesson time before the inter-class competition. 	<ul style="list-style-type: none"> 1.1 1.2 2.1 2.2 2.3 	<ul style="list-style-type: none"> Students showing high motivation in the lessons and revising vocabulary with the fun activity Students' accuracy in pronunciation and spelling improved Brotherhood forged through organizing the activity for S1 – S2 students by elder students 	04-05/20	<ul style="list-style-type: none"> TICs Committee members of English Society S1 – S2 English teachers 	<ul style="list-style-type: none"> Budget on prizes and certificates Vocabulary list Venue with IT equipment

Platform for gifted or potential students							
S1-S5	1. Gifted Education Programmes	The following programmes are provided for talented students to further stretch their potential. Regular workshops or training sessions will be held after school by TICs or coaches. It is suggested to include the school themes/ core values in the programme if suitable. A. English Debating Team B. Creative Writers' Hub C. Ying Wa English Radio	<ul style="list-style-type: none"> 1.1 1.2 2.2 2.3 3.1 	<ul style="list-style-type: none"> Students having stronger ownership of their learning with the platform provided catering for their interest and need Participants' speaking or/ and writing skills improved Critical thinking or/ and creativity boosted Brotherhood forged through discussion and team work Different platforms offered for students to display their talents Records of students' production e.g. portfolio, radio broadcast etc. 	10/19 – 05/20	<ul style="list-style-type: none"> TICs Coaches 	<ul style="list-style-type: none"> Budget on coach fee, administration, registration and promotion fee
S1- S5	2. English Society and English Debating Society	<ul style="list-style-type: none"> English Society includes members, Committee Members and Teacher Advisors. It aims to promote the fun of English learning by providing a variety of activities for students. It supports the operation of English Corner. Major events organized include Inter-class Spelling Bee competitions and English Show. English Debating Society includes Committee Members and Teacher Advisors. It aims to gather a group of debaters and facilitate the exchange of knowledge through regular training sessions and meetings. It organizes Inter-House Debating Championship to promote and introduce debate to schoolmates. 	<ul style="list-style-type: none"> 1.1 2.2 2.3 3.1 	<ul style="list-style-type: none"> Different activities successfully held Keen participation of students in English activities English atmosphere of the school enhanced Students showing their positive attributes through organizing activities Brotherhood forged through collaboration Proposal, implementation plans, evaluation forms and minutes of meetings for English activities submitted by Committee Members 	09/19 – 05/20	<ul style="list-style-type: none"> Teacher Advisors Committee members 	<ul style="list-style-type: none"> Stationery English Corner/ Classrooms Budget on promotion, souvenirs and gifts for activities
Further Exposure Beyond School - Participation depends on 1) students' need and interest 2) school and English activities schedule							
<ul style="list-style-type: none"> Students are provided with ample opportunities to experience the fun of English learning through different activities or competitions. Here are some of the examples. A. <u>Debating</u>: Sing Tao, Mooting and Mock Trial, and HKSSDC B. <u>Writing</u>: HK's Top Story, HK Young Writers Awards, HK Budding Poets (English) Award C. <u>Speaking</u>: The HKFYG Standard Chartered HKEPS Contest, The Speaking Contest for HK Students, RTHK The Speaker EPSC, Speech Festival D. <u>Drama</u>: Speak Out-Act Up! E. <u>Reading</u>: SCOLAR English Alliance Programme 	<ul style="list-style-type: none"> 1.1 1.2 2.2 2.3 	<ul style="list-style-type: none"> Students being the contestants/ audience of the events Students' four skills and confidence enhanced Students' exposure to different English contexts increased Different platforms provided for students to display their talents 	09/19 – 05/20	<ul style="list-style-type: none"> CAC TICs Coaches 	<ul style="list-style-type: none"> Budget on coach fee, administration, registration and promotion fee 		

2.2 Budget

INCOME

Item	Source	Approved Budget (HK\$)
Approved budget for English Department	School	144,000
		144,000 Total

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
Purchase:		
1. Reference books for teachers and materials for enhancing learning & teaching		HK\$10,000
2. English books for students (Library)		HK\$5,000
3. Magazines & newspapers subscription (English Corner)		HK\$6,000
4. Games and DVDs (English Corner)		HK\$3,000
5. Resources for English Activities and materials for enhancing English learning atmosphere		HK\$4,000
6. Prizes & Certificates for English activities		HK\$4,500
Tutorials, Courses or Training Sessions:		
1. Teachers' Professional Development Programme		HK\$30,000
2. Drama Experiential Trainings for students		HK\$60,000
3. Creative Writers' Hub (gifted programme)#	A deposit of HK\$3,300 will be collected from each student. HK\$1,650 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$50,000) (with trainers' fee, administration cost and other expenses included)
4. English Debating Team (gifted programme)#	A deposit of HK\$2,000 will be collected from each student. HK\$1,000 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$50,000) (with trainers' fee, administration cost and other expenses included)
5. After-school tutorials taught by old boy (S4 or particular form needed)		HK\$5,000
Activities:		
1. Ying Wa English Radio (gifted programme)#		(HK\$1,000)
Application Fee:		
1. Hong Kong Schools Speech Festival 2019		HK\$15,000
2. Other English gifted education activities#		(HK\$3,000)
Transportation:		
1. Hong Kong Schools Speech Festival 2019 (for choral speaking group)		HK\$1,500
TOTAL (gifted programme items excluded):		HK\$144,000

*Highlighted items are not included in the total of this budget proposal.

#The use of Diversity Learning Grant (DLG) would be considered when the gifted programmes fulfilled the criteria (e.g. involving senior form participants, not DSE oriented etc.)

**Panel members are expected to discuss with the Panel Heads on the purchase of resources for the department.

2.3 Textbooks and other teaching materials for L & T

Term Form	Term 1	Term 2	Publisher
S1	<ul style="list-style-type: none"> • Oxford Advanced Thematic Anthology 1 (2019) • Performance Plus Task-based Listening (2016 4th Edition) 1 • Longman English Edge Grammar Book JS1 • MyGrammarLab Book Intermediate B1/B2 (with answers) • Oxford Advanced Learner's English-Chinese Dictionary (Paperback) (9th Ed. with Pronunciation CD-Rom) (optional) 		<ul style="list-style-type: none"> • Oxford • Pilot • Pearson • Pearson • Oxford
	<ul style="list-style-type: none"> • The Adventures of Tom Sawyer 	<ul style="list-style-type: none"> • The Little Prince 	<ul style="list-style-type: none"> • Oxford / Penguin
S2	<ul style="list-style-type: none"> • Oxford Advanced Thematic Anthology 2 (2019) • Performance Plus Task-based Listening (2016 4th Edition) 2 • MyGrammarLab Book Intermediate B1/B2 (with answers) 		<ul style="list-style-type: none"> • Oxford • Pilot • Pearson
	<ul style="list-style-type: none"> • Stories from Shakespeare 	<ul style="list-style-type: none"> • Billy Elliot 	<ul style="list-style-type: none"> • Pearson / Pearson
S3	<ul style="list-style-type: none"> • Oxford Advanced Thematic Anthology 3 (2019) • Athens Exam Skills for Paper 3 Book 1 (2015) • MyGrammarLab Book Intermediate B1/B2 (with answers) • Wonder 		<ul style="list-style-type: none"> • Oxford • Athens • Pearson • Corgi
S4	<ul style="list-style-type: none"> • Longman Complete Exam Practice for the HKDSE (Edge) (Sets 1-4) (2015 Edition) (with 2018 Extra Set) • A Roald Dahl Selection • Reading Explorer Theme-based Anthology (Upper-intermediate) (2017 Edition) • School-based supplementary exercise for listening • HKDSE Past Papers • MyGrammarLab Book Intermediate B1/B2 (with answers) 		<ul style="list-style-type: none"> • Pearson • Longman • Athens • --- • HKEAA • Pearson
S5	<ul style="list-style-type: none"> • Longman Complete Exam Practice for the HKDSE (Edge) (Sets 5-8) (2015 Edition) (with 2018 Extra Set) • Reading Explorer Theme-based Anthology (Upper-intermediate) (2017 Edition) • HKDSE Past Papers • School-based materials on NSS Elective Module: Pop Culture • School-based materials on NSS Elective Module: Workplace Communication • Advanced Grammar In Use (Third Edition) (with answers) (self-study) 		<ul style="list-style-type: none"> • Pearson • Athens • HKEAA • --- • --- • Cambridge
S6	<ul style="list-style-type: none"> • Reading Explorer Theme-based Anthology (Upper-intermediate) (2013 Edition) • HKDSE Past Papers • School-based materials on NSS Elective Module: Social Issues • Advanced Grammar In Use (Third Edition) (with answers) (self-study) 		<ul style="list-style-type: none"> • Athens • HKEAA • --- • Cambridge

英華書院
二零一九至二零二零年度
中文科
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：

<p>強：</p> <ul style="list-style-type: none"> ● 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，以期同工以互勵琢磨，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。
<p>弱：</p> <ul style="list-style-type: none"> ● 同學的學習差異較大。 ● 近年中一同學入學時的中文水平比英文及數學科差。 ● 學生一般自學能力較弱。 ● 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。 ● 高中選修中國文學的同學人數少，而且大多欠學習動機，成績亦不大好。
<p>機：</p> <ul style="list-style-type: none"> ● 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，而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。
<p>危：</p> <ul style="list-style-type: none"> ● 由於本校實施一條龍教學，因此本科同工忽然增加了許多合作夥伴，溝通及適應方面都比以往複雜。 ● 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、數三科中以中文科的表現最不理想。 ● 高中中國文學一直未能吸引質素較好的同學選修。

2019-2020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，設計更多讓同學能夠自主學習的教材套
目標： <ul style="list-style-type: none">• 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： <ul style="list-style-type: none">• 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。• 將會利用電子學習材料，通過GOOGLE CLASSROOM，讓同學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。
對象： <ul style="list-style-type: none">• 全體同學。
負責人員： <ul style="list-style-type: none">• 科主任。
評估方法： <ul style="list-style-type: none">• 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： <ul style="list-style-type: none">• 2019-2020年學年終結。

b. 設計以學習為主導的評估課業
目標： <ul style="list-style-type: none">• 透過評估的結果促進同學學習。
推行方式： <ul style="list-style-type: none">• 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。

<ul style="list-style-type: none"> • 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： <ul style="list-style-type: none"> • 全體中文科老師。
負責人員： <ul style="list-style-type: none"> • 科主任。
評估方法： <ul style="list-style-type: none"> • 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： <ul style="list-style-type: none"> • 2019-2020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： <ul style="list-style-type: none"> • 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： <ul style="list-style-type: none"> • 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了。 • 在適當的班別引入資訊科技教學，以期有效提升學生的學習成效。 • 老師將會嘗試製作學習網頁，以期拓闊課時，讓同學在課餘時間也可以登入網站進行延伸學習。 • 老師將會拍攝教學短片，讓同學在課餘時間可以重溫，方便溫習。
對象： <ul style="list-style-type: none"> • 全體同學。
負責人員： <ul style="list-style-type: none"> • 科主任及有關負責老師。
評估方法： <ul style="list-style-type: none"> • 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： <ul style="list-style-type: none"> • 2019-2020年學年終結。

d. 獎勵學生進步及其他優異表現

<p>目標：</p> <ul style="list-style-type: none"> • 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。
<p>推行方式：</p> <ul style="list-style-type: none"> • 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。
<p>對象：</p> <ul style="list-style-type: none"> • 全體同學。
<p>負責人員：</p> <ul style="list-style-type: none"> • 科主任及有關負責老師。
<p>評估方法：</p> <ul style="list-style-type: none"> • 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。
<p>完成時間：</p> <ul style="list-style-type: none"> • 2019-2020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
<p>目標：</p> <ul style="list-style-type: none"> • 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。
<p>推行方式：</p> <ul style="list-style-type: none"> • 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DAY C早讀課閱讀有關書籍，老師會適時在課堂上進行分享。
<p>對象：</p> <ul style="list-style-type: none"> • 全體同學。
<p>負責人員：</p> <ul style="list-style-type: none"> • 科主任及有關負責老師。
<p>評估方法：</p> <ul style="list-style-type: none"> • 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。
<p>完成時間：</p> <ul style="list-style-type: none"> • 2019-2020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，在早上閱讀課時播放，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)，以期改善整體的閱讀氣氛。

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：

- 2019-2020年學年終結。

c. 舉辦全校活動以加強閱讀風氣

目標：

- 鼓勵更多同學參與閱讀活動。

推行方式：

- 中文科老師可以協助籌辦一些閱讀比賽，這些比賽可以讓同學自由參與。
- 中文科老師可以舉辦一些讀書會，希望同學能夠參與，一起分享閱讀樂趣。

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。
- 在科務會議蒐集老師之意見。

完成時間：

- 2019-2020年學年終結。

3. 中小學銜接計劃

目標：

- 中小學建立更緊密的聯繫。

- 透過協作，提升教與學效能。

推行方式：

- 雙方共同擬定未來一年之關注項目。
- 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。
- 雙方交換課程大綱、教材、試卷及學生課業等。
- 透過同學的測考成績，追蹤個別特別需要關注的同學。
- 中小學同工透過互相觀摩，增進交流。
- 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。
- 《中國語文教育學習領域課程指引（小一至中六）》（2017）之指引：

開放學習材料，重視經典閱讀

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。

2019-2020 年度年度銜接工作關注項目

a. 以普通話作為教學語言

小學部：

- 以普通話教中文，並作師生間的日常溝通語言。
- 普通話課以漢語拼音、聆聽及說話訓練為要；中文課則以語文教學為主。
- 仍以默書鞏固學生所學之詞語拼讀，而高年級的課外「譯寫句子」則檢測學生的整體拼讀能力。
- 安排、培訓學生參加表演、比賽和活動，提高學生以普通話表達的能力。

中學部：

- 中一級仍以普通話作為教學語言，但我們將會繼續研究哪一種教學語言最切合中一級同學的學習需要。
- 九月份仍會安排同學做聆聽測驗，以求更全面掌握同學中文水平。
- 同學可以在下學期自決以粵語或普通話作為口試的應試語言。
- 繼續鼓勵對普通話有興趣及普通話表達能力強的同學參與各項比賽。

b. 閱讀教學

小學部：

- 參考教育局之古詩文誦讀材料《積累與感興》，優化並修訂小學補充課文(古文)。
- 讀文教學以課文為主，輔以名篇指導，拓展閱讀。
- 按閱後調查記錄再審閱「指定讀本」，並添購新版好書，提高學生閱讀的興趣與質量。
- 修訂並優化閱讀理解教材，加強中高層思維能力訓練。
- 透過電子學習平台，給學生「翻轉教室」模式學習。
- 參加「內地教師駐校計劃」，以期在改進教學法，與時並進的同時，提高教師對語文教學的認知與能力，使教師教而有方，學生也學得踏實。

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，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。
- 加強白話文教學，以期同學能夠積澱所學，以讀帶寫，提升寫作水平。
- 訓練同學上課做筆記以培養同學良好的學習習慣。
- 從坊間選取合適的學習材料，以期鞏固同學的語文基礎知識，長遠為高中的中文學習作好準備。
- 未來中一級將會嘗試加入「級本指定讀物」，以營造良好的閱讀氛圍。

c. 寫作教學	
小學部：	<ul style="list-style-type: none"> • 貫徹「說話寫話」及「讀寫結合」。 • 修訂並優化各級的寫作設計，使學習目標更清晰，呈螺旋式向上，各級教學銜接得更緊密。 • 課後以小組模式輔導部分學生按目標學習寫作。 • 善用電子學習工具及平台，幫助高年級學生做好寫作前的準備學習；鼓勵學生透過交流，「以讀帶說，說後再寫」，引導學生有條理地表達自己對事件的看法，學習簡單地評論。 • 出版校本刊物，參加校外比賽，鼓勵創作。
中學部：	<ul style="list-style-type: none"> • 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。 • 配合單元，優化寫作工作紙，並嘗試開發電子學習材料，期望能夠拓闊課時，讓同學可以善用網絡資源提升寫作水平。
對象：	<ul style="list-style-type: none"> • 中小學全體中文科老師。
負責人員：	<ul style="list-style-type: none"> • 科主任。
評估方法：	<ul style="list-style-type: none"> • 校方定時安排檢討會議，跟進檢討。
完成時間：	<ul style="list-style-type: none"> • 2019-2020年學期終結前。

2019-2020年度之中文系教師名單

1. 中國語文科	
中一	黃小娟1A、1C 唐韻1B、1F 黃尚如1E 文詠詩1D
中二	麥敏儀2A、2F 葉澤亮2B 黃尚如2C、2D 胡詠怡2E
中三	文詠詩3A、3F 鄧淑敏3B 陳志文3C 郭慧茹3E
中四	鄧淑敏4A 甄沃奇4B 吳碧華4C 黃正夫4D 陳志文4E、4F
中五	郭慧茹5A 周健瑜5B 黃小娟5C 葉澤亮5D、5E 麥敏儀5F
中六	吳碧華6A 周健瑜6B 胡詠怡6C、6F 甄沃奇6D 黃正夫6E

2. 中國文學科	
中四	朱國源
中五	唐韻
中六	朱國源

3. 普通話科	
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中一	黃小娟 1A 麥敏儀 1B 黃尚如 1C、1E 文詠詩 1D 唐韵 1F
中二	郭慧茹 2A、2B、2E、2F 唐韵 2C、2D

財政預算

2019-2020 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	\$5,000.00	\$5,000.00
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	\$6,000.00	\$3,000.00
學會津貼	\$3,000.00	\$3,000.00
比賽報名費	\$10,000.00	\$10,000.00
	\$43,500.00	\$40,500.00

英華書院
二零一九至二零二零年度
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，探討資料科技教學在課堂的運用。
3. 靈活剪裁甲部課程，加入乙部課程。

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

中一級

- A. 繼續舉辦課堂活動如歷史故事演講，以配合自主學習的風氣及善用圖書館的資源。
- B. 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. 繼續舉辦課堂活動如歷史角色扮演比賽，以配合自主學習的風氣及善用圖書館的資源。
- B. 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. 做歷史讀書報告，並將閱讀心得向同學分享。
- B. 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。

***〈歷史博物館或歷史古蹟參觀報告的進行日期及模式有所改動，詳情參考教學手冊的相關部份〉

2. 促進高效能學習，探討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：文字的起源與發展

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) 教育局一次過撥款十五萬使用計畫

由於撥款須於 2020 年 8 月 31 日內使用，否則政府會取回有關撥款，基於上述原因，學校要求本科及中文科必須於 2020 年 8 月 31 日前使用該筆款項。有見及此，中史科來年擬進行以下項目：

- 一. 購買中史電子書

- 二. 購買中史電腦軟件
- 三. 參加外面機構舉辦的本地歷史考察(中一至中三全體同學)
- 四. 邀請校外機構到校舉辦中華文化活動

Economics

Programme Plan 2019-2020

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 2019-2020 are:

1. Developing Ownership in Learning
2. Fostering Effective Learning
3. Catering for learning diversity

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"> • Learning oriented Assessment • E-learning pedagogies to promote L & T interaction & beyond classroom • Awards in due recognition of students' improvement and excellence • Study trip • Book display and introduction for S3 in first term and book recommendation for S3 in second term • Activities in Computer Lab will be conducted • Make use of Ipad to promote e-learning 	<ul style="list-style-type: none"> • Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience • Lesson cooperation • Increased usage hours of mobile devices usage in classroom 	<ul style="list-style-type: none"> • Students' survey • Progress of students' performance • Teachers' training records 	9/2019-6/2020	Panel Head	manpower
2. Fostering Effective Learning	<p>Reading-to-learn</p> <ul style="list-style-type: none"> • Reading-to-learn elements in L & T and assessment policies for S4, S5 & S5 • Secondary 4 to 6 students need to subscribe (校園經濟). Read together with students in lessons • More group sharing or group works are held during the lesson to motivate learning. • Sharing from graduates on study and exam skills. 	<ul style="list-style-type: none"> • Reading-to-learn elements in their assessments supported by whole-school planning 	<ul style="list-style-type: none"> • Students' survey 	9/2019 – 6/2020	Subject teachers	Students' fund

<p>3. Catering for Learning Diversity</p>	<ul style="list-style-type: none"> • Students will be drilling past papers and other sources of questions. • Enhancement workshops and remedial workshops to be arranged. • Small tasks and Quiz are assigned and feedback is given frequently to encourage learning. • More group sharing or group works are held during the lesson to motivate learning. • Sharing from graduates on study and exam skills. • More challenging assignments will be given to higher achievers • After lesson workshops and tutorial to be arranged for students with diverse abilities. • Holding lesson collaboration exercises each term. • Sharing of good practices. • Modification of Assessment format. (composition of challenging questions in exam papers for S3) 	<ul style="list-style-type: none"> • Students' awareness of the requirements of HKDSE • Students' participation in after lesson workshops • Design of learning materials • Students' participation in after lesson workshops 	<ul style="list-style-type: none"> • Attendance and progress record of enhancement and remedial workshops • Students' survey • Results of school and public exams • Progress of students' performance • Attendance record • Results of quizzes and tests 	<p>9/2019 – 8/2020</p>	<p>Subject teachers</p>	<ul style="list-style-type: none"> •Funding support for enhancement workshops •Online resources and reference books •Old boys
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F. Plan of Economics Panel to prepare students for DSE Examinations

Targets	Measures to be taken
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 current old boys	Old boys will be invited to teach remedial tutorial class and share his skills in preparing for public examinations for DSE students.

G. EVALUATION

1. Academic progress of students can be evaluated by tests, class-work, and group-discussions and questioning during lessons.
2. Teachers will keep detailed records of students' performance throughout the terms so as to evaluate students' progress regularly.
3. **Performance in internal and public examinations.**
4. **Social concern of students can be indicated by**
 - (a) **Their willingness to take part in educational visits, social services and other related extra-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.
 - (c) There will be at least three tests in the first term for S6
 - (d) 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	\$1800
4. Visit	\$1200
Total:	\$6000

J. PROGRAMME TEAM

Ms. Lai MM (3A, 3B, 3D & 3E)

Ms. Chung YF (3C, 3F, 4X1, 4X3, 6X1 & 6X3) (S3 coordinator)

Mr. Lam WH (5X1 & 5X3)

Prepared by Lam WH

Geography Programme Plan 2019-2020

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)	Mr. Lo	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 and Final examination	Tutorial classes held by old boys	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress and show stronger confidence in face of examinations	Dec and May	--
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	\$11,000
23	Enhance student learning	Study Tour to Iceland	Mrs. Ho and Mr. Lo	Teachers are required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	End of Jun	--

IV. Evaluation

- Through the assessments, teachers can evaluate the ability of students and assess the effectiveness of teaching and learning.
- More frequent quizzes will be given in order to raise the students' academic standards.
- Extra lessons will be given to NSS2 after school as tutorial lessons for doing map works, exercises or informal tests.
- Newspaper cutting on current issues will be done as homework on a monthly basis. Students have to write summary and comment in about 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			3000		3,000.00
Teaching aids	8000				8,000.00
Afterschool tutorial classes		4,000			4,000.00
iGeo		3,000			3,000.00
Fieldworks				4500	4,500.00
Total	8,000	7,000	3,000	4,500	22,500

VII. Programme team

- Mrs. Ho Chan Suk Ching (Team leader)
- Mr. Lo Yau Wa
- Mr. Tsang Chi To
- Miss Wong Siu Yan

History

Programme Plan 2019-2020

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 2019-20

Five Areas of history learning and teaching will be promoted in the academic year 2018 – 19.

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 2020 DSE Examination

Targets	Measures to be taken
1. Familiarizing with the level descriptors of public exam	<ul style="list-style-type: none"> - Upload of HKEAA circulars / level descriptors related to DSE to e-class for teachers' easy access - Holding panel meeting by panel chairpersons to share explicitly the assessment criteria
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> - Feedback after marking test papers and assignments. - Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors - Provision of links related to HKEAA sample scripts - Discussion and practice during lessons
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> - Revision tests – once every 3 weeks (refer to attachment for revision time-table) - Tutorial class will be held after school for revision and discussion of essay questions. - Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted. - Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> - In marking students' assignments / tests, highlight marks scoring elements in the answer - Review performance of students in tests / assignments so as to fit in the needs of students in their learning.
5. Finish the syllabus by the end of November 2019	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 ¹	4 B	5 C	6 D	7	2/9 Opening Ceremony			
	8	9 E	10 F	11 A ²	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 ³	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 ⁴	1	2 B	3 C	4 D	5	1/10 National Day			
OCT	6	7	8 E	9 F	10 A ⁵	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 ⁶	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 ⁷	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 ⁸	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 st Anniversary Thanksgiving Service 11-22/11 Gospel Week	18/11	HONG KONG	DBQ + ESSAY
	17	18 A ⁹	19 B	20 X	21 C	22 D	23	20/11 Staff Development Day			
	24	25 E	26 F	27 A ¹⁰	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 ¹¹	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 ¹²	7 B	8 C	9 D	10 E	11		7/1	JAPAN	DBQ + ESSAY
	12	13 F	14 A ¹³	15 B	16 C	17 D	18	17/1 2 nd 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 ¹⁴	4 MB	5 MC	6 MD	7 ME	8	3-19/2	S6 Mock Examinations	MOCK EXAMINATION
	9	10 MF	11 MA ¹⁵	12 MB	13 MC	14 MD	15			
	16	17	18 ME	19 MF	20 A ¹⁶	21 X	22	16/2 17/2 17-21/2 21/2	Parents' Day (Report Cards Distribution) Day after Parents' Day S3 Enhanced Smart Teen Project Staff Development Day	
	23	24 B	25 C	26 D	27 E	28 F	29	23/2 26/2	Taiko Concert 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

Teachers	Classes
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 2019 – 2020

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
Purchase:		
1. IT resources (e.g. E books, IGCSE E resources, Ipad key boards)		\$2000
2. Library books		\$1000
3. Teaching resources		\$1000
Tutorials, Courses or Training Sessions:		
S4 Enhancement Class		10 X 500
S5 Enhancement Class		10 X 500
Activities:		
Visit	Nil	\$2000
Study Tour (e.g. workshops, propaganda, mass media, filing)		\$3000
Application Fee:		
Course application fee	Nil	\$2000
TOTAL:		21,000

Liberal Studies Programme Plans 2019-2020

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"> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness <ul style="list-style-type: none"> • 持續發展校本課程 • 教師參與校內外不同工作坊及講座、評改文憑試試卷 • 各級共同備課節 - Essence of Learning oriented Assessment (LoA) shared by different KLAs <ul style="list-style-type: none"> • 增加與其他科目的交流 • 獎勵分數以鼓勵學生進行自主及延伸學習 • 鼓勵學生參與校外模擬考試, 例如學友社、信報及齡記等 • 檢討測考及其他課業評核的形式及設計等 	<ul style="list-style-type: none"> • Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience • SD sessions for professional sharing in LoA and e-learning pedagogies • Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded • Whole-school and class-based improvement award schemes established • 持續發展校本課程 • 教師持續參與不同專業培訓及評改文憑試試卷 • 完成各級共同備課節 • 學生自主學習以獲獎勵分數 • 學生參與校外模擬考試 • 檢討及優化測考及課業形式及設計 • 教師每學期至少設計一次電子教學活動 • 增加學生運用電子器材的機會 	<ul style="list-style-type: none"> • Students' survey • Teachers' survey • Progress of students' performance • Subject records of pedagogy and resources in teaching strategies • Teachers' training records • Mobile learning device loan record 	9/2019 – 6/2020	<ul style="list-style-type: none"> • 蕭敏儀 • 姚金濠 	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> - e-learning pedagogies to promote L&T interaction in & beyond classroom <ul style="list-style-type: none"> • 設計電子教學活動, 或可配合同儕觀課 • 增加學生運用電子器材作課堂及延伸學習活動 • 獎勵分數以鼓勵學生進行自主及延伸學習 	<ul style="list-style-type: none"> • KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning • Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels • 繼續與圖書館合作, 鼓勵學生訂閱報章, 合辦書展 	<ul style="list-style-type: none"> • Students' survey • Teachers' survey • Parent's survey • Library books borrow record 	9/2019 – 6/2020	<ul style="list-style-type: none"> • 蕭敏儀 • 姚金濠 	Funding to support reading and e-reading initiatives

	<ul style="list-style-type: none"> - Various KLAs and subjects making use of the newly revamped Computer Lab in their daily teaching <ul style="list-style-type: none"> • 增加與其他科目的交流及 IT 同事支援 	<ul style="list-style-type: none"> • 學生完成讀書報告 • 增加閱讀材料 • 學生自主學習以獲獎勵分數 • 學生自行參考師兄優秀獨立專題探究報告 • 學生研習考評局獨立專題探究報告 • 學生完成持續個人新聞評論 				
	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> - Reading-to-learn elements in L&T and assessment policies across subjects <ul style="list-style-type: none"> • 強化學生閱讀電子書本及資料，例如透過完成讀後感或一些評核以獲獎勵分數分數 • 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 • 繼續與圖書館合作，鼓勵所有年級學生訂閱報章培養閱報習慣 • 與圖書館合作舉辦書展以推廣閱讀風氣 • 學生完成讀書報告 • 增加閱讀材料，例如學生預習及準備高中測驗、工作紙中的延伸學習 • 鼓勵學生到圖書館自行參考師兄優秀獨立專題探究報告 • 學生研習考評局獨立專題探究報告 - Administrative measures to infuse a strong reading culture <ul style="list-style-type: none"> • 持續個人新聞評論 - Whole school activities to promote a strong reading ambience <ul style="list-style-type: none"> • 與圖書館合作舉辦書展 	<ul style="list-style-type: none"> • 增加學生閱讀電子資料機會 • 學生建立閱讀習慣 			<ul style="list-style-type: none"> • 蕭敏儀 • 姚金濠 	

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"> Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters <ul style="list-style-type: none"> 課程內容培養同理心、公民責任感及身份認同 	<ul style="list-style-type: none"> Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others 	<ul style="list-style-type: none"> Mass education program documents included in annual plans of different functional groups Progress monitored by core members of SDSC 	8/2018 – 7/2019	<ul style="list-style-type: none"> 蕭敏儀 姚金濠 	Funding expected from Joyful@School (QEF program)
2.2 Developing Potential	<ul style="list-style-type: none"> Upgrading school facilities to create an ambience conducive for stretching students' potential Diversified criteria reinforcing positive students' behaviors and achievements <ul style="list-style-type: none"> 獎勵分數以鼓勵學生進行自主及延伸學習 	<ul style="list-style-type: none"> New facilities completed in the current year 學生自主學習以獲獎勵分數 	<ul style="list-style-type: none"> Students enjoying the facilities and showing a readiness to use these facilities in their daily school life APASO data in related strand 	8/2018 – 7/2019	<ul style="list-style-type: none"> 蕭敏儀 姚金濠 	Funding to realize the facilities upgrade
2.3 Forging Brotherhood	<ul style="list-style-type: none"> Theme-based and level-based programs designed to instill a sense of belonging in students <ul style="list-style-type: none"> 課程內容培養身份認同及歸屬感 	<ul style="list-style-type: none"> Strong bonds amongst students of same and different levels observed 	<ul style="list-style-type: none"> APASO data in related strand Teachers' observations 	8/2018 – 7/2019	<ul style="list-style-type: none"> 蕭敏儀 姚金濠 	
2.4 Collaborating with Parents	<ul style="list-style-type: none"> Enhancing the transparency of school policies by bolstering the existing e-communication channels Collaborating with PTA to tap into professional advice in leveling up parenting skills 	<ul style="list-style-type: none"> A complete facelift given to the school website An increased number of parents visiting the school website to acquire information about the school Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents 	<ul style="list-style-type: none"> Hit rate of website PTA Exco's observations Records and documents of parenting workshops (educational programs) included in PTA & HSCC annual program plan 	8/2018 – 7/2019	<ul style="list-style-type: none"> VP (Student Support) IT coordinator PTA Exco & HSCC Head 	

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"> • Reviewing the service elements in school <ul style="list-style-type: none"> - gathering information about service-related activities from different departments and reviewing the current plans and practices - Evaluating the design and effectiveness of the service-related activities <ul style="list-style-type: none"> - 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 • Staff development <ul style="list-style-type: none"> - holding talks, training and sharing sessions as well as providing opportunities of service learning 	<ul style="list-style-type: none"> • Drawing up a report summarizing the existing service elements in school • Staff development and sharing sessions being held with positive feedback from teachers 	<ul style="list-style-type: none"> • Evaluation report of the existing service elements in school with suggestions on future planning • Records and evaluation of staff development • Stakeholders' survey 	9/2018 – 6/2019	<ul style="list-style-type: none"> • P • Teachers-in-charge of the existing service elements in school 	
3.2 Service in Action	<p><u>Cultivation strategies</u></p> <ul style="list-style-type: none"> • Mass education <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • Mass education being conducted with positive feedback from teachers and students 	<ul style="list-style-type: none"> • Records and evaluation of mass education • Stakeholders' survey 	9/2018 – 6/2019	<ul style="list-style-type: none"> • P • Teachers-in-charge of the existing service elements in school 	

Business, Accounting and Financial Studies Programme Plan 2019-2020

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
2. business ventures and solve problems encountered in the business context;
3. identify opportunities, generate innovative ideas and manage resources for business development;
4. analyse how management reacts to the dynamic business environment in formulating strategic plans;
5. evaluate the management efficiency and financial performance of businesses to make personal and/or business financial decisions;
6. apply the management concepts related to human resource, finance and marketing in business decision-making; and
7. 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 2019 to 2020

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Developing ownership in learning	<ul style="list-style-type: none"> Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness Introducing Business Education in S3. Simplified and selected topics from Compulsory Part of the BAFS curriculum will be taught in S3 classes in the second term in the new Subject Economics and Business Education. Promotion of co-curricular activities in support of students' learning – visits, competitions, workshops, other public exams, eg. HKICPA Examinations in BAFS. Encouraging peer learning - higher achievers help in small groups during lessons. 	<ul style="list-style-type: none"> Designated periods for tests and quizzes on top of covering the syllabus Information of activities and exams passed to students Students' participation in these activities Students' engagement in lesson 	<ul style="list-style-type: none"> S3-S4 elective choice and S3 BEd results Attendance record Students' evaluation 	9/2019 – 7/2020	Panel Head Subject teachers	<p>Update information of related activities and exams</p> <p>Awards to those who are willing to share students' skills and knowledge</p>
2. Fostering Effective Learning	<ul style="list-style-type: none"> Learning oriented Assessment (LoA) – quizzes and tests given to check students' understanding and progress Awards in due recognition of students' improvement and excellence e-learning pedagogies to promote L&T interaction in & beyond classroom Reading-to-learn elements in L&T – reading assignments will be given, in the form of web-site studying and newspaper reports 	<ul style="list-style-type: none"> Time space for assessment Students' attitude towards such assessment Availability of hardware and time space. The quality of reading materials and whether the contents are related to the topics studying. 	<ul style="list-style-type: none"> Results of quizzes and tests Overseeing students' performance in various assessment – to look for students with improvement rather than best performance. 	9/2019 – 7/2020	Subject teachers	<p>Equipment for e-learning</p> <p>Awards to students with improvement</p> <p>Appropriate reading materials</p>
3. Excellence in public exams	<ul style="list-style-type: none"> Familiarising students with Curriculum guidelines and Assessment framework as well as the level descriptors so that they can clearly understand what are expected from them. Students will be drilling past papers from HKDSE and HKCEE and other sources of questions. Frequently short quizzes to be given Organising after school tutorials Sharing on study and exam skills by old boys Drawing up S6 study plan Encouraging students to take public exams before HKDSE, such as HKICPA Examinations in BAFS, as additional mock exam and to familiarise students with public exam settings. 	<ul style="list-style-type: none"> Students' awareness of the requirements of HKDSE Time space for drilling, workshops, tests and quizzes on top of covering the syllabus Students' participation in after school tutorials Information of other exams passed to students Students' willingness to sit for other public exams 	<ul style="list-style-type: none"> Documents of subject plans Attendance and progress record of enhancement and remedial workshops Students' survey Results of school and public exams 	9/2019 – 7/2020	Subject teachers	Funding support for after school tutorials

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

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					✓			✓	✓

A.

B. 4. Budget

Library books	\$2,000
Afterschool Tutorials	\$2,700

5. Panel Members and Teaching Duties

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

英華書院
二零一九至二零二零年度
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「power lesson」，「QR code」，「多媒體學習」及「多媒體製作」理念設計課程，並積極鼓勵學生利用互聯網學習普通話。

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

乙. 現況分析

一. 強

- (1) 中一全級以普通話教授中國語文科，同學有更多機會接觸普通話。
- (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) 有關的學習資源有助於學生學習，今年中一、中二試加入 powerlesson 教學，以輔助教導及學習普通話。

二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，仍有部分學生的拼寫能力欠佳；部分學生聆聽方面仍有困難。
- (3) 中二中文採用粵語教授，同學少了接觸普通話的機會。
- (4) 中一至二年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

三. 機

- (1) 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、朗誦及相聲比賽並取得佳績。
- (3) 校方對推廣普通話不遺餘力，對普通話學會舉辦活動鼎力支持，如普通話早會、全港普通話朗誦比賽、全國配音大賽。

四. 危

- (1) 由於新高中課程沒有普通話這一科目，同學升至高中後就沒有機會在校內修讀普通話課程。
- (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">● 課堂上運用正確的課堂規範用語。● 部分班級採用普通話教中文，增加聆聽機會。● 掌握教材中提供個人、家庭、學校及社會方面的常用詞，使學生了解其基本用法。
	2. 聽懂各類型話語。	<ul style="list-style-type: none">● 程度較高的學生，於課堂中安排簡單的分組討論，讓學生有機會聽出不同意見的分歧所在。● 程度較低的學生，能夠完成課程中的聆聽練習。
	3. 培養聆聽的興趣及良好的聆聽態度。	與學生一起欣賞普通話節目、歌曲，培養學生的興趣及幫助學生掌握聆聽技巧。
說 話	1. 培養說話的基本能力。	配合不同的課外活動，如普通話學會活動，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。
譯 寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"> ● 要求學生以漢語拼音譯寫基本常用詞。 ● 中一自擬課程，加強拼寫能力。 ● 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)

三. 教科書：

中一校本自擬課程。

中二校本自擬課程。。

三. 任課老師

中一級任教老師-- 1A 黃小娟 1B 麥敏儀 1C 1E 黃尚如 1D 文詠詩 1F 唐韻

中二級任教老師-- 2A 2B 2E 2F 郭慧茹 2C 2D 唐韻

四· 中一 中二進度表整理、級聯絡

中一	文詠詩	中二	唐韻
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中一 中二級聯絡

中一	文詠詩	中二	郭慧茹
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五. 2017-2018 年度考試安排及形式

1. 中二根據上一年，在期中及期終考試中安排口語、聆聽、譯寫的比例。
2. 中一根據老師上課觀察調適試卷難度。
3. 繼續引入百分之十的挑戰題。
4. 口語考試將保留對話環節，課文朗讀調適時間。

A. 上學期

	挑戰分	筆試卷面總分	默寫	平時分
中一	8分	80分	10分	10分
中二	8分	80分	10分	10分

B. 下學期

	口語	挑戰分	筆試卷面總分	平時分
中一	30分	6分	60分	10分
中二	30分	6分	60分	10分

六. 本年度教學重點

1. 中一自擬課程教學配套已整理並放在普通話 Google drive 供同事一起享用。
中二自擬課程教學配套已整理並放在普通話 Google drive 供同事一起享用。
中一、二校本自擬課程教學配套

2. 中一、中二嘗試用 IT 方式取代工作紙練習。

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，以便學生自行瀏覽。
- (3) 中一、中二試用 power lesson 教學。
- (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

一. 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
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。

二. 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		\$2000
全年普通話相關比賽行政開支(報名費、車費、雜項)		\$3,000
<u>TOTAL:</u>		<u>\$7000</u>

Biology

Programme Plan 2019-2020

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: 27 March 2020 (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 for more capable students	SS Mar SY Wong	To be evaluated at the end of the year

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		\$7500
2. Apparatus		\$8500
3. LED microscopes 10 sets		\$30000
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		

8. Team members

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

Chemistry

Programme Plan 2019-2020

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 teachers and the laboratory technicians are well-qualified, enthusiastic, hard-working, experienced and with professional training.
- 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

- Students find difficulties in time management, less time is spent in reading the assigned textbooks which have more detailed and correct materials.
- Few students hand in their homework not on time.

Opportunities

- 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.

- Class size of Chemistry elective subject are around 30. Teachers have more chance to interact with teachers.

Threats

- Wide learning diversity among students.

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

Mr. K.W. Cheung	(Subject Co-ordinator)
Mr. M.K. Chan	(teacher)
Ms. K.N. Kwok	(teacher)
Mr. W.T. Kwan	(laboratory technician)

4. Implementation Plan and evaluation

Major Concern 1: Purposeful Learning

Targets	Strategies of Chemistry subject	Success criteria	Methods of Evaluation
1.1 Developing ownership in learning	<p><u>Learners' ownership and learning effectiveness</u></p> <p>— Ongoing curriculum restructuring to enhance learners' ownership and learning effectiveness</p> <p>— Learning oriented Assessment (LoA)</p>	<ul style="list-style-type: none"> • students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience. • Staff development sessions for professional sharing in LoA and e-learning pedagogies 	<ul style="list-style-type: none"> • Students' survey • Teachers' survey • Progress of students' performance • Subject records of pedagogy and resources in teaching strategies • Teachers' training record
1.2 Fostering effective learning	<p>— e-learning pedagogies to promote L&T interaction in & beyond classroom</p> <p>— Awards in the recognition of students' improvement and excellence</p>	<ul style="list-style-type: none"> • Increased usage hours of mobile devices usage (ipad / smartphone) in classroom and in lab • class-based improvement award schemes established 	<ul style="list-style-type: none"> • mobile devices usage (ipad / smartphone) record

	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> — 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 	<ul style="list-style-type: none"> • Science KLAs incorporating reading-to-learn elements in their assessments 	
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Information & Communication Technology, Computer Literacy Programme Plan 2019-2020

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Mr. KW Wong Mr. YK Chan	- Worksheet inspection - Lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2019
S1-02	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 2019
S1-03	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.	Mid of Oct 2019
S1-04	Video Editing Workshop	Mr. KW Wong Mr. YK Chan	- Worksheet inspection - Class work - Video clip project on YouTube	All students can handle video script edition with trimming, background music, overlay, title, subtitle, transition and share to YouTube.	End of Oct 2019
S1-05	Use of Scratch	Mr. KW Wong Mr. YK Chan	- Worksheet inspection - Project work	All students can edit a simple game with guided procedures.	End of April 2020
S1-06	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.	End of May 2020
S1-07	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 May 2020
S1-08	Coding with Artificial Intelligent	Mr. KW Wong Mr. YK Chan	- Online assessment - Presentation Session	Students are able to produce a simple coding project with an AI robot.	End of Nov 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
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 2019
S2-02	Computer System	Mr. KS Wang	- Online assessment - Feedback from LMS platform	Students finish all home assignment and pass in examination.	End of March 2020
S2-03	STEM Workshop	Mr. YK Chan	- Online assessment - Presentation Session	Students are able to produce a mini sensor-control project with micro-bit.	End of May 2020
S2-04	Coding with Artificial Intelligent	Mr. YK Chan	- Online assessment - Presentation Session	Students are able to produce a simple coding project with an AI robot.	End of Nov 2019
S3-01	Webpage Authoring with HTML	Mr. SY Leung Mr. KS Wang	- Project work - Exam performance	Students can publish their web project on Wix Platform.	End of Dec 2019
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 2020
S3-03	Database Workshop	Mr. SY Leung Mr. KS Wang	- Lab performance - Worksheet Exercise - Practical exam	Students can make query, report and label with the use of database package.	End of May 2020
S4-01	Info Processing	Mr. YK Chan	- Homework assignment - Chapter test - Examination	Students are able to apply advanced skills and concepts in Office Application to problem solving, data analysis and information presentation.	End of May 2020
S4-02	Basic Programming Concept	Mr. YK Chan	- Homework assignment - Quiz and Exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S4-03	Internet and its Applications	Mr. YK Chan	-Inspection and Collection of Lab Sheet. -- Quiz & Exam	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 2020
S5-01	Computer System Fundamentals	Mr. KW Wong	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2020
S5-02	Elective Module	Mr. KW Wong	- Consolidation of Elective Module - Guided Course Work Exercise - Quiz & Exam	Students can keep pace with the guided course work schedule for the production of final work in S6.	End of June 2020
S6-01	Database Elective	Mr. WH Wan	-Collection of Course Work --Mark entry onto SBA platform	-Students finish the SBA in accordance with HKEA.	End of Feb 2020
S6-02	Social Implications	Mr. WH Wan Mr. KS Wang	- Homework assignment -- Quiz and mock exam	-Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2019
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2020
Sub-02	Collaborate Lesson Study	All Teachers	-Feedback/Record Form	-Selected form of S1-3 completed at least one Lesson study session.	End of May 2020
Sub-03	Collaborate Lesson Study	All Teachers	-Peer Observation Form	-Pair up teachers in S1-3 for peer observation. Focus on working out the strategies of collaborate lesson study.	End of May 2020

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"> -Adoption of 3–tiers difficulty levels in S1-3 Examination with bonus section. -Homework submission through eLearning Platform. -Small class size in S1. -Past exam papers practice offered to all classes. -Incorporate language support of School based teaching material with glossary and written exercise. -Invite high achiever students act as teaching assistants for low achiever students. -Support SBA course work in with good examples and tutorial class. 	<ul style="list-style-type: none"> -Examination papers reveal the required design. -Detailed system record keeping track of class work submission. -Mid/Final Exam Passing rate not less than 80%. -Positive response in students' feedback -Intensive support given to low achiever group. -Renewal of School based teaching materials. -No student left behind in finishing Lab exercise -Passing record of SBA progress in HKEA submission System 	End of June 2020
Sub-05	Excellence in Public Examination	Mr. WH Wan Mr. KS Wang	<ul style="list-style-type: none"> -Drilling of past papers and sample papers. -Finish teaching syllabus in December 2019. -Inter-schools Mock Papers exchange. 	<ul style="list-style-type: none"> -Students showing progress in tests and examination. -Not less than 80% passing rate in public exam. -Students showing stronger confidence in public examination. 	End of May 2020
Sub-06	Enhancement of Learning atmosphere & attitude	All Teachers IT Assistants IT Technicians	<ul style="list-style-type: none"> -Production of school based teaching materials with the content of assessment for learning. -Maintain tidiness of Computer Room and CAL Room. -Involving CL books in Young Scholar Reading Scheme. -Prevention of hardware damage caused by students. 	<ul style="list-style-type: none"> -Renewal of School based teaching materials. -Students show initiative to restore the good order setting in Laboratories. -Growth of ICT borrowing records on Library system. -Improved discipline record being observed. 	End of June 2020

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-07	Promoting of co-curricular activities to support students' learning	All teachers	<ul style="list-style-type: none"> - Participation in School teams training. - Inter-house IT Quiz - Excursion to IT related industry or institutes in HK. 	<ul style="list-style-type: none"> - Team results in competition. - Well organized Quiz event. - Well organized Excursion. 	End of June 2020
Sub-08	Strengthening the role of personnel in middle management	All teachers	<ul style="list-style-type: none"> - Participation in workshops and CPD courses. - Sharing and update of information in the integrate platform of Intranet. - Sharing of teaching materials and data with form teacher. 	<ul style="list-style-type: none"> - CPD records submitted to Staff Development Committee. - Subject files shared on Teacher Sharing Area. - Co-teaching work enhancement & review. 	End of June 2020
Sub-09	Textbook Review for 2020-21	All teachers	1. Evaluation form provided by EDB	2. Recommendation of Book list to School.	End of May 2020

Integrated Science Programme Plan 2019-2020

- 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 Apple TVs in the laboratories facilitates interactive teaching using iPads.
6. The department keeps a good stock of teaching aids including video clips, CD-ROMS, 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 Aquaponics 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.
3. Some students are weak in science vocabulary and writing skills.
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. E-books installed in the school library and chat rooms in e-class provide more opportunities for students to learn outside classroom.

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
E-learning support: Ms. Kwok KN

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

S2 Form Coordinator: Mr. Leung SY
Project Coordinator: Ms. Wong TN
E-learning support: Mr. Leung SY

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

S3 (Phy) Form Coordinator: Mr. Lau YK
Project Coordinator: Mr. Lau YK
E-learning support: Mr. Lau YK

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

S3 (Chem) Form Coordinator: Mr. Cheung KW
Project Coordinator: Mr. Leung SY
E-learning support: Mr. Cheung KW

3A , 3B , 3D , 3E , 3F	Mr. Cheung KW
3C	Mr. Leung SY

S3 (Bio) Form Coordinator: Mr. Mar SS
Project Coordinator: Mr. Wong TN
E-learning support: Mr. Wong SY

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

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

IV. Objectives:

1. To restructure the curriculum to enhance learners' ownership & learning effectiveness.
2. To develop 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 help students to develop the ability of integrating and applying scientific knowledge in daily life
9. To promote science learning atmosphere in school
10. To improve the working environment in the laboratory
11. To monitor the mark entry process and to record the achievement of students
12. To integrate the use of e-reading platforms and databases into L&T and assessment

V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of Evaluation
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1	To restructure the curriculum to enhance learners' ownership & learning effectiveness	To review, modify and draft the curriculum.	1. Chao YL (S1) 2. Leung SY (S2)	To be reported in form meetings.
2	To develop pedagogies and subject-based L & T materials	<ul style="list-style-type: none"> To share subject-based L and T strategies and develop teaching materials to cater for learning diversity in lesson collaboration. To share pedagogies and experiences in peer observation. To accumulate useful resources in teaching strategies for knowledge management. 	1. Chao YL (S1) 2. Leung SY (S2)	To be evaluated at the end of the year.
3	To set up after-school remedial for slow learners	<ul style="list-style-type: none"> To design extra teaching material for slow learners. To monitor remedial classes for slow learners during pre-exam period. 	1. Lau YK (S3) 2. Cheung KW (S3) 3. Mar SS (S3)	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	To 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"> To attend meetings to share year plan and evaluation. To share experiences and views on teaching by means of reciprocal peer observation. To organize joint co-curricular activities. 	1. Chao YL 2. Cheung KW	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"> Buying library books To incorporate "reading to learn" elements in assessments 	1. Chao YL 2. Wong TN	<ul style="list-style-type: none"> Booklist to be reported at the end of the year. To be evaluated at the end of the year.
7	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), inquiry-based expt	1. Wong TN (S1 & S2)	To be evaluated at the end of the year.
8	To help students to develop the ability of integrating and applying scientific knowledge in daily	To organize mass visit related to science learning.	1. Wong TN (S3) 2. Leung SY (S3) 3. Lau YK (S3)	To be evaluated after the visit.

	life			
9	To promote science learning atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland) To develop co-curricular activities on aquaponics	Leader: 1. Wong TN Helpers: All IS teachers 1. Wong SY 2. Yiu LT	To be evaluated at the end of the year.
10	To improve the working environment in the laboratory	To post science notices in different lab. To display students' projects.	1. Chao YL 2. Lab Technicians	Report to be done in the meeting
11	To monitor the mark entry process and to record the achievement of students	To setup an EXCEL templates for teachers to enter raw marks.	1. Leung SY (S1 and S2) 2. Lau YK (S3) 3. Cheung KW (S3) 4. Mar SS (S3)	To be released in early September and to be evaluated at the end of the year.
		To convert and check marks for the whole form.		
		To print out breakdown marks.	Wong TN (all forms)	
12	To integrate the e-learning pedagogies to promote L&T interaction	To facilitate L&T by exploring different e-learning platforms	1. Kwok KN (S1) 2. Leung SY (S2) 3. Lau YK (S3) 4. Wong SY (S3) 5. Cheung KW (S3)	Share and use e-learning pedagogies in teaching

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:

	S.1	S.2	S.3 (Bio)	S.3 (Chem)	S.3 (Phy)
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	5%	5%			
Daily performance	NA	NA	NA	NA	2%
Project	10%	10%	5%		
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
A	$x \geq 85.00$	Pass
B	$85.00 > x \geq 75.00$	
C	$75.00 > x \geq 65.00$	
D	$65.00 > x \geq 60.00$	
E	$60.00 > x \geq 50.00$	
F	$50.00 > x \geq 40.00$	Fail
G	$40.00 > x \geq 25.00$	
H	$25.00 > x \geq 0.00$	

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 (2019-2020)

The 2019-2020 budget is \$52,200 to purchase

1. Consumable items in laboratories (\$11,000)
2. Apparatus (\$9,000)
3. Enhancement classes (\$2,700)
4. CP courses (\$1,500)
5. Science visits (\$3,500)
6. Extra-curricular activities (\$2,500)
7. Library books (\$2,500)
8. Equipment (\$12,500)
9. Travelling and transportation (\$7,000)

Mathematics

Programme Plan 2019-2020

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 student's thinking abilities and foster students' generic skills and positive attitudes towards Mathematics learning.*" (CDC, 2000) To realize this purpose, Mathematics Department aims at helping students in the following three aspects of development: content-based learning, values and attitudes, and generic skills (high order thinking). Integrated with the suggestions made by *Learning to Learn* (CDC, 2001), the purposes of the school-based Mathematics education for junior forms and senior forms are listed 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"> • Most students are interested in Mathematics and Science subjects • On average, the students' standard in Mathematics is high • Many students obtain high grades in public examinations • Able students are usually eager to participate in various inter-school Mathematics competitions and assessments • The Mathematics Society organizes activities that may arouse students' interest and enhance their learning in Mathematics • Adequate hardware and software for using IT in Mathematics teaching • Class sizes are maintained at around 35 to better cater for learners' diversity • Experience and pedagogies sharing among teacher through collaborative lesson planning and peer lesson observation. • Under the Through-Train Development, the background and the general performance of most of the pre-S1 students are known. 	<ul style="list-style-type: none"> • Some students' working habit is not good enough in junior forms • Some students are weak in algebraic manipulation • 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 • Some students are not good in dealing with proofs logically and hence weak in tackling problems in geometry • Some students are weak in constructing diagrams from literal description of a problem • Some students are weak in integrating different concepts in solving problems • Some students are lazy and they do not do revision until the last minute • Senior form students basically learn for dealing with HKDSE and they show little motivation in mathematical problems which lie outside the examination syllabus

Opportunities

- Many old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors in tutorial classes and helpers in activities
- The Mathematics Society is ready to organize activities which provide students other experience in learning Mathematics
- 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
- Old boys who are experts in Mathematics education are willing to help provide support in curriculum development and staff development
- Awareness of Ele-Middle Curriculum (P5-S2) in Through-Train Development for smooth transition from YWPS to YWC in Mathematics learning
- Student Self-Access Learning Centre provides opportunities to enhance students' self-learning in Mathematics
- Results of HKAT show that, on average, students' abilities in Mathematics maintain at a high level
- The assistant teacher provide support to teachers on different aspects
- More universities in HK treat M1/M2 as elective subjects in considering students' applications to universities
- WiFi network is fully implemented in school

Threats

- Internal competitions exist among core subjects for students to take part in after-school enhancement classes
- 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
- Some top students in YWPS choose not to promote to YWC to continue their studies
- The learners' diversity in individual classes is getting larger because of M1/M2 being turned into an X-subject
- 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

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 2020
 - 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 2019
 - Setting up class-based/individual-based revision schedule
 - ◆ Enhance learning and teaching
 - Broaden learning in S1 as better intake due to the sixth 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 30% or higher. The corresponding 2+ rate and 5+ rate for extended parts should reach at least 90% and 30% 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	\$ 3,000	For promoting students' reading habits and culture in Mathematics
Student activities	\$ 1,000	Expenses on * buying board/card games * subsidies for activities organized by Mathematics Society.
	\$ 4,000	Expenses on application fees for students taking part in various inter-school competitions.
Total	\$ 11,000	

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

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

REFERENCE

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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 2019 – 2020
Implementation Plan**

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
HKDSE 2020	To prepare S6 students for HKDSE examination ☼	<ul style="list-style-type: none"> - Completing the teaching syllabus before the end of Dec - Conducting revision uniform test(s) - Conducting class-based multiple-choice practice - Conducting after-school tutorial classes - Sharing and discussing past live DSE scripts with students - Providing assistance to individual classes/students during the post-mock period - Continuing to enrich the library’s bank of supplementary exercises and mock papers from different publishers <p><i>* Please refer to Appendix 3 for more details</i></p>	<ul style="list-style-type: none"> - Teaching syllabus completed by the end of December - Revision tests arranged - Discussion on past papers held -After-school tutorial classes held 	<ul style="list-style-type: none"> - Observation - Documents - Feedback from students 	1/9/2019 – 1/3/2020	S6 Subject teachers	Nil
Curriculum development	To tune the S1 curriculum and to broaden students’ learning in S1 ☼	<ul style="list-style-type: none"> - Spending 3 lessons in 2nd term on learning GeoGebra - Encouraging e-learning 	<ul style="list-style-type: none"> - All chapters of Books 1A and 1B completed - ~90% students master the basic skills of GeoGebra 	<ul style="list-style-type: none"> - Observation - Documents - Assessment results - Student feedback 	1/9/2019 – 1/6/2020	So KL Maths AT	Nil
	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> - Encouraging panel members to attend related seminars and workshops organised by EDB and other professional parties - Sharing of the most updated news and adjustments in different aspects of the NSS Curriculum. 	<ul style="list-style-type: none"> - Workshops/seminars attended - Sharing session held 	<ul style="list-style-type: none"> - Attendance records - Documents 	1/9/2019 – 1/6/2020	So KL	Nil
	To adjust time allocation on KS3 and DSE curriculum for effective learning	<ul style="list-style-type: none"> - Getting familiar with the foundation and non-foundation parts in official KS3 and DSE curriculums - Tuning the curriculums and adjusting the teaching sequences for a better allocation of time and effort on foundation and non-foundation parts for students of different abilities - Arranging after-school lessons for S4-X4-M2 once a week, S5-X4-M2 and S6-X4-M2 twice a week - Collaborating with D&T Department on selected skill-based topics (S1-S3) 	<ul style="list-style-type: none"> - Teachers being familiar with foundation and non-foundation parts - Teaching schedule followed - Selected skills mastered 	<ul style="list-style-type: none"> - Homework and Test - Documents 	1/9/2019 – 1/6/2020	Shing YM So KL	Nil
	To implement the PIME-cycle for the Ele-Middle Curriculum on	<ul style="list-style-type: none"> - Focused area: (To Be Confirmed) - Holding meetings and sharing sessions with YWPS - Conducting reciprocal lesson observation with YWPS - Conducting Pre-S1 assessment 	<ul style="list-style-type: none"> - Joint YWC-YWPS meetings held - Documents exchanged 	<ul style="list-style-type: none"> - Lesson Observation - Documents 	1/9/2019 – 1/6/2020	So KL S1&S2 subject teachers	Nil

	Through-Train Development 🌟	<ul style="list-style-type: none"> - Exchanging related departmental documents between YWC and YWPS for reference - Monitoring and evaluating the progress of implementation in both YWC and YWPS <p><i>* Please refer to Appendix 4 for more details</i></p>	<ul style="list-style-type: none"> - Reciprocal lessons observation conducted - Pre-S1 assessment held - Progress observed in the development of Ele-Middle Curriculum 	<ul style="list-style-type: none"> - Tests and exams results 			
Learning & Teaching	To improve the quality of learning and teaching	<ul style="list-style-type: none"> - Improving pedagogy through <ul style="list-style-type: none"> * trainings organized in staff development days * form-based subject meetings for collaboration and sharing * peer-observation and post-observation sharing 🌟 * encouraging e-learning through the use of Wifi network 🌟 * <i>Please refer to Appendix 5 for more details</i> * assessment for learning 🌟 * developing subject-based L&T strategies * collecting feedback from students for self-reflection - Seeking and applying suitable teaching aids - Promoting students' self-regulated learning through <ul style="list-style-type: none"> * reading (please refer to Learning through Reading) 🌟 * doing project (please refer to Project Learning) * using IT software such as GeoGebra * video clips designed by teachers using "Explain Everything" Apps 	<ol style="list-style-type: none"> 1. - Active student participation in classroom learning observed 2. - Positive feedback from subject teachers obtained 3. - Positive feedback from students obtained 4. - Students' learning habits cultivated 5. - Good classroom learning atmosphere observed 6. - Suitable teaching aids bought 7. 	<ul style="list-style-type: none"> - Observation - Records - Questionnaires - documents - inventory record 	1/9/2019 – 1/6/2020	So KL Chan YS	\$1500 for teaching aids \$1500 for software
Catering for Learning Diversity	To help low-achievers and to nurture Mathematically gifted students 🌟	<ul style="list-style-type: none"> - Properly allocating teaching time on foundation and non-foundation parts of KS3 and DSE curriculums to fit needs of students with different abilities - Fine-tuning departmental assessment policy and examination format - Organizing on-line TSA practice through HKEAA web - Organizing regular after-school enhancement/tutorial classes - Organizing summer remedial classes (S1-S3) - Organizing regular MO training classes for high-achievers - Recommending students to various external gifted programmes - Taking part in various competitions and assessments outside school 	<ul style="list-style-type: none"> - KS3 curriculum reviewed and modified - Assessment policy fine-tuned - Remedial classes held - Learning attitude improved - Performance in internal and external examinations improved - 80% of attendance rate of training sessions - active participation in training sessions observed - Performance in 	<ul style="list-style-type: none"> - Documents - Observation - Tests and exams - Attendance records - Performance in competitions, assessments and examinations 	1/9/2019 – 1/6/2020	Shing YM So KL Chan YS	\$4000 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

			outside-school competitions and assessments improved				
Project Learning	To develop generic skills, apply knowledge and learn how to learn	- Getting S1 students involved in small-scale individual/group project	- Projects of good quality received - Positive feedback from students	- Observation - Projects received	1/9/2019 – 1/6/2020	So KL Yu HJ	Nil
Learning through Reading	To develop reading habit and broaden knowledge outside textbook ☼	- Selecting articles at appropriate levels for students' reading - Continuing to enrich the collection of Mathematics library books and promoting reading through library - Promoting useful and interesting on-line reading materials * <i>Please refer to Appendix 6 for more details</i>	- Articles read by students and corresponding worksheets collected - High borrowing rate of Math-related books from library attained	- Observation - worksheets grading records - library borrowing record	1/9/2019 – 1/6/2020	So KL Yu HJ Chan WC	\$2000 for library books
Life-wide Learning	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	1/9/2019 – 1/6/2020	Pun MC	\$1000 for subsidizing activities held by Math Soc
Professional Development	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	1/9/2019 – 1/6/2020	KL So Form coordinators	Nil

☼ echo with school's major concerns

Appendix 2 Mathematics Department 2019 – 2020 Allocation of Lessons and Duties

Class	No. of Lessons	Teacher	Form Coordinator(s)	1 st term U-test Setter(s)	1 st term / Mock Exam Setter(s)	2 nd term U-test Setter(s)	2 nd term Exam Setter(s)	Supplementary Exam Setter(s)	Remarks
1A	8	WAT KY	YU HJ	LING KC	SO KL* WAT KY	YEUNG YM	YU HJ YEUNG YM*		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
1B	8	YEUNG YM							
1C	8	SO KL							
1D	8	YU HJ							
1E	8	YEUNG YM							
1F	8	LING KC							
2A	7	WAN WH	CHAN WC	YEUNG YM	YU HJ* YEUNG YM	YU HJ	CHAN WC WAN WH*		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	CHAN WC							
2D	7	YU HJ							
2E	7	YEUNG YM							
2F	7	CHAN WC							
3A	7	LAU CN	LAU CN	LEE HW	LAU CN* WAT KY	CHAN YS	PUN MC* LAU CN		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	WAT KY							
3D	7	CHAN YS							
3E	7	PUN MC							
3F	7	LAU CN							
4A (CORE w/2X)	9	PUN MC	CORE: SO KL M1: SHING YM M2: CHAN YS	2 form-based tests WONG YS (1) YU HJ (2)	CORE: PUN MC* WAN WH* LAU CN M1: SHING YM M2: CHAN YS* LEE HW	2 form-based tests LAU CN (3) PUN MC (4)	CORE: YU HJ* SO KL* WONG YS M1: SHING YM M2: LEE HW* CHAN YS	CORE: SO KL (1 combined paper) M1: SHING YM M2: CHAN YS	No. of form-based tests: Term 1: TWO Term 2: TWO
4B (CORE w/2X)	9	YU HJ							
4C (CORE w/3X)	7	LAU CN							
4D (CORE w/3X)	7	SO KL							
4E (CORE w/3X)	7	WAN WH							
4F (CORE w/3X)	7	WONG YS							
4M1/4M2 (X3)	5/5	SYM / CYS							
4M2 (X4)	3	LEE HW							
5A (CORE w/2X)	8	CHAN WC	CORE: LEE HW M1: PUN MC M2: CHAN YS	2 form-based tests CHAN WC (1) WAT KY (2)	CORE: CHAN WC* LEE HW* CHAN YS M1: PUN MC M2: WONG YS*	1 form-based test LING KC (3) Uniform Revision Test LAU CN CHAN WC*	CORE: WAT KY* LING KC LAU CN*	CORE: LEE HW (1 combined paper) M1: PUN MC M2: WONG YS	No. of form-based tests: Term 1: TWO Term 2: ONE Uniform Revision Test will be held on 25 th Mar 2020
5B (CORE w/2X)	8	WAT KY							
5C (CORE w/3X)	7	LEE HW							
5D (CORE w/3X)	7	LING KC							
5E (CORE w/3X)	7	LAU CN							
5F (CORE w/3X)	7	CHAN YS							
5M1/5M2 (X3)	6/6	PMC / WYS							
5M2 (X4)	4	CHAN YS							
6A (CORE w/2X)	9	WAN WH	CORE: PUN MC M1: SHING YM M2: LING KC	Uniform Revision Test WAH WH* SO KL	CORE: ALL M1: SHING YM M2: LING KC* WONG YS				Uniform Revision Test will be held on 23 rd Oct 2019
6B (CORE w/2X)	9	LEE HW							
6C (CORE w/2X)	9	PUN MC							
6D (CORE w/3X)	7	SO KL							
6E (CORE w/3X)	7	WAT KY							
6F (CORE w/3X)	7	WONG YS							
6M1 / 6M2 (X3)	6/6	SYM / LKC							
6M2 (X4)	4	WONG 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, MATH AT Teacher IC of S1 GeoGebra class: MATH AT

Appendix 3

**Mathematics Department 2019-20
Plan to prepare students for HKDSE Examinations**

Situation:

- 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 2019

Form-based measures	Class-based measures	Individual measures
<ul style="list-style-type: none"> • Distribution of relevant documents and samples to keep subject teachers updated • Discuss on the DSE documents (curriculum details, exam marking schemes, etc.) so as to ensure uniformity among subject teachers involved. 	<ul style="list-style-type: none"> • Conduct regular class-based tests • Conduct regular tests focusing on DSE A1A2-type questions • Practice on multiple-choice papers for concept-training and time-keeping • Practice and discuss with students on Mock Papers collected from various sources and DSE Papers from 2012 to 2019 <ul style="list-style-type: none"> • Revision would strategically focus on topics which are more commonly examined • For classes with less-able students, revision would also strategically focus on topics belonging to foundation part 	<ul style="list-style-type: none"> • Tutorial during lunch time and after school for selected students with poor performance in assignments/form-based/class-based tests <ul style="list-style-type: none"> • Help individuals to set up their own revision time-tables. • Tutorials for weaker individuals after Mock Examination • Help individuals to get familiar on using some calculator programs which are useful for examination • Enrichment class targeting on students who have potential to achieve 5* or above
<ul style="list-style-type: none"> • Complete the teaching syllabuses by the end of December • Distribute sample scripts with different levels of marking descriptors to students for their reference • Discuss with students on findings from selected live scripts (bought from HKEAA) of past 5 years' alumni • Conduct form-based revision tests • After-school revision classes on Compulsory Part held by old boys 		

Appendix 4

Focuses on Through-Train Development (2019/2020)

1. 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 2020

In order to provide support to P6 students to prepare the HKAT2020, 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. Preparation for the revised Mathematics curriculum

As EDB announced that the revised Mathematics curriculum will be implemented in September 2020 in P4 and S1, a focus group will be formed to plan and to implement the revised curriculum in the transition period and onwards after receiving the textbooks and teaching contents.

Proposed Schedule:

October - May:

Lesson Observations

Early February:

Pre-S1 Assessment Test

April:

Preparation for HKAT 2020

July:

HKAT 2020

Appendix 5

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.

Appendix 6

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=GURL&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: 17th December, 2019 (Tuesday , Day B)

For S.2 Submission: 16th April, 2020 (Thursday , Day A)

- 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
YWC/Math Dept/2019-20/Program Plan/

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; 郭婷瑋譯

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; 鍾霓譯

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（阿草的曆史故事）
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 2019-2020

A. Subject aims

Physics is the quantitative study of the laws of nature. We cannot understand the nature by pure reasoning without the aid of experiments. Doing 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:

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

B. Issues to be addressed

1. Strengths:

- 1.1 Some students have high academic abilities. They show curiosity to new ideas. They acquire new concepts and complicated theories fast.
- 1.2 Students have acquired basic scientific knowledge and concepts in junior forms Integrated Science.
- 1.3 Teachers are creative and energetic. They are willing to adopt new ideas and approaches in teaching to motivate students, e.g. using newly developed software to make our own teaching aids.
- 1.4 Teachers are patient, responsible, sensitive and are able to spot the weaknesses of students. They are willing to adopt different teaching methods to help the less capable students.
- 1.5 Some teachers are experienced, with at least ten years of teaching experience, and able to maintain a good learning atmosphere inside the

classroom.

1. Computer software/animations/ipad and audio visual aids are provided to assist in explaining abstract concepts.
2. Teachers are always ready to share their experience and teaching materials.
3. Teachers have good communication skills and are always ready to listen to the students and provide emotion support .

2. Weaknesses

- 2.1 Some students are incompetent in using English as a means of communication.
- 2.2 There is greater learning diversity arising from the “Through Train Policy”.
- 2.3 Some students are used to apply the formula directly and not eager to learn the subject content.
- 2.4 Some students are weak in flexible application of concepts, knowledge and skills in different other contexts.
- 2.5 Some students are poor in time management and they spend too little time on doing revision at home.
- 2.7 Some students are not confident in expressing their ideas in front of teachers and classmates.
- 2.8 Students are examination-oriented. They show low interests in participating in science-related activities like seminars and exhibitions.

3. Opportunities

- 3.1 With the use of new sensors and data loggers, more experiments can be introduced to arouse students’ interests in using data loggers during experiments.
- 3.2 With greater support from the university recently, seminars concerning new technology can be held to arouse students’ interests in learning Physics.
- 3.3 With greater support from organizations like Disneyland and Ocean Park, workshops can be held outside school so that students can learn Physics through interesting activities.
- 3.2 With the introduction of newly purchased software, students will have more opportunities to do self-learning at home and therefore teachers will have more time to drill their problem solving skills.
- 3.3. With the introduction of Android tablet/Ipad , teachers can monitor the learning progress more effectively. Teaching becomes more interactive

4. Threats

- 4.1 Due to “Through Train” effect, the learning diversity is widened.

- 4.2 More administrative work is assigned to teachers and this distracts their focus, which should be on teaching.
- 4.3 Students, having less public examination experience, are not mature enough to manage such a long and difficult HKDSE syllabus.
- 4.4 Panel members are all heads of other teams and responsible for the administrative work of the school.

C. Subject objectives

8. 1. Knowledge and understanding

Students should be able to recall and show understanding of

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

2. Practical skills

Students should be able to

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

3. Attitudes

Students should be able to

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

	<p>...Students are asked to complete all practices before attending the quiz</p> <p>....</p>			
2. Fostering Effective Learning	<ul style="list-style-type: none"> • Reading-to-learn elements will be put in the worksheet • More group sharing or group works, especially the use of IPAD, are held during the lesson to motivate learning. • Revising the syllabus <p>...for S.4, the teaching schedule will be adjusted according to the students' performance and feedback. (extensive parts in Mechanics and Heat, may be taught in S.5)</p> <ul style="list-style-type: none"> • E-learning pedagogies to promote L & T interaction • Sharing of good practices on the use of IPAD • • • 	<ul style="list-style-type: none"> • Reading-to-learn elements in their assessments supported by whole-school planning • Students' participation in the lessons. • Learning effectiveness • Familiar with the uses of Ipad on teaching and SBA in the laboratory. 	<ul style="list-style-type: none"> – Students' Feedback – Students' performance in assessment 	Subject teachers
3. Excellence in Public Examinations	<ul style="list-style-type: none"> • Forming study group during lunch time. The focus is on the basic problem solving skill of public examination questions. • Small tasks and Quiz are assigned and 	<ul style="list-style-type: none"> • Students' awareness of the requirements of HKDSE • Students' participation in SBA and study group 	<ul style="list-style-type: none"> • Attendance of study group • Students' attitude and performance 	Subject teachers

	<p>feedback is given frequently to encourage learning.</p> <ul style="list-style-type: none"> • 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. • Individual counselling is provided for the students in need from time to time 		<ul style="list-style-type: none"> • Results of school and public exams 	
4. Catering for Learning Diversity	<ul style="list-style-type: none"> • Challenging question (<10%) is put in each test so that the capable students can get extra marks. • around 50% of the content should be at elementary level so as to encourage students to prepare well beforehand. • Study group to be arranged for students with diverse abilities. • Sharing of good practices. • For the high achievers, they must complete all revision exercises. Materials are prepared to help them. 	<ul style="list-style-type: none"> • Design of learning materials • Students' participation in study group • Learning effectiveness 	<ul style="list-style-type: none"> • students' attendance and performance • Teachers' feedback • 	Subject teachers

F. 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 two main areas (Mechanics and EM)</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>Some commonly used problem solving techniques will be introduced during the discussion on past exam paper.</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 (<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"> • Each class will be divided into groups, with 2 to 3 members in each group. • Each session consists of two parts <ul style="list-style-type: none"> • 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. • Data analysis ... students carry out this part independently. Discussion is not allowed. A brief report will be collected after

	<p>each session.</p> <ul style="list-style-type: none"> • A briefing session will be held to teach students some basic skills in carrying out the experiment, data analysis and writing full report.
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>
5. Finish the subject syllabus by the end of November	<p>Around 1/3 of the elective part (Atomic world) have been taught during the summer holiday. The syllabus is expected to be finished by the end of NOV.</p>

G. PERFORMANCE STANDARD

3.School Examinations

S.6: 90% of all students should pass the Mid-year and Final Examinations.

S.5: 85% of all students should pass the Mid-year and Final Examinations.

S.4: 85% of all students should pass the Mid-year and Final Examinations.

4. 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
5. Library books	\$1000
6. Consumable goods	\$4000
7. Apparatus	\$9000
Total:	\$14000

J. PROGRAMME TEAM

Mr. Lee KK

Mr. Siu C

Mr. Lau YK

Prepared by Lee KK

Visual Arts

Programme Plan 2019-2020

A. Aims/ Purposes:

- Enrich Students' aesthetics experience;
 - To develop creativity and critical thinking, nature aesthetic sensitivity, and build up cultural awareness and effective communication with different cultures and local culture;
 - 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.
 - To use the knowledge to contribute to the school and if possible the society.

- *For junior forms (S1-S3)*
 - To develop self-discipline, skills, art appreciation aspect, knowledge, positive values and attitudes in visual arts;
 - To develop art and art appreciation 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.

- *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;
 - Enhance multiple perspectives, and cross cultural understanding through exploration of the visual arts of diverse cultures, especially in western arts and eastern arts;
 - Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries and architecture studies.
 - To gain delight, enjoyment and satisfaction through participating in arts-making activities;
 - To help establish a artistic ambiance in the school;
 - Using knowledge to contribute to the school and the society.

B. Issue to be addressed (SWOT):

Strength

- Some students like to create their works by painting and making art pieces. They also respect to their art works, Especially for DSS students and S3 students.
- The lower form (S1-S3) students enjoy their art lessons.
- We have 2 art rooms working in 2 different functions. The workshops and extra training will be held in B103 instead of Art Room because many portfolios making (Senior Forms) will be happened in the art room.
- Many upper form students like to stay in the art room and discuss with teacher the ideas and process of art developments.

- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talks, museum tour and computer graphic.
- Art teachers are all active in art scene, which can set up a role model to students at the same time provide information of the field to the students.
- Some students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- We always have chance to participate the exchange art study trip that can let us understand the changes of whole art field.
- We have ipads support and has 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 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.
- The atmosphere of the school as well as EDB is also not very encouraging the development of visual arts.
- The opening hour of art room is long, but some of the students are not used to tidy up after finishing their work, especially for the ceramics making class, teachers need to help them. The situation is expected to be improved after a huge tidy-up campaign was held in the summer.
- Generally colleagues have bias against visual arts students as naughty students which sometimes discourage them.
- The DSE result is not satisfying in our subject. We are still finding solution to solve the problem. Joining more workshops held by EDB and HKEAA, and even joining the public exam by teachers are some potential solution.
- The decoration of the school is getting old and we need art to make the campus pretty again
- 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.

Opportunities

- Our art club and drama club have participated the external art activities and volunteer works. We also understand academic development is the main concern in our department.
- We have art weeks, drama night, Joint-school drama performance, public performances and talks to encourage the student to open their minds and enhance students to raise their life standard.
- Encourage students to participate the competitions 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 help 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 possibility of art presentations.
- Our alumni (these years) 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 interview and students' exhibition.

- We have a new human resource for coordinating VA ambience in school, design, and other ECA activities.

Threats

- Our class lessons don't have enough time for the students to finish their works, especially for the senior form. The form 6 students and teacher need to have lessons on Friday after school and public holiday. We care about every boy's development and art life. Art teacher should concern the whole school publication that consumed many teaching time for individual portfolio making in senior classes.
- For lower forms, students' parents and school administrators didn't support them. The teachers of Visual arts will do more work to change their bias. Encourage promoting environmental protection and cultural concern in activities and curriculum.
- 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 the self-esteem for all art students.
 - Use knowledge to contribute to the school to establish the learning ownership
- Understanding Arts in Context
 - Understand the abreast of global trends and adapt these to suit the local context
 - Concern the development of Western Kowloon Cultural Project.
 - Try to Combine the drama and visual arts, art appreciation in the coming curriculum
 - Understand the development of the curriculum development in universities in HK and new senior school curriculum.

- Understand the development of Art marketing and Art Trend in the world and Mainland.
- Understanding Art in personal growth important.
- Understand the depth value of art is mainly for life-long development, for all youth and parents.

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

- For students,
 - To promote Art Club and ECA activities for students
 - To give more responsibility to Art Club for establishing a brotherhood and learning ownership ambiance
 - 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 decorate the school with mural painting and other measures
 - To set up gallery space for students
 - To organize a graduation SBA shows for S6 art students
 - To join more competition and exhibition
 - To further promote e-learning
 - To set up a design students team to handle school design work
 - To arrange a New York art tour for students
 - To arrange artist workshops and exhibition in New York for students
- Form 1) → train the observation of students
 - How to observate the perspective and vanishing point
 - How to observate the texture, composition and color value of the drawing and painting
 - Self-identity studying
 - Values and attitudes of art appreciation
 - Build up interest in art by participating different competitions
 - Try to create art work by cooperation with others: Group Work.
- Form 2) → Enhance basic technique training
 - Enable to handle different kinds of technique, materials
 - Art criticism, Values and attitudes of art appreciation
 - Try to create art works by cooperation with others: Group Work (paint on wood)
- Form 3) → Understand the different countries, styles, and media. in visual arts development trend and contemporary world.
 - Art criticism, Values and Attitudes of art appreciation
 - Concern about self-development.
 - Enable to handle different kinds of technique, medium, materials.
- Form 4) → Try to understand the relationship of cultures and art in art history and art trend, especially to focus in the culture of HK
 - 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;
 - enable them to participate in the fast growing creative industries of HK;
 - help students to select the individual examination papers which based on their abilities;
 - select the suitable reference notes and artists to be the study theme's reference;
 - select the suitable career for their futures;
 - Select the suitable career for their futures;
 - Help them to get satisfactory public examination result;
 - stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;

- For teachers

- Co-operated to plan the curriculum and activities.
- make use of the google platform for knowledge and teaching material exchange
- Work together with school plan and art design, publication in school
- Crossover with the other subjects and clubs within school and art society or organization in HK.
- 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

- 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 form to students for improvement
- Evaluation meeting held within department is needed
- Result analysis for all form.

(broaden the view of students)	\$5000
➤ Art Path and Frames, mural painting (Build up the art atmosphere in school)	\$9000
➤ Art Gallery (Build up the art atmosphere in school)	\$14000
➤ Library Books	\$3000
➤ International Competition Fee, stamp and exhibition (application fee)	\$8000
Total: \$89000	

Special Fund and Donation from school for Art and Cultural Studies Trip to New York.

H. Division of Labor

- Aug. Prepare for the Drama Night (Tse, Wong)
- Sep Drama Night (Tse, Wong)
- Sep-Oct Open House Booklet, design (Tse, Chan)
- Sep-May. Museum visit (Tse, Wong)
- Aug-Oct parts of Souvenir design (Chan)
- Oct. Preparation for the celebration of 11/11 (Tse, Wong, Chan)
- Oct-May Art Training Class (Wong)
- Oct-May Design students team (Chan)
- Oct-July New York Tour Planning (Tse, Wong, Chan)
- Nov. Board design competition (before 11/11) (Tse)
- Nov. News for public (Chan)
- Nov. Open for S1 Admission Boards (Tse, Chan)
- Dec. DSE Portfolio making mark sheets preparation and remind the boys to finish the art works by time and Exam.
(Tse)
- Dec-July Campus decoration (Tse, Chan)
- Jan. Competitions for the international or others.(Tse, Wong)
- 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)
- July Planning and evaluation (Tse, Wong, Chan)
- July New York Tour (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
1	2 堂 3/9-10/9	闡述視藝室守則 藝術與同學之關係 素描簿的運用(創作參考紀錄) 點、線、面的認識	1. 讓學生了解本科要求及學習應有態度 2. 了解視藝室使用情況 3. 選科長 4. 提供數個主題供學生選擇作全年的參考素材搜集 1. 認識點、線、面的原理 2. 用鉛筆拓印發掘學校的點、線、面 3. 用拓印的點、線、面把校歌的一句視覺化出來	簡報、參考資料、小量鉛筆、每位學生兩張 A4 紙	素描簿、基本文具、HB, 2B, 4B, 6B 素描筆
2-3	4 堂 11/9-27/9	色彩與構圖	1. 構圖的主次關係 2. 色彩對構圖的影響、色彩的象徵性 3. 色彩調配練習 4. 豆豆畫 (點、線、面的出現)	簡報、畫筆、調色碟、廣告彩、豆	基本文具、素描簿、廣告彩、畫筆、圭筆
4-5	4 堂 30/9-18/10	中國現代水墨畫	1. 中國現代水墨畫簡介 2. 認識中、西畫對透視的不同理念 3. 學習拓印法 4. 學習畫山和樹	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)
6-7	4 堂 21/10-6/11	立體製作-紙黏土	1. 紹浮雕 2. 雕的基本技巧 3. 紙黏土製作浮雕作品 4. 品上色(2 堂)	參考圖、簡報、工具、畫筆、調色碟、廣告彩	基本文具、素描簿、畫筆、調色碟、廣告彩

8-10	6 堂 7/11-6/12	四格漫畫	認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、說話、思想 2. 故事性：我對校園生活的想像/ 已選擇的主題	簡報、參考圖例、白紙、畫筆、調色碟、廣告彩	基本文具、素描簿、素描筆、木顏色、廣告彩
10	0.5 堂**	藝術評論** 聖誕假期 (23/12-1/1)	藝術評論：聖誕假後交評論(250-300 字) 1. 介紹評賞方法 2. 當期展覽推介	簡報、引導問題	基本文具
11-13	2 堂 12/12-21/1	書簽設計比賽	1. 介紹比賽創立的原因 2. 如果將個人經驗轉化到設計之中 3. 佳作欣賞	參考圖、木顏色、麥克筆	基本文具、木顏色、麥克筆
聖誕假期 (23/12-1/1) , 期中考試 (2/1-17/1) , 農曆新年假期 (22/1-1/2)					
14	2 堂 3/2-10/2	拼貼創作	1. 認識畢加索作品和立體派(Cubism)的創作原理。 2. 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 3. 讓學生透過色彩、形狀和媒介表達情感和個人風格 4. 主題：我的農曆新年假期/ 已選擇的主題	簡報、參考圖	基本文具、素描簿
15-16	4 堂 11/2-28/2	拼貼創作	同上 構圖及著色	參考圖、彈性及編織物料的準備、畫筆、調色碟、廣告彩	基本文具、素描簿、資料搜集、物料搜集
17-19	4 堂 2/3-25/3	校園地圖設計	1.了解設計的意圖 2.認識平面設計的元素 3.學習基本工具的運用 4.透過創作認識校園	簡報、畫筆、調色碟、廣告彩、木顏色、麥克筆、參考圖	基本文具、素描簿、廣告彩、木顏色
20-21	4 堂 26/3-23/4	紙皮畫	1. 嘗試繪畫以外的平時創作 2. 探索紙皮這種物料(質感) 3. 學習使用鋸刀 4. 學習畫面的層次表達	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
21	0.5 堂**	考試簡介	1. 題目簡介	簡報	基本文具
復活節假期 (6-15/4)					

22-24	6 堂 24/4-21/5	考試：繪畫	1. 善用構圖及着色手法 2. 讓學生在指定時間內完成指定之作品	參考圖、簡報、木顏色、麥克筆、廣告彩	基本文具、素描簿、參考圖
25	22/5-29/5	藝術欣賞	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

**聖誕假期自行參觀 M+ / 沙田文化中心 / 任何展覽，選一展覽 / 一作品 / 一藝術家 / 一電影撰寫評論一聖誕假期後交。

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
1-2	4 堂 3/9-19/9	討論課堂守則及簡介學生需備用具 四格漫畫比賽	1. 讓學生了解本科之要求及應有之學習態度 2. 與學生討論在視藝室上視藝課時應注意的地方 3. 選科長、組長 認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、說話、思想 2. 故事性：對保護香港海洋環境的想像	簡報、參考圖例、白紙、畫筆、調色碟、廣告彩	基本文具、素描簿、素描筆、木顏色、廣告彩
3-4	4 堂 20/9-9/10	中國畫 梅蘭菊竹	1. 介紹梅蘭菊竹 2. 學習基本技巧的運用 3. 練習基礎線條 4. 臨摹竹	墨汁、毛筆、色碟、簡報、參考圖	基本文具、素描簿、毛筆、圭筆
5-6	4 堂 10/10-28/10	膠版畫 藏書票	1. 介紹藏書票 2. 學習藏書票的製作	參考圖、A5 紙、簡報	基本文具、素描簿
7-8	4 堂 29/10-15/11	膠版畫 藏書票	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)	參考圖、A5 紙、簡報、膠版、版畫工具、顏料	基本文具、素描簿
9	2 堂 18/11-26/11	雕塑(塑形)	1. 介紹雕塑 2. 形的理解(加法) 3. 形的基本技巧	簡報、黏土、塑形工具、40 件日常物	基本文具、素描簿

10-13	4 堂 27/11-21/1	雕塑(雕刻)	1. 紹雕塑 2. 刻的理解(減法) 3. 刻的基本技巧	簡報、蠟磚、雕刻工具、40 件日常物	基本文具、素描簿、自己的塑形作品
13	0.5 堂**	藝術評論** 聖誕假期 (20/12-1/1)	藝術評論：聖誕假後交評論(250-300 字) 1. 介紹評賞方法 當期展覽推介	簡報、引導問題	基本文具
聖誕假期 (23/12-1/1) , 期中考試 (2/1-17/1) , 農曆新年假期 (22/1-1/2)					
14-15	4 堂 3/2-19/2	幾何素描	1. 學習觀察 2. 認識素描 3. 學習排線和明暗處理	簡報、幾何立體、燈	基本文具、素描簿、素描筆
16-18	6 堂 20/2-17/3	單色立體	1. 學習用顏色處理明暗立體 2. 以近大遠小呈現空間感	簡報、白畫紙、畫筆、調色碟、廣告彩、參考圖片	基本文具、素描簿、參考圖片、畫筆、調色碟、廣告彩
19-21	6 堂 18/3-23/4	校園戶外寫生	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、白畫紙、素描筆	基本文具、素描簿、素描筆
復活節假期 (6-15/4)					
22-24	6 堂 24/4-21/5	考試	1. 善用透視構圖及着色手法 2. 讓學生在指定時間內完成指定之作品	簡報、白畫紙、參考圖、畫筆、調色碟、廣告彩	基本文具、素描簿、畫筆、調色碟、廣告彩、參考圖片
25	2 堂 22/5-29/5	評賞 藝術欣賞	1. 欣賞及分析他們的作品 2. 播放影片 3. 了解藝術家的創作動機和意義 4. 認識藝術品的特色和風格	有關 DVD、圖片、簡報、工作紙等	基本文具
**聖誕假期自行參觀 M+ / 沙田文化中心 / 任何展覽，選一展覽 / 一作品 / 一藝術家 / 一電影撰寫評論一聖誕假期後交。					

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) 利用散點透視法作傳統中國畫的練習	國畫透視法： 1. 認識中西畫作對透視的不同理念 2. 國畫的手卷表現故事方法 3. 認識香港社會	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
5 - 8	6 堂	表現主義(野獸派)繪畫	4. 表現主義作品欣賞與製作(繪畫) 感情的、內在的 - 經分析、簡化過渡到抽象的過程：手、腦、眼結合 5. 學習野獸派代表剪貼風格：線、色和結構關係 6. 一筆畫	powerpoint 白畫紙 廣告彩、木顏色筆 色紙剪貼	Sketchbook 鉛筆、膠擦
		書籤設計(家課)	中一至中三以書籤設計形式參與比賽 1. 了解閱讀對同學的重要 2. 帶出缺乏閱讀的問題 3. 需學生學習設計元素	Notes and ppt 廣告彩、木顏色筆	
9- 11	3 -6 堂 (個別班)	自畫像	1. 正確人面比例 (五目三庭) 2. 素描技巧 3. 介紹人像畫大師：Rembrandt and Chuck Close	參考資料, DVD 鉛筆、膠擦	Sketchbook 鉛筆、膠擦
聖誕假期, 期中考試, 農曆新年假期					
14-17	6 堂	超現實主義	<ul style="list-style-type: none"> ● 介紹超現實主義 ● 抽取三張圖片 ● 仿超現實主義作一張畫作 ● 文字詮釋自己作品(100-150 字) 	powerpoint 參考圖例、範畫油 粉彩、廣告彩	基本文具、 sketchbook

18-21	6 堂	設計元素練習	1. 構圖 2. 用色(圖片搜集) 3. 重覆/放射/覆透 4. 用黑白結構整個構圖	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	1. 插畫構圖技巧/ theme painting/ drawing (discuss at 2 nd term) 2. 運用已學習的技巧，如故事、用色、人像 處理等/ drawing skills	參考圖例、範畫油 粉彩、廣告彩	基本文具、 sketchbook
Optio nal	3 堂	藝術欣賞 (電影)	1. 認識香港 60 70 年代歷史 2. 認識電影的節奏和構圖 3. 認識『對倒』的故事手法 4. 電影評論 (case) (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
考試					

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
1	5 堂	闡述美術室守則 美術與同學未來之關 係分享 door sign 設計	1. 讓學生了解本科要求及學習應有態度 2. 各家對藝術定義 3. 了解美術室使用情況 4. 選科長、組長(美術學會與戲劇學會成 員) 5. 講解假期功課 - DSE 課程簡介 6. 了解基本設計 7. 標誌設計的重要和方法	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	人像	● 簡介 Rembrandt ● 介紹人像的表達模式 ● 製作表達有特色的人像	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、 powerpoint、 參考圖	基本文具
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)					
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	政治漫畫製作	1. 學習新古典主義及同期畫作及畫家 2. 認識香港政治漫畫 2. 完成一張政治漫畫版畫	畫例(新古典主義)、 powerpoint、 筆記、膠版、 雕刻刀	基本文具、畫筆、
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
		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 溫習以往學過的畫派	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 1. 評論呈交假期功課 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 *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。 4. 美術史、中國藝術 <ul style="list-style-type: none"> ● 寫實主義 - courbet,millet ● 印象派 - monet,van gogh, impressionism ● 表現主義 - munch, Kandinsky ● 抽象主義 - matisse,mondrian, kandinsky ● 超現實 - Chagall,Dali ● Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics. ● Chinese Contemporary Art and Trend 	白紙 筆 Slides、 筆記 powerpoint	作品、 筆記簿、 文具
		<ul style="list-style-type: none"> ● 配合比賽和每屆同學喜好、能力和意向作課程調整 ● 作品集製作(每人自設主題和表達方法) ● 評賞小測(每月最後一節課) ● 參觀展覽和報告 		Slides、 筆記 Powerpoint、 DVD	作品、 筆記簿、 文具
		<ul style="list-style-type: none"> ● 製作 SBA 作品集 			

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>讓學生了解本科要求及學習應有態度</p> <p>了解美術室使用情況</p> <p>闡述美術室守則</p> <p>美術與同學未來之關係</p> <p>呈交假期功課</p> <p>分析會考作品</p> <p>請同學分享自己作品</p> <p>溫習以往學過的畫派</p>	<p>1. 評論呈交假期功課</p> <p>2. 通過 slide-show 與同學分析會考情況</p> <p>3. 溫習以往所學的畫派、畫家特色、取其相近處</p> <p>助同學鞏固畫技與信心</p> <p>*基於同學水平稍弱，如往年般設午間畫室開放時間，包括植物及人物素描練習。</p> <p>1. 美術史 / 史前</p> <ul style="list-style-type: none"> ● Pre-historical, ● Egypt, Greek Art, Roman Art, ● Renaissance, Baroque, Rococo ● Chinese Art and Antique Art 	<p>白紙</p> <p>筆</p> <p>Slides、</p> <p>筆記</p> <p>powerpoint</p>	<p>作品、</p> <p>筆記簿、</p> <p>文具</p>
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			<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</p> <p>二月後 study leave、mock 前畢業展</p> <p>* 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 2019-2020

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 and MuseScore

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. Students are willing to participate in school music interflows/festival events and have good results.
5. Instrumental classes started in S1 with great support to the three orchestras and band.
6. 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.
2. Insufficient venue and instrument is the main obstacle in promoting instrumental classes.
3. Insufficient rooms for instrumental class reduce the effectiveness of instrumental learning.
4. 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 iPads for creative music project.
3. To enrich students' interest through regularly attending concerts, joining college orchestras/choirs and entering competitions both outside and inside school.
4. To explore individual talented student to develop musical abilities.
5. To enhance team building and class spirit through Interclass Hymn Singing Contest
6. To investigate financial sponsorship from alumni/parents through Music Development Fund.

IV. Implementation Plan

1. Singing

Tone quality, intonation and enunciation are focused. Examples of good singing by children 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.

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 with the use of music notation software & iPads.

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 recital.

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
5. Annual and Prize Winners' Concerts
6. Achievement in Winter Festivals, Hong Kong Schools Music Festival, Hong Kong Youth Music Interflows, New Tune Chinese Music Contest, Hong Kong International Band Fair.

VII. Programme Team

Mr. B. LI (head of music department)

Ms. C. YUEN (music teacher)

Ms. W. CHO (music assistant)

Boron Li
September 2019

Physical Education and Sports Programme Plan 2019-2020

A. Aims/ Purposes

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

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

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.

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.
- 4 Only two lanes were allocated for swimming lessons and it's difficult to have effective and safe teaching as there are 35 boys at most each session.

Opportunities and Threats

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	S4/4	S6/4	DSE	S4/5	S6/6	25
LAW	S1/6	S2/10	S4/4	S5/2	S6/2		26
TANG	S3/10	S5/4	S6/4	DSE	S5/6		26
LEE	S1-3 Swim/18		S4/4	S5/6	S6/2		30

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 students into 3 swimming ability groups (high, medium and low); so as to minimize the individual difference so that the teaching can be more effective.

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

/Annual Swimming Gala, Annual Athletics Meet and Cross Country Day will be held.

/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;

(Archery, Athletics, Badminton, Basketball, Beach Volleyball, Cross Country, Fencing, Football, Gymnastics, Handball, Life Saving, Rugby 7, Squash, Swimming, Table Tennis, Tenpin Bowling, Tennis and Volleyball)

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. K. K. LEE	Mr. W.C. TANG	Mr. M.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		
Judo:	Mr. H.L. LAW		
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
二零一九至二零二零年度
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 個人短文
4. 輔導學生尋求一種信仰或生活方式。	(i) 晨更：《聖經》經卷進深研讀小組 (ii) 午間查經之「問得好」：由學生提問，小組分享討論及解答信仰問題 (iii) BibleLand：同學小組進深討論、分享 (iv) 個人談道：個別傾談、分享

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"> - 晨更：《聖經》經卷進深研讀小組 - BibleLand：同學小組進深討論、分享 - 個人談道：個別傾談、分享 - 學會服務，信仰實踐
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> - 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 -

(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 2019-20 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	個人短文	
8	個人短文	
9	單元二 4 摩西：突破自己 活得豐盛	頁 10
10	單元二 4 摩西：突破自己 活得豐盛	頁 11
11	單元二 5 參孫：過分自恃 招致失敗	頁 12
12	22-1/2 Mid-year Examinations (S1-S5)	
13		
14	單元二 5 參孫：過分自恃 招致失敗	頁 13
15	單元二 6 路得：善待家人 關懷體諒	頁 14
16	單元二 6 路得：善待家人 關懷體諒	頁 15
17	單元三 7 大衛：克己自制 遷善改過	頁 16
18	單元三 8 所羅門：祈求智慧 明辨是非	頁 17
19	單元三 8 所羅門：祈求智慧 明辨是非	頁 18
20	單元三 9 以利亞：走出絕望 重新振作	頁 19
21	個人短文	
22	個人短文	
23	單元三 9 以利亞：走出絕望 重新振作	頁 20
24	單元四 10 但以理：持守信仰 堅持立場	頁 21
25	單元四 10 但以理：持守信仰 堅持立場	頁 22
26	單元四 11 以斯帖：把握機會 貢獻社群	頁 23
	下學期考試 (RE: 工作紙頁, 60% ; 個人短文 30% ; ; 課堂表現 10%)	

總 26 節

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	單元一 2 傳道前的準備：作好準備 實踐使命	頁 6
4	單元一 2 傳道前的準備：作好準備 實踐使命	頁 7
5	單元二 3 登山寶訓：卸下思慮 常愛恕	頁 8
6	單元二 3 登山寶訓：卸下思慮 常愛恕	頁 9
7	個人短文	
8	個人短文	
9	單元二 4 好撒馬利亞人：放下偏見 幫助別人	10
10	單元二 4 好撒馬利亞人：放下偏見 幫助別人	11
11	單元二 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	12
12	單元二 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	13
13	2-17/1 Mid-year Examinations (S1-S5)	
14		
14	單元二 6 三個僕人：善用才幹 服事他人	14
15	單元二 6 三個僕人：善用才幹 服事他人	15
16	單元二 7 五餅二魚：樂意分享 造福他人	16
17	單元二 7 五餅二魚：樂意分享 造福他人	17
18	單元二 8 趕鬼入豬群：解除捆綁 重獲自由	18
19	單元二 8 趕鬼入豬群：解除捆綁 重獲自由	19
20	單元二 9 醫好生來失明的人：開放心靈 改變生命	20
21	個人短文	
22	個人短文	
23	單元二 9 醫好生來失明的人：開放心靈 改變生命	21
24	單元二 10 耶穌處世之道：關心弱勢 秉行公義	22
25	單元二 10 耶穌處世之道：關心弱勢 秉行公義	23
26	單元三 11 受難的基督：犧牲受苦 給人生命	24
	下學期考試 (RE: 工作紙頁, 60% ; 個人短文 30% ; 課堂表現 10%)	

總 26 節

倫理及宗教科
中三

循環周	教學內容	工作紙
1	鹽和光	工作紙一：作鹽、作光的教導
2	鹽和光	工作紙二：民權領袖
3	比喻	工作紙三：綿羊與山羊的比較
4	比喻	工作紙四：小幫助、平凡人
5	個人短文（頁 12）	DSE 試題參考
6	個人短文（頁 13）	DSE 試題參考
7	預言聖殿被毀	工作紙一：門徒、耶穌談聖殿
8	預言聖殿被毀	工作紙二：耶穌的警言
9	預言聖殿被毀	工作紙三：不良宗教組織的特徵
10	沒有人知道那日子	工作紙一：末日的時間
11	沒有人知道那日子	工作紙二：面對變幻時
12	沒有人知道那日子	工作紙四：遠行主人的比喻
13	末世的比喻	工作紙一：聰明少女與愚笨少女的比較
14	末世的比喻	工作紙二：油的內涵、機會與準備
15	價值論	個案一：是工具價值還是內在價值
16	個人短文	價值論：DSE 試題參考
17	環境倫理	環境倫理：DSE 試題參考
18	個人短文	環境倫理：DSE 試題參考
19	因信稱義	工作紙一：福音大能
20	因信稱義	工作紙二：因信稱義思想的意義
21	信心的行為	工作紙一：雅各和他的對立者
22	信心的行為	工作紙二：雅各的任務
23	信心的行為	工作紙三：信行合一
24	逾越節	工作紙一：以色列人為奴的生活
25	逾越節	工作紙二：宗教與不公義政權
26	逾越節	工作紙三：訂立西乃山之約的原因
27	逾越節	工作紙四：關心地球村
28	以色列亡國、被擄	工作紙一：國事分析報告
29	以色列亡國、被擄	工作紙二：先知的信息
倫理及宗教科不設考試		
工作紙 50%，個人短文 30%，課堂表現 20% 總分 100 分		

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	工作紙一：困苦中的盼望
5	應許的新約及彌賽亞的盼望	工作紙二：彌賽亞的個人素質及統治質素
6	亞伯拉罕之約（上）	工作紙一：上帝與亞伯拉罕立約
7	亞伯拉罕之約（上）	工作紙二：亞伯拉罕之約的希望
8	亞伯拉罕之約（下）	工作紙一：立約記號的轉化與更新
9	西乃之約（上）	工作紙一：西乃山之約
10	西乃之約（下）	工作紙一：律法有多重要
11	西乃之約（下）	工作紙二：律法與猶太人
12	西乃之約（下）	工作紙三：香港人的規範
13	大衛之約（上）	工作紙一：以色列君王制前傳
14	大衛之約（上）	工作紙二：大衛之約
15	大衛之約（上）	工作紙三：大衛之約對後世的影響
16	大衛之約（下）	工作紙一：民族的盼望
17	大衛之約（下）	工作紙二：國家藍圖
18	大衛之約（下）	工作紙三：香港藍圖
19	希臘統治對猶太人的影響	工作紙一：統治計畫建議
20	希臘統治對猶太人的影響	工作紙二：壓迫統治分析
21	馬加比獨立戰爭	工作紙一：壓迫和反抗
22	馬加比獨立戰爭	工作紙二：戰前勢力分析
23	馬加比獨立戰爭	工作紙三：評論戰爭的影響
24	羅馬帝國的統治	工作紙一：羅馬的文化及對猶太人的管治模式
25	羅馬帝國的統治	工作紙二：猶太社會階層對羅馬的管治反應

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 •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
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		

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 S1400
Total	500	4,000	1,400	5,900	

李詠儀老師
 英華書院
 倫理及宗教教育科科主任

英華書院
二零一九至二零二零年度
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

2019-2020 年度

【壹】 宗旨

初中三年的設計與科技科課程，旨在為學生提供科技與設計的基礎知識和技能，培養他們具備創新及富創業精神的特質，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 4 位具豐富 D&T 教學經驗的老師任教，形成密切的團隊；
3. 本科不設考試，採用持續評估方法，這樣可減輕學生考試的壓力；
4. 本科的工場是標準工場，無論是環境及可用空間，都比較優勝。

弱點

1. 作為一門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 LittleBits- Arduino Coding Kit 和 Cloudbit Starter Kit，可望引入 STEM 內 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. 教育局和教育學院對設計與科技教育前景未明，對本科長遠發展構成障礙。

【參】 目標

本科於 2019-2020 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，讓同學互相觀摩。

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。

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 LittleBits 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。

【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。

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。

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. 鋁餐具托設計習作
 - 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

中三教學安排

1. 深化 ProDeskTop V8 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 套件，學習 IoT 應用方法

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

1. 加強認識不同材料特性及其連接方法金屬、木材、塑膠
2. 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

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
	總計：	\$ 100,000.

【捌】任教本科老師名單、教節分配及各級統籌

任教本科老師共有四位，其任教之班別及教節分配如下：

任教老師	中一	中二	中三	課節總數
蔡迪坤	1ACE	2ABCF	3ACE	23
林錫忠	1ABCDEF	2DEF	3B	21
麥泰元		2ABCDE	3DF	16
麥德祥	1BDF			6
各級總課節	24 課節	24 課節	18 課節	總課節：66 課節

統籌老師：

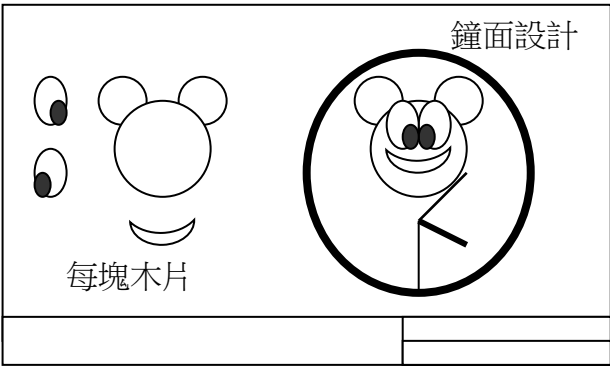
中一： 林錫忠老師 中二： 麥泰元老師 中三： 蔡迪坤老師

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	設計方案 （必須使用方格紙或 A4 紙，圖文並茂作答並塗上木顏色。）	5	
	1. 傳意技巧（包括封面設計，可使用電腦。）		
	2. 資料搜集 及 問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	製作習作		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

	材料	數量	單價	總價
1	白楊夾板 300mm × 150mm × 3mm		\$10	
2	吸塑膠片 240mm × 300mm × 1mm		\$10	
3	石英鐘芯一套		\$5	
4	其他			
5.	其他			
			合計	

(二) 將製作完成之『掛牆鐘』相片貼於下方方格內



(a) 描述設計及製作上遇到的困難：

(b) 描述解決困難的方法或策略

(四) 改良：你認為可以怎樣改良設計？

(五) 家長評估：設計成品的外觀屬 優 / 良 / 可 / 有待改善 (圈一項) 其他回應：
(歡迎家長寫下回應並請簽署)

家長簽署：_____

附錄 (二)

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)

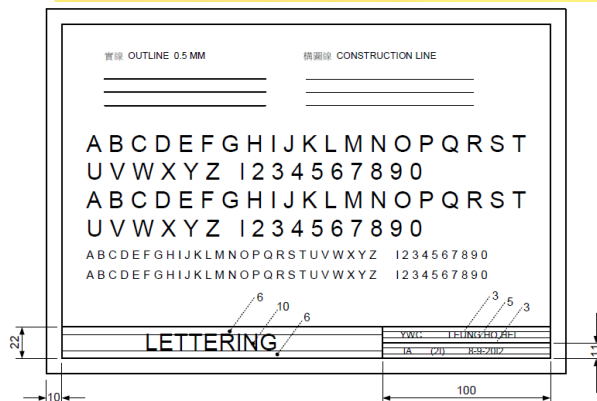
其他功課要求：

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)
2019-2020**

**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
2019-2020**

**School-based After-school Learning and
Support Programmes Plan
2019-2020**

Ying Wa College
Plan on Using Capacity Enhancement Grant
2019–2020

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	<ul style="list-style-type: none"> - 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. 	1/9/2019 – 31/8/2020	Monthly Salary (MPS pt. 18 & MPF: \$34,930x1.05x12) = \$440,118	<ul style="list-style-type: none"> - Students' improving performance in language examination - Students' active participation in language learning activities - Students' active participation in smaller classes 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	1/9/2019 – 31/8/2020	Monthly Salary (MPS pt. 19 & MPF: \$36,665x1.05x12) = \$461,979			Panel Chairperson of English
					Total: \$902,097			

Expected amount of Capacity Enhancement Grant to be received in 2019–2020:	1141 x \$692	=	\$789,572
Top-up fund from non-Government Fund :	\$902,097 – \$789,572	=	\$112,525

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"> ♦ To offer a range of ApL courses for students with different learning needs and interests ♦ To broaden students' diversified learning experiences and develop 	ApL courses in the following areas of studies: <ul style="list-style-type: none"> - Creative Studies - Media & Communication - Services - Applied Science - Engineering & Production Course providers: <ul style="list-style-type: none"> - VTC - CityU(SCOPE) - HKBU(SCE) - HKU (SPACE) 	180 hours in 2 years for each course	S5 & S6 students	15	15	15	<ul style="list-style-type: none"> ♦ Students meet the 80% minimum attendance rate ♦ Students submit course assignments on time ♦ Successful completion of the ApL courses by students as shown in their learning records ♦ Survey / evaluation report on students' feedback ♦ Assessment of students' performance in ApL by school 	VP (Academic) Career master

Ying Wa College

Plan on the Network Programmes and Gifted Programmes Funded by Diversity Learning Grant in 2019-2020

Other Programmes – Network Programmes (HKDSE – PE)

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
HKDSE PE – Training / Enhancement Class	\$20,000.00	25	Students will receive intensive training in physical fitness and skills.
HKDSE PE – Seminars / Workshop	\$10,000.00	30	Students will broaden their knowledge in sports and physical fitness.
HKDSE PE – Local/overseas Training or Competition Camp	\$30,000.00	20	Students will receive intensive training and take part in sports competitions in order to improve their performance standard.
HKDSE PE – Activity Venue Fee	\$5,000.00	30	Venues for different sports activities will be available for preparation of HKDSE- PE.
HKDSE PE – Tutorials	\$10,000.00	20	Students will broaden their knowledge and examination skills in HKDSE–PE.
HKDSE PE – Reference Materials	\$5,000.00	30	Students will receive reference materials for the preparation of HKDSE–PE.
Sub-total:	\$80,000.00		Students will be well prepared for the HKDSE – PE Examination.

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: 青年學藝比賽-高中演講訓練	\$6,200.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Science - S4 Physics IGCSE Programme	\$4,500.00	20	Students will improve their Physics knowledge. Participation and achievement in IGCSE are expected.
Sub-total:	\$47,900.00		

Total expenditure (DLG): \$127,900

School-based After-school Learning and Support Programmes 2019/20 s.y.

School-based Grant - Programme Plan

Name of School: Ying Wa College

Project Coordinator: Mak Tak Cheung

Contact Telephone No.: 2336 8838

A. The estimated number of students (count by heads) benefitted under this Programme is 20 (including A. 1 CSSA recipients, B. 12 SFAS full-grant recipients and C. 7 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 [#]			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	9/2019-6/2020		1		5000	-
Sports	Basic skills in sports activities	Performance in training course and school team	Observations by coaches	8/2019-6/2020	2	7	3	20000	-
Leadership training	Goal setting, Leadership training	Strong team spirit & will to succeed	Questionnaire	9/2019-10/2020		2	1	4000	-
Outdoor Activities	Goal setting, persevence	Strong team spirit & will to succeed	Observations by coaches	11/2019-5/2020	1	1		3000	-
Tutorial Service	To support students' academic development	Performance in class and examinations	Test by tutors	9/2019-6/2020		1	1	20000	-
Total no. of activities: <u>5</u>				@No. of man-times	3	12	5		
				**Total no. of man-times	20				

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) .