

Ying Wa College

(Founded 1818)



Annual Plan

(2012-2013)

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中華基督教會辦學使命

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

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

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

願景

並肩培育豐盛生命

使命宣言

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

核心價值

傳道服務、愛心關懷
有教無類、全人教育
積極進取、勇於承擔

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CHAPTER I

School Mission

School Goals

School Development Plan 2008-2012

Annual School Plan 2012-2013

School Mission Statement

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

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

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

It is our aspiration that our students will be

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

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

辦學宗旨

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

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

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

我們期望英華書院的學生都

樂於學習

善於溝通

勇於承擔

敢於創新

並活出校訓「篤信善行」的真諦。

School Goals

(一) 與學生個人成就有關的目標

Goals relating to outcomes for students

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

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

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

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

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

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

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

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

5. 啟導個別學生發展其音樂、美術或其他藝術範疇之才華。

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

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

(二) 與學生求學經驗有關的目標

Goals relating to learning experiences for students.

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

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

(三) 與學校資源有關的目標

Goals related to provision of resources

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

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

(四) 與管理有關的目標

Goals related to management

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

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

YING WA COLLEGE

School Development Plan 2008-2012

Background

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

Core Values

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

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

Key Challenges

After thorough consideration, the three key challenges ahead are:

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

SWOT Analysis

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

Strengths

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

general supportive and cooperative.

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

Weaknesses

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

Opportunities

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

Threats

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

Strategies

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

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

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

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

ESR Recommendations

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

Targets to be reached by 2012

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

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

School Development Plan 08-12

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

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

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

Improvement measures Underpinning the Core Values

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

Ying Wa College
Annual School Plan 2012–2013

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To develop the curriculum leadership and instructional leadership of subject heads	Providing professional development <ul style="list-style-type: none"> • Subject heads receiving relevant training from Education Director and QSIP • Subject heads writing individual reflection log on training and subject work 	<ul style="list-style-type: none"> • Training being held • Subject teachers showing positive and progressive feedback on subject heads' curriculum and instructional leadership 	<ul style="list-style-type: none"> • Training record • Reflection log • Subject heads' self-reflection survey • Subject teachers' survey 	9/2012–5/2013	Academic Committee, Staff Development Committee, Education Director, Prefect of Studies	SMC funding to support QSIP
	Enhancing the P-I-M-E cycle of each subject <ul style="list-style-type: none"> • Investigating subjects' annual plan and set of instructions / manual • Sharing and mutual support in subject heads joint meetings • Subject heads evaluating the effectiveness of subject work 	<ul style="list-style-type: none"> • Subject plans following the major concerns of the school plan • Subject manual / set of instructions being well-written and disseminated • Subject heads joint meetings being held regularly • Sharing and mutual support between subject heads being observed • Subject heads showing appropriate evaluation on the effectiveness of subject work 	<ul style="list-style-type: none"> • Documents of subject plans • Meeting records of subject heads joint meeting • Subject heads' survey • Subject teachers' survey 	9/2012–5/2013	Academic Committee, Prefect of Studies	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance classroom learning and teaching effectiveness through lesson study and peer observation	Pre-lesson study and collaboration <ul style="list-style-type: none"> • Holding monthly whole-school pre-lesson study sessions • Teachers receiving subject advice from QSIP 	<ul style="list-style-type: none"> • Monthly whole-school pre-lesson study sessions being held • Teachers showing positive feedback on the effectiveness of pre-lesson study 	<ul style="list-style-type: none"> • Subject records and documents of the pre-lesson study sessions • Teachers' survey 	9/2012–5/2013	Academic Committee, Prefect of Studies and subject heads	SMC funding to support QSIP
	Peer lesson observation <ul style="list-style-type: none"> • Implementing subject-based peer lesson observation once a term • Holding subject-based sharing sessions to review the lessons being observed • Accumulating useful resources in teaching strategies for subject-based knowledge management 	<ul style="list-style-type: none"> • Subject-based peer lesson observation being implemented • Subject-based sharing sessions being held • Teachers showing positive feedback on peer lesson observation • Students showing improving engagement during lessons 	<ul style="list-style-type: none"> • Subject record / documents and useful resources in teaching strategies • Record of sharing sessions • Teachers' survey • Student survey on L&T evaluation 	9/2012–5/2013	Academic Committee, Prefect of Studies and subject heads	
	Professional development on lesson observation <ul style="list-style-type: none"> • Receiving training on lesson observation from Education Director and QSIP • Time in pre-lesson study, peer lesson observation and sharing sessions being counted as compulsory CDP hours 	<ul style="list-style-type: none"> • Training being held • Teachers showing positive feedback on training • Compulsory requirement on CPD hours (15 hours) for each teachers being met 	<ul style="list-style-type: none"> • Relevant records and documents on training and CPD hours • Teachers' survey 	9/2012–5/2013	Academic Committee, Staff Development Committee, Education Director, Prefect of Studies	SMC funding to support QSIP

Major Concern 2: Preparing for HKDSE

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To prepare S6 students for HKDSE and career planning in the aspects of successful transition in study path and emotional well-being	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement: <ul style="list-style-type: none"> • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications 	<ul style="list-style-type: none"> • Stronger sense of students in individual planning and better sense of preparation for their future 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs 	9/2012-7/2013	Careers Guidance Committee, JUPAS Application Committee	
	Showing care and support to S6/7 students so as to foster wellness and appropriate attitude in face of public exams: <ul style="list-style-type: none"> • Reflection activities: predicting grades & class teacher debriefing • Class visits • Promotion of encouragement from junior form students, teachers, peers, old boys and parents 	<ul style="list-style-type: none"> • Positive attitude among students being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies, class visits and relevant activities 	9/2012-7/2013	Counseling Guidance Committee, class teachers, subject teachers	
To enhance S6 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations <ul style="list-style-type: none"> • Enhancement classes • Study centre • Study groups • Sharing from graduates on study / examination skills 	<ul style="list-style-type: none"> • Enhancement classes of various subjects being held • Study centre being implemented • Study groups being formed within classes • Sharing sessions and channels being arranged • Students showing progress in tests and examinations • Students showing stronger confidence in face of public examinations 	<ul style="list-style-type: none"> • Documents of subject plans • Attendance and progress record of enhancement classes • Records of form meetings of S6 and S7 on the promotion and evaluation of study groups and study climate • Records of sharing sessions • Students' survey • Results of school and public examinations 	9/2012-5/2013	Academic Committee, subject heads, class teachers	Budgeted academic support from SMC

Major Concern 3: Enhancement of Student Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To review and re-construct the strategic planning on student development	<ul style="list-style-type: none"> Integrated and comprehensive planning on Students' adaptation and settlement in school Theme-based programmes for different forms and groups Individual education and guidance 	<ul style="list-style-type: none"> Revised planning in integrated and comprehensive approach being constructed 	<ul style="list-style-type: none"> Relevant documents in Student Development Committee and various subordinate committees 	6/2012-8/2012	VP (Student Development & Support) Student Development Committee, Discipline Committee, Counseling Committee, Careers Guidance Committee, Civic Education Committee, Religious Affairs Committee, Morning Assembly Committee,	
To enhance students' adaptation, settlement and development in school	Mass Education: <ul style="list-style-type: none"> Coordinated by Student Development Committee Focusing on students' adaptation and settlement in school Morning assembly, morning gathering and whole-school talks / activities Effectiveness to be monitored by form coordinators and class teachers 	<ul style="list-style-type: none"> Improved school ethos being observed Improved discipline record being observed Improved ownership of study life and career planning being observed 	<ul style="list-style-type: none"> Stakeholders' survey Record of various learning activities (whole-school) Record of form-based / class-based learning activities Record of form meetings Record of counseling and disciplinary cases Feedback from students, class teachers and subject teachers SLP self accounts written by students 	9/2012-5/2013	Class teachers and form coordinators, School social worker	
	Group Education: <ul style="list-style-type: none"> Coordinated by Student Development Committee and form coordinators Focusing on themes and areas Form-based talks and learning activities Class cultivation Effectiveness to be monitored by form coordinators and class teachers 	<ul style="list-style-type: none"> Improved student performance in the themes and areas concerned Improved ownership of study life and career planning being observed Form meetings being held 		9/2012-5/2013		
	Individual Education: <ul style="list-style-type: none"> Coordinated by Student Development Committee and form coordinators Focusing on individual concerns by Counseling Committee, Discipline Committee, Careers Guidance Committee and school social workers Development of Students personal records 	<ul style="list-style-type: none"> Individual concerns being catered for Improved ownership of study life and career planning being observed 		9/2012-5/2013		

Major Concern 4: Through-train Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote communication between YWC & YWPS	Organization of Joint YWC-YWPS functions <ul style="list-style-type: none"> Joint-Section Staff Development Day Joint-Section Flag raising ceremony Joint-Section Anniversary celebration Joint-Section fire drill 	<ul style="list-style-type: none"> Joint YWC-YWPS functions being held 	<ul style="list-style-type: none"> Successful organization of Joint-section functions 	Academic year 2012-13	Education Director, VP (Student Development & Support) Prefect of Studies, Subject heads, Student Development Committee	
	Sharing of School documents <ul style="list-style-type: none"> To facilitate smooth management of campus 	<ul style="list-style-type: none"> Both sections of Ying Wa being informed of school activities 	<ul style="list-style-type: none"> Relevant school documents being shared 			
To enhance subject-based collaboration in the Ele-middle level	Implementation of the PIME cycle <ul style="list-style-type: none"> Holding subject-based meetings Sharing subject annual plans Evaluation of yearly focus(es) 	<ul style="list-style-type: none"> Regular subject-based meetings being held Annual plans on subject-based being share Yearly focus(es) of work set 	<ul style="list-style-type: none"> Documents of subject plans Records of subject-based meeting Subject heads' survey Evaluation report 	Academic year 2012-13		
	Peer Observation <ul style="list-style-type: none"> Peer observation in the Ele-middle level once a term Sharing on the lessons being observed through subject-based meetings or internet 	<ul style="list-style-type: none"> Peer observation being conducted Opinions on L&T shared 	<ul style="list-style-type: none"> Frequency of peer observation being held Records of sharing on lesson observation 			
To enhance cooperation between YWC & YWPS over students' development	Organization of Joint programs on student development <ul style="list-style-type: none"> Joining the YWC conclusive assembly program Joint-program on development students conduct of common concerns 	<ul style="list-style-type: none"> Organization and participation of YWPS and YWC students in designed programs on student development Improvement in students' conduct of common concern 	<ul style="list-style-type: none"> Number of Joint-Section programs Post-activity evaluation Teachers' observation and evaluation of students' behaviours 	Academic year 2012-13		
	Sharing between YWC and YWPS students <ul style="list-style-type: none"> Big brothers sharing with YWPS students YWPS students joining YWC programs 	<ul style="list-style-type: none"> Sharing by YWC students to YWPS students of Ying Wa tradition and ethos Better understanding of YWC by YWPS students 	<ul style="list-style-type: none"> Number of sharing sessions between students of the two sections of the Ying Wa Teachers' observation and evaluation of students' behaviours 			

CHAPTER II

(Programme Areas)

**Programme Plans of
Special Committees and Teams**

Academic Committee Programme Plan 2012-2013

I. Purposes

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

II. Issues to be addressed

A. Strength

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

B. Weaknesses

1. The 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.
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 very good and experienced teachers who are committed to the profession.

D. Threats

1. The formation of the Through-train with Ying Wa Primary School results in the admission of students with diversified learning capabilities. On the whole, there is also a corresponding fall in the socio-economic status of the parents and the family support to the students.
2. Education Reform creates new problems to the school. As the teaching staff is rather stable, with rapid curriculum change ahead, it will be relatively difficult to introduce new subjects in the curriculum.
3. As a DSS School without the benefit of collecting school fee from the students graduated from Ying Wa Primary School, it creates feeling of insecurity among teachers on the financial capacity of the school. Effort is required to pacify their doubts.

III. Goals

A. For students

1. To provide a pleasurable and secure environment so that the students are able to develop to the full their individual potential in all areas covering spiritual, ethics, intellect, physique, social skills and aesthetics.
2. To help students acquire a basic level of competence in knowledge and skills, with emphasis on bi-literacy and tri-lingualism, as well as numeracy and computational skills.
3. To foster students' positive attitude and values so that they are ready for further study, work and the needs of life in future.

4. To nurture students' spirit of self-motivation, self-learning and the ability to think independently and creatively.
5. To maintain English as the medium of instruction so that students are given more exposure to the language.
6. To strengthen the academic achievement of the school as a whole.

B. For teachers

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

IV. Objectives

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

V. Implementation Plan

1. Enhancement of Learning and Teaching
2. Preparing Students for Public Examinations (HKDSE & HKAL)

(Please refer to the attached table.)

Academic Committee Annual Plan 2012–2013

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To develop the curriculum leadership and instructional leadership of subject heads	Providing professional development <ul style="list-style-type: none"> • Subject heads receiving relevant training from Education Director and QSIP • Subject heads writing individual reflection log on training and subject work 	<ul style="list-style-type: none"> • Training being held • Subject teachers showing positive and progressive feedback on subject heads' curriculum and instructional leadership 	<ul style="list-style-type: none"> • Training record • Reflection log • Subject heads' self-reflection survey • Subject teachers' survey 	9/2012–5/2013	Academic Committee, Staff Development Committee, Education Director, Prefect of Studies	SMC funding to support QSIP
	Enhancing the P-I-M-E cycle of each subject <ul style="list-style-type: none"> • Investigating subjects' annual plan and set of instructions / manual • Sharing and mutual support in subject heads joint meetings • Subject heads evaluating the effectiveness of subject work 	<ul style="list-style-type: none"> • Subject plans following the major concerns of the school plan • Subject manual / set of instructions being well-written and disseminated • Subject heads joint meetings being held regularly • Sharing and mutual support between subject heads being observed • Subject heads showing appropriate evaluation on the effectiveness of subject work 	<ul style="list-style-type: none"> • Documents of subject plans • Meeting records of subject heads joint meeting • Subject heads' survey • Subject teachers' survey 	9/2012–5/2013	Academic Committee, Prefect of Studies	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance classroom learning and teaching effectiveness through lesson study and peer observation	Pre-lesson study and collaboration <ul style="list-style-type: none"> • Holding monthly whole-school pre-lesson study sessions • Teachers receiving subject advice from QSIP 	<ul style="list-style-type: none"> • Monthly whole-school pre-lesson study sessions being held • Teachers showing positive feedback on the effectiveness of pre-lesson study 	<ul style="list-style-type: none"> • Subject records and documents of the pre-lesson study sessions • Teachers' survey 	9/2012–5/2013	Academic Committee, Prefect of Studies and subject heads	SMC funding to support QSIP
	Peer lesson observation <ul style="list-style-type: none"> • Implementing subject-based peer lesson observation once a term • Holding subject-based sharing sessions to review the lessons being observed • Accumulating useful resources in teaching strategies for subject-based knowledge management 	<ul style="list-style-type: none"> • Subject-based peer lesson observation being implemented • Subject-based sharing sessions being held • Teachers showing positive feedback on peer lesson observation • Students showing improving engagement during lessons 	<ul style="list-style-type: none"> • Subject record / documents and useful resources in teaching strategies • Record of sharing sessions • Teachers' survey • Student survey on L&T evaluation 	9/2012–5/2013	Academic Committee, Prefect of Studies and subject heads	
	Professional development on lesson observation <ul style="list-style-type: none"> • Receiving training on lesson observation from Education Director and QSIP • Time in pre-lesson study, peer lesson observation and sharing sessions being counted as compulsory CDP hours 	<ul style="list-style-type: none"> • Training being held • Teachers showing positive feedback on training • Compulsory requirement on CPD hours (15 hours) for each teachers being met 	<ul style="list-style-type: none"> • Relevant records and documents on training and CPD hours • Teachers' survey 	9/2012–5/2013	Academic Committee, Staff Development Committee, Education Director, Prefect of Studies	SMC funding to support QSIP

Major Concern 2: Preparing for HKDSE

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To prepare S6 students for HKDSE and career planning in the aspects of successful transition in study path and emotional well-being	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement: <ul style="list-style-type: none"> • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications 	<ul style="list-style-type: none"> • Stronger sense of students in individual planning and better sense of preparation for their future 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of various programs 	9/2012-7/2013	Careers Guidance Committee, JUPAS Application Committee	
	Showing care and support to S6/7 students so as to foster wellness and appropriate attitude in face of public exams: <ul style="list-style-type: none"> • Reflection activities: predicting grades & class teacher debriefing • Class visits • Promotion of encouragement from junior form students, teachers, peers, old boys and parents 	<ul style="list-style-type: none"> • Positive attitude among students being observed 	<ul style="list-style-type: none"> • Stakeholders' survey • Record of assemblies, class visits and relevant activities 	9/2012-7/2013	Counseling Guidance Committee, class teachers, subject teachers	
To enhance S6 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations <ul style="list-style-type: none"> • Enhancement classes • Study centre • Study groups • Sharing from graduates on study / examination skills 	<ul style="list-style-type: none"> • Enhancement classes of various subjects being held • Study centre being implemented • Study groups being formed within classes • Sharing sessions and channels being arranged • Students showing progress in tests and examinations • Students showing stronger confidence in face of public examinations 	<ul style="list-style-type: none"> • Documents of subject plans • Attendance and progress record of enhancement classes • Records of form meetings of S6 and S7 on the promotion and evaluation of study groups and study climate • Records of sharing sessions • Students' survey • Results of school and public examinations 	9/2012-5/2013	Academic Committee, subject heads, class teachers	Budgeted academic support from SMC

VI. Budget

See plans of individual subject panels and committees.

VII. Committee Members

Ms. CHAN Yuk Yin (Chairperson, Prefect of Studies, SHKLAC Committee)

Ms. CHEUNG TSZ YAN, JESSIE (Hon. Secretary)

Mr. Chan Kin Hung (Education Director, Through Train Development Committee)

Mr. CHENG Kwun Kit (Acting Principal)

Mr. MAK Tak Cheung (Vice Principal)

Mr. CHEUNG Ka Wa (Staff Development Committee)

Mr. TSANG Chi To Joseph (Careers Guidance Committee)

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

Ms. NG Pik Wah (Language: Chinese)

Ms. Lee Mei Yee, Alice (Language: English)

Mr. Shing Yiu Ming (Mathematics)

Ms. Siu Man Yee, Joyce (Liberal Studies)

Mr. TSANG Ting Cheung (Examination Committee)

Ms. KUNG SHIN YUK (Learning & Teaching Resources Committee)

Mr. CHOI Kam To (Gifted Education Committee)

Mr. Yip Chak Leong (Academic Enhancement Committee)

Mr. CHAN Cheuk Nang Jeff (OLE Committee)

Careers Guidance Programme Plan 2012-2013

1. Purpose

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

2. Issues to be Addressed

A. Strengths

- (1) The careers guidance work is carried out by 17 members working as a team. There are collaboration, experience-sharing and support among the members. While many of the team members are experienced careers teachers, new members also act as strong input for conducting life planning workshops.
- (2) In light for supporting NSS students in the production of SLP and personal statements, over 20 teachers (career teachers, form teachers and language teachers) have taken the Preparing Students for Successful Transition in the NAS: Effective Presentation and Planning Ahead workshop organized by HKACMGM in 2012 and are equipped with essential knowledge of coaching students in related areas.
- (3) There is a careers room in the school where reference books and information pamphlets are kept. Students may borrow and make use of the materials. There are also computers in the careers room and the library for students to read CD-Roms for information provided by various local and overseas universities. Since last school year, a second careers corner has been set up in the library for students' easier access to printed career information and reference books.
- (4) The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and mentorship program.
- (5) Class-teachers often assist the team in conducting certain programmes and disseminating careers information.
- (6) There is a close partnership between the school careers guidance committee and the counselling team.

(7) There is also a lot of support from other organizations such as the Hong Kong Association of Careers Masters and Guidance Masters, the Careers and Guidance Services Section of the Education Department, Careers Advisory Service of the Labour Department, the Vocational Training Council, the Hok Yau Club, HKFYG, Junior Achievement Hong Kong tertiary institutes, and other individual organizations.

B. Weaknesses

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

C. Opportunities

- (1) The NSSC reform brings career education into the core curriculum. Under Other Learning Experiences, career-related experiences are made mandatory in each student's learning profile. It is hoped that with an external driving force, students will be more active in joining CRE programs and therefore enhance their career awareness.
- (2) The HKACMGM has designed two career planning tools - 'Finding Your Colours of Life' and 'Career Mapping' for secondary schools. Decided by experts of career education in Hong Kong, the two tools are to be implemented gradually from S.3 to S.6 alongside with the new senior secondary curriculum.
- (3) NAS has brought the attention of school administration and frontline teachers to the importance of careers guidance, career education and life-planning workshop. The school has walked an extra mile in giving the team more headcounts and putting aside lesson time for the team to conduct form mass talks and class workshops. More teachers inside or outside Careers Team are more active in taking professional training in career guidance.

D. Threats

- (1) 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 career counseling and career education more difficult to be carried out than before.
- (3) NSSC is a brand new game for students and parents. Parents who do not fully understand the underlying principles of the curriculum reforms make unreasonable demands and complaints about our S.3 subject allocation system.
- (4) There is a widening diversity in our students' academic ability and awareness of individual life planning. The team may have to provide career guidance programs of much more levels to suit their needs, e.g. multiple exits.

E. Major concerns of Careers Team 2013-2013 (in response to School Annual Plan 2013-2013)

- **Preparing for HKDSE**
- **Enhancement of Student Development**

S.6:

- Assisting students to locate their career interests and related further studies opportunities
- JUPAS applications and SLP production –Career Mapping workshops, mass talk, class workshops, Career Inventory Test, interviews, etc.

S.5:

- Developing students' work values
- Developing students' career aspiration – matching one's dream job with his life goals
- To promote career planning among senior form students and to prepare them for the production of SLP – 'Career Mapping' workshops

S.4

- Helping students manage their learning: -review study plan and study method for NSS
- Strengthening students' self understanding – strengths & weaknesses + self managing strategies

S.3:

- To promote career planning among junior form students – 'Finding Your Colours of Life' career planning workshop

3. Implementation Plan 2012-2013

Task	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
Career Guidance Facebook page	<ul style="list-style-type: none"> To disseminate latest information (further studies opportunities, JUPAS application/ non-JUPAS application updates, news article related to career planning, etc) to students swiftly and effectively 	<ul style="list-style-type: none"> All S.6 students subscribe to the school-based career guidance page Career teachers make timely update of career information (school or outside school) 	J Tsang CF Wong YW Lam	<ul style="list-style-type: none"> Feedback from Ss, Class Teachers & subject teachers 	<ul style="list-style-type: none"> Mandatory subscription of all S.6 students make timely update of career information on the webpage 	Set up: Sep Update: year-round	/
S.4-6 Career Mapping Workshops	<ul style="list-style-type: none"> To support of S.6 JUPAS application To promote career/life planning, ownership of students in their own life and academic development and pursuit of academic achievement To enlighten Ss to find a purpose in life, set goals and take actions to achieve them SLP as a tool for setting goals & a reference of learning experiences To foster positive work value and life value 	<ul style="list-style-type: none"> S.6: 2 workshops (hall mass talk + CR workshop) each month to coach Ss on the preparation of SLP and JUPAS application. Ss are systematically guided to make serious reflection on their senior form study life (academic & non-academic studies), write self accounts and plan forward for JUPAS application. S.4-5: monthly workshops to guide Ss to build self understanding, work and life aspirations, work value, etc. so as to make sense of their own study life. and foster positive attitudes towards learning 	J Tsang CF Wong	<ul style="list-style-type: none"> Feedback from Ss, Class Teachers & subject teachers SLP self accounts written by Ss 	<ul style="list-style-type: none"> Manpower: 2 Career Teachers for each S.6 class to work with Class Teachers Familiarity of new Career Teachers and S.4-6 Class Teachers with the theoretical backgrounds of the workshops Close cooperation between Career Teachers and Class Teachers Fixed designated teaching periods (reading periods) to conduct workshops Support form ECA Committee and IT/WebSAMS in handling SLP production 	S.6: Sep to Dec 2012 S.4-5: 2nd term (2013)	\$750 for 3 forms (materials for workshops & gifts for Ss)
S.6 Career Interest Inventory Test (CII)	<ul style="list-style-type: none"> To support Ss' JUPAS application To enhance Ss' self understanding and to relate themselves to further study 	<ul style="list-style-type: none"> Ss take CII Test under supervision of Career Teachers. Mass briefing & debriefing, followed by group counseling 	J Tsang CF Wong C Leung	<ul style="list-style-type: none"> Level of satisfaction of Ss' JUPAS results 	<ul style="list-style-type: none"> Ss' understanding of CII Test's theoretical backgrounds Support form IT 	Late Oct/ early Nov 2012	\$500: adm cost for HKACMGM \$200: T training (1 Ts)

Task	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
	opportunities						
S.6 Interview skills workshop	<ul style="list-style-type: none"> ◆ To equip Ss with essential skills for university interviews ◆ To help Ss become more presentable in various occasions 	<ul style="list-style-type: none"> ◆ Whole form interview workshop to be held in Nov. Support from school social workers, S.6 subject teachers and alumni to be solicited. 	J Tsang CF Wong	<ul style="list-style-type: none"> ◆ Better performance of Ss in various interviews concerning JUPAS/ non-JUPAS further studies opportunities 	<ul style="list-style-type: none"> ◆ Strong support from all teachers of the school as organizing a whole school event ◆ Readiness of S.6 students 	24 Nov 2012	\$200: stationery and handouts/ workbooks
S.5 Mentorship Program	<ul style="list-style-type: none"> ◆ To provide opportunities to S.5 students to meet alumni from working in fields that they are interested in and learn from their experiences ◆ To foster positive work value and life value ◆ To support S.5 Career Mapping workshop and S.5 English – workplace communication module 	<ul style="list-style-type: none"> ◆ S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters 	J Tsang CN Chan CF Wong	<ul style="list-style-type: none"> ◆ Higher awareness of Ss about jobs and work environment ◆ Feedback from Ss, English teachers & alumni 	<ul style="list-style-type: none"> ◆ Strong support from OBA and alumni ◆ Close cooperation between Careers Team, Student Council and English Department ◆ Readiness of S.6 students 	13 Apr 2013	To be absorbed by Student Council
S.3 Finding Your Colours of Life Workshops	<ul style="list-style-type: none"> ◆ To enhance Ss' awareness of career development and life planning ◆ To prepare them to make wise NSS subject choices and to lay good academic foundation for NSSC ◆ To enlighten Ss to find a purpose in life, set goals and take actions to achieve them 	<ul style="list-style-type: none"> ◆ 6 workshops (reading periods) to guide Ss to build self understanding, make reflection on study style, gain information on NSS subjects, further studies and work opportunities so as to make sense of their own study life. 	J Tsang CF Wong	<ul style="list-style-type: none"> ◆ Feedback from Ss, Class Teachers & subject teachers ◆ Level of satisfaction of Ss' NSS subject allocation results 	<ul style="list-style-type: none"> ◆ Familiarity of new Career Teachers and S.3 Class Teachers with the theoretical backgrounds of the workshops ◆ Close cooperation between Career Teachers and Class Teachers ◆ Fixed designated teaching periods (reading periods) to conduct workshops ◆ Subject teachers to brief Ss on NSS subjects 	S.3: Mar 2013	\$250 (materials for workshop & gifts for Ss)

4. Evaluation

- Performance of individual programs to be evaluated in due course
- To be reported in Annual Report 2012-13

5. Budget

Membership Fee for The Hong Kong Association of Careers Masters and Guidance Masters	\$300.00
Souvenirs for guest speakers	\$100.00
Reference books for students	\$1,200.00
S6 Interview workshop	\$200.00
CII Test – Administration cost and teacher training	\$700.00
Life Planning Workshops Career Mapping Finding Your Colours of Life Workshops provided by NGOs (outside school)	\$2,500.00
Total:	\$5,000.00

Ying Wa College
Careers Guidance Committee
Duty List 2012 – 2013

Appendice

A. Academic Role as career counseling services provider

The Careers Team is a key student-support body regarding academic development of the school. It plays a central role in handling promotion exercises of students in their key learning stages: S.3 streaming and various further studies application of S.6 students (e.g. JUPAS, E-APP, Mainland Scheme) and handling subject change applications of S.4-6 students. Our team members are responsible for academic advising giving advice concerning students further studies and career exploration. We also assist students of all forms in overseas studies and scholarship applications.

B. Student Development and Support Role as coordinator of careers education programs

In response to NAS and the need of career-related experience under OLE, our team members also organize and coordinate individual student planning programs of various natures.

A. Academic Duties		Date	Program Manager	Teachers-in-charge
1.	Subject Add-drop and Subject Enrollment Data Processing (SAMS)	Aug/Sep 2012, Feb 2013 (special cases)	J Tsang	CF Wong, YK Yan
2.	S.6 JUPAS Application	Sep 2012 – Feb 2013	J Tsang CF Wong	CN Chan, MY Siu, YW Lam, YK Yan
3.	S.6 Non-JUPAS application (local: self-finance, AD, HD)	Sep 2012 – May 2013	J Tsang CF Wong	MY Siu, YK Yan, WY Kwok, C Leung
4.	S.6 Interviews + CII test	Nov – Dec 2012	J Tsang C Leung	S.6 workshop teachers
5.	S.6 HKDSE Result Release & JUPAS Result Release	Jul – Aug 2013	J Tsang	S.6 workshop teachers + TC Tsang
6.	Overseas Studies Talks & Information Dissemination	All year round	J Tsang, TC Goh	L Jamil, JH Sadwani
7.	Mainland/ Taiwan Studies Talks & Info. Dissemination	All year round	J Tsang, CF Wong	W Tong, SYH Leung

8.	S.3 Parents' Night	8 Mar 2013	J Tsang C Leung	TW Au Yeung, WY Kwok, CF Wong
9.	S.3 Interviews	May 2013	J Tsang	*W Tong + *TW Au Yeung (3A) *C Leung + *HW Lee + CN Chan (3B) *WY Kwok + J Tsang (3C) *SH Ng + CF Wong + MY Siu (3D) YK Yan + SYH Leung (3E)
10.	S.3 NSS Subject Allocation	Jul 2013	J Tsang CF Wong	CN Chan, YW Lam, W Tong, C Leung WY Kwok, YK Yan
11.	Scholarships & Grants application & record keeping	All year round	TW Au Yeung	Senior forms: TC Goh, J Tsang Junior forms: W Tong
12.	Reference letters	All year round	TC Goh J Tsang	L Jamil, JH Sadwani, WY Kwok(English) TW Au Yeung, TC Tsang, SY Leung (Chinese)
13.	Information dissemination through emails & announcements	All year round	J Tsang CF Wong	TC Tsang, YK Yan
14.	Documentation & Parent's Letters	All year round	J Tsang CF Wong	TC Goh, TC Tsang, YK Yan

B. Student Development & Support (CRE)		Date	Program Manager	Teachers-in-charge	
1.	Career Guidance Facebook Page	All year round	J Tsang CF Wong	YW Lam	
2.	S.5 Mentorship Program	2 nd Term	J Tsang CN Chan	CF Wong, YK Yan, YW Lam	
3.	S.6 Life Planning Workshops 'Career Mapping'	Sep – Dec 2012	J Tsang CN Chan CF Wong	*CF Wong + W Tong (6A) *J Tsang + SH Ng (6B) *MY Siu + *WY Kwok (6C) *YW Lam + *C Leung (6D) *CN Chan + YK Yan (6E)	MK Chan KC Ling SS Mar YF Chung SK Chan
4.	S.5 Life Planning Workshops 'Career Mapping'	2 nd term	J Tsang CF Wong	*YK Yan (5A) *MY Siu + *TC Goh (5B) W Tong + *YW Lam (5C) *C Leung (5D) J Tsang (5E) CF Wong (5F) CN Chan (5G)	YK Yan TC Goh YW Lam W Wong TY Cheung Rio KH Yiu YS Chan
5.	S.4 Life Planning Workshops 'Career Mapping'	2 nd term	J Tsang CF Wong	YK Yan (4A) *TC Tsang (4B) *SYH Leung (4C) *HW Lee + CF Wong (4D) *MY Siu (4E) CN Chan (4F) *J Tsang (4G)	KL So TC Tsang KS Wang PW Ng MY Siu WC Chan CL Yip
6.	S.3 Life Planning Workshops 'Finding Your Colours of Life'	2 nd term	J Tsang CF Wong	*W Tong + *TW Au Yeung (3A) *C Leung + *HW Lee (3B) *WY Kwok + J Tsang (3C) *SH Ng + CF Wong (3D) YK Yan + SYH Leung (3E)	OP + Au Yeung Carrie + ChoiKT Gigi + Winnie Moon + Mia Felix + Andy
7.	Junior Achievement HK Programs	All year round	J Tsang	CF Wong, HW Lee, YK Yan, SH Ng	
8.	Visits (Workplaces &	All year round	J Tsang	TW Au Yeung, TC Tsang, HW Lee	

	Career Centres)		CF Wong	YK Yan, <i>Ms L Jamil, Ms JH Sadhwani</i>
9.	Careers Expo	Feb 2013	YK Yan	J Tsang, CF Wong
10.	Summer Job Placement	July & August 2013	TW Au Yeung	J Tsang, office staff
11.	Hok Yau Club Link Teacher	All year round	J Tsang	SYH Leung, <i>HW Lee</i>
12.	HKFYG Link Teacher	All year round	CF Wong	SYH Leung, <i>HW Lee</i>
13.	Summer Exchange Programs	All year round	CN Chan	J Tsang
14.	Career Assemblies (for particular forms)	All year round	J Tsang CF Wong	YK Yan, by invitation
15.	Interview Skills Workshop	Nov 2012	J Tsang CF Wong	Whole team

Career Guidance Committee Duty List 2012 – 2013 (Table Form)

P – Program Manager ✓ – Teacher-in-charge

Duties	Members																		
	Tsang CT Joseph 曾卓濤	Wong Ching Fu 黃正夫	Au Yeung TW 歐陽東華	Chan CN Jeff 陳卓能	Goh TC Susanna 胡黛珍	Kwok YW Winnie 郭穎堯	Jamil Lubna	Lam YW Jonathan 林欣榮	Lee Hing Wai 李慶偉	Leung Carrie 梁嘉利	Leung SY Hilda 梁秀燕	Ng SH Mia 吳少虹	Sadhwani Jagarshi Harsh	Siu MY Joyce 蕭敏儀	Tong Wun 唐韻	Tsang TC Vincent 曾定祥	Yan YK Gerry 甄沃奇		
A. Academic Duties	1. Subject Add-drop & SAMS Processing	P	✓															✓	
	2. S.6 JUPAS Application	P	P		✓			✓									✓	✓	
	3. S.6 non-JUPAS Application (local)	P	P				✓			✓							✓	✓	
	4. S.6 Interviews + CII Test	P	✓		✓		✓		✓	P		✓			✓	✓		✓	
	5. S.6 HKDSE & JUPAS Result Release	P	✓		✓		✓		✓	✓		✓			✓	✓	✓	✓	
	6. Overseas Studies Talks & Info. Dissem.	P				P		✓						✓					
	7. Mainland & Taiwan Talks & Info. Dissem.	P	P									✓					✓		
	8. S.3 Parents' Night	P	✓	✓			✓			P									
	9. S.3 Interviews	P	✓	✓	✓		✓		✓	✓	✓	✓			✓	✓		✓	
	10. S.3 NSS Subject Allocation	P	P		✓		✓		✓	✓						✓		✓	
	11. Scholarships & grants	✓		P		✓										✓			
	12. Reference letters	P		✓		P	✓	✓				✓		✓			✓		
	13. Info. Dissemination (emails/announcements)	P	P														✓	✓	
	14. Documentation & Parent's Letters	P	P			✓											✓	✓	
B. Student Development & Support Duties	1. Career Facebook Page	P	P						✓										
	2. S.5 Mentorship Program	P	✓		P				✓									✓	
	3. S.6 'Career Mapping'	P	P		P		✓		✓	✓		✓		✓	✓			✓	
	4. S.5 'Career Mapping'	P	P		✓	✓			✓	✓				✓	✓			✓	
	5. S.4 'Career Mapping'	P	P		✓				✓		✓			✓		✓		✓	
	6. S.3 'Finding Your Colours of Life'	P	P	✓			✓		✓	✓	✓	✓			✓			✓	
	7. Junior Achievement HK Programs	P	✓						✓			✓						✓	
	8. Visits (Workplaces & Career Centres)	P	P	✓				✓	✓				✓				✓	✓	
	9. Careers Expo	✓	✓																P
	10. Summer Job Placement	✓		P															
	11. Hok Yau Club Link Teacher	P								✓		✓							
	12. HKFYG Link Teacher		P							✓		✓							
	13. Summer Exchange Program	✓			P														
	14. Career Assemblies	P	P																✓
	15. Interview Skills Workshop	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	28	23	8	11	6	10	4	9	8	10	8	7	4	9	10	7	19		

Civic Education Programme Plan 2012-2013

I. Aims:

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

II. Objectives:

1. Knowledge

To help students understand:

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

2. Skills

To help students develop the following skills:

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

3. Attitudes

To help students cultivate the following attitudes:

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

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

III. Implementation Plan

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

A. Formal Curriculum

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

Date	Program	Remarks
01 Sept 09	National flag raising --Scouts	
Whole year	Weekly News Report	
Sept-Dec 09	Top 10 news -- Hok Yau Club	
Whole year	交流團	
	Drama: Anti-corruption --ICAC	F3
Dec	2010 特區政府施政十件大事評選	
	一人一利是活動-oxfam	All forms
	早會--梁家傑先生	
	公德心 --缺德行為大搜查(問卷) --video --宣傳單張	

	--早會	
	學界饑饉—貧富餐—world vision	F1
May-Jun	六四事件	
	英華論壇	

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

B. Informal Curriculum

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

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

C. Hidden-Curriculum (Ethos of the school)

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

IV. Evaluation

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

V. Program Team

Leader : Mr. C Siu
Secretary : Ms. Y. F. Chung
Members : Mr. J. Lam
Ms. Y. LAU
Ms. S. Y. Leung
Mr. C.L. Yip
Ms. O.M. So
Mr. W.M. Jim

Discipline Committee Programme Plan 2012-2013

I. PURPOSE

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

II. ISSUES TO BE ADDRESSED

A. STRENGTHS

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

B. WEAKNESSES

1. Most of the prefects are core members of the Student Council or chairman of various clubs and societies. They are too busy to carry out the duties of prefects.

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

C. OPPORTUNITIES

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

D. THREAT

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

III. OBJECTIVES

A. Long-term objectives

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

B. Short-term objectives (Major Concern of 2012-13)

1. To support teachers in implementing school rules in class firmly.
2. To strengthen discipline management during recess, lunch breaks and after school.
3. To induct new teachers and new Discipline Committee members into basic discipline skills.
4. To tighten communication with the Counselling Committee on student cases.

IV. PROGRAM PLAN

PROGRAM CONTENT	Schedule	Person in Charge
Duties Allocation	Sept. 2012	LSK / SC
Collaboration with Student Development and Support Committee	Whole year	
Regular meetings	Whole year	LSK/SC / Form Discipline
S1 Training Camp	18-19 Aug 2012 13-14 Aug 2013	LSK / SKL / LSYJ
Prefect Workshop	22 Sept. 2013	LSK / SC / LYW
Class Captain and Monitor Workshop	7 Sept. 2013	LSK / YHJ/ LSYJ
Educational Talks	Assemblies	Members
S1 Parents' Night	12 Oct 2012	LSK/LSYJ
S3 Educational Camp	18-20 Apr 2013	LSK / SKL / LSYJ
S4 Leadership Training Camp	27 Feb – 1 Mar 2013	LSK / SC / LYW
Case Investigation	Whole year	Members
New Leaf Program	Whole year	CYS / WSK
Demerits Record	Whole year	SKL / LYW
Merits and OLE Record	Whole year	LSC / WWH
Handling late-comers	Whole year	Prefects/ CSC/ CHY
Handling homework problems	Whole year	LSK / YHYJ / WW
Handling lost properties	Whole year	LSK / CWL
Prefect Board Advisory	Whole year	LSK / SC
Allocation of Lockers	Sept – Oct 2010	SKL / LSC
Fire Drill	Unforeseen date	School Administration

V. BUDGET

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

VI. EVALUATION

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

VII. TEAM MEMBERS

CHAIRPERSON:	Lam Siu Kuen (Discipline Mistress)
VICE-CHAIRPERSON:	Siu Chung (Deputy Discipline Master)
ADVISOR:	Mak Tak Cheung (Vice-Principal)
SECRETARIES:	Chu Kwok Yuen, Wong Wing (Junior Forms) Ng Pik Wa (Senior Forms and Joint meetings)

JUNIOR FORMS

TEAM LEADER:	Lam Siu Kuen		
S.1 DISCIPLINE:	Leung Sai Yung, Jacky	Chan Yuk Shan, Vivian	Wong Oi Ping, Louisa
S.2 DISCIPLINE:	Yu Hoi Jin, Jenny	Wong Siu Kuen	Wan Wai Hon
S.3 DISCIPLINE:	Lam Shek Chung, Cedric	So Ka Lok	

SENIOR FORMS

TEAM LEADER:	Siu Chung		
S.4 DISCIPLINE:	Ng Pik Wa	Chow Wing Lam	Chung Hiu Ying
S.2 DISCIPLINE:	Lam Yan Wing	Wong Wing	
S.3 DISCIPLINE:	Chan Suk Ching	Chu Kwok Yuen	

5. Duties of the Discipline Teachers

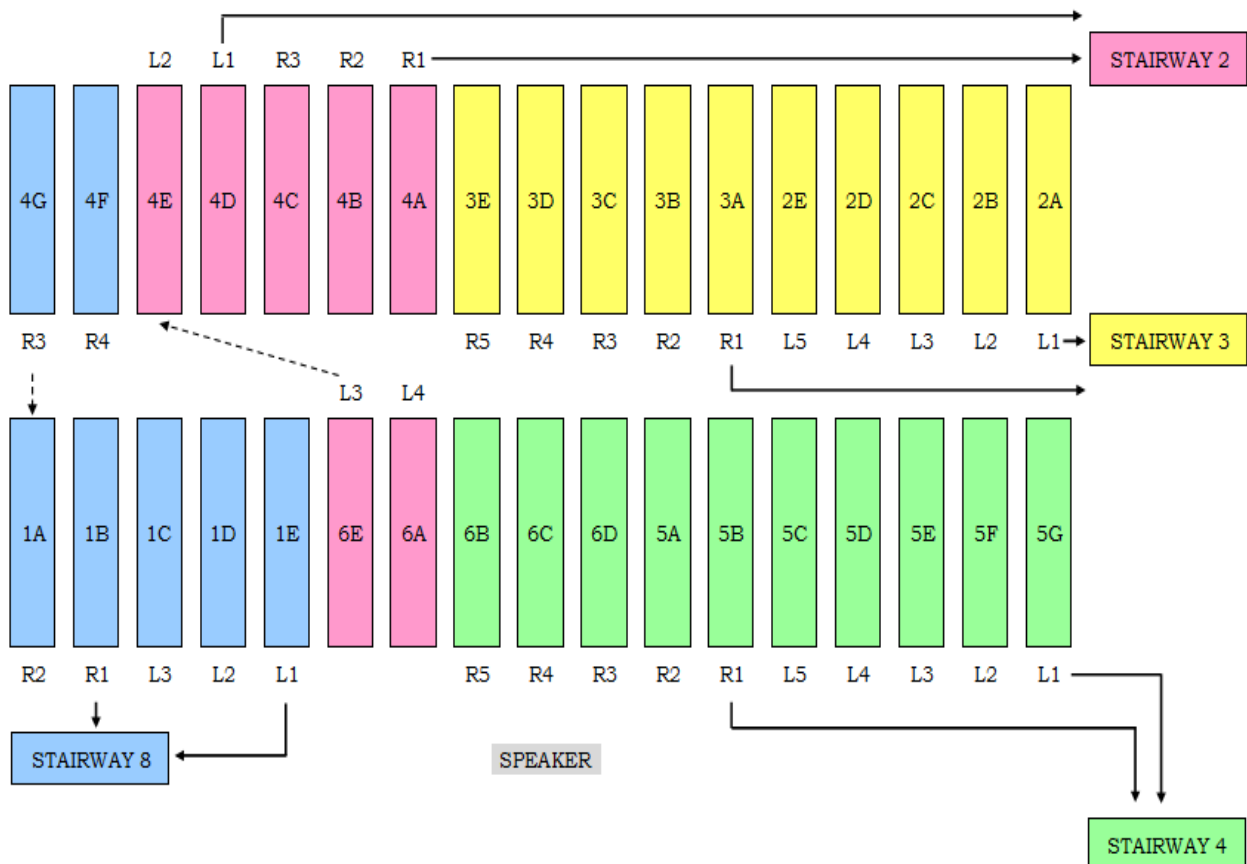
- To check students' attire periodically;
- To tackle with emergency cases;
- To handle cases of students' misbehaviour;
- To hold interviews with students with misbehaviour and/or their parents; and
- To follow up the misbehaviour records of each level.

6. 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.

A. Duty during Morning Announcement:

	Line A	Line B	Line C
Monday	Yu Hoi Jin, Jenny	So Ka Lok	Wan Wai Ho
Wednesday	Wong Siu Kuen	Siu Chung	Chow Wing Lam
Friday	Leung Sai Yung, Jacky	Lam Yan Wing	Chu Kwok Yuen



DEMERIT RECORD

So Ka Lok

Lam Yan Wing

Duties:

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

LATENESS

Chan Suk Ching

Chung Hiu Ying

Duties:

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

PREFECT BOARD

Lam Siu Kuen

Siu Chung

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

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

D. Tentative Schedule of Important Events

5/9/2012	1 st General Meeting of the Team
7/9/2012	Workshop for Class Captains and Monitors
22/9/2012	Workshop for Prefects
Late September	S1 Parents' Talk
27/2 – 1/3/2012	S.4 Leadership Training Camp
18/4 – 20/4/2012	S.3 Training Camp
13/8 – 14/8/2012	S.1 Training Camp

- Monthly Meeting of the Junior Forms Section will be held after school on last Thursday of each month.
- Monthly Meeting of the Senior Forms Section will be held after school on last Friday of each month.

Other Learning Experiences Programme Plan 2012-2013

1 Purpose

1.1 Preparation for NSSC

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 the eight areas of OLE. A comprehensive and extensive record of OLE in our students' SLP certainly paves the way for their admission to university.

1.2 Achievement of personal Growth

The conduct of OLE programmes is certainly not merely for the practical purpose of university application, nor is it just about winning or losing in a competition. More importantly, we see its function in bringing about teenagers' personal growth. Through such participation in OLE, it is believed that students can open up their horizons, unlock their potential and equip themselves with generic skills that can be useful for their further studies and career development in the future. As one of the major bodies offering OLE programmes, the school is in fact a crucial facilitator in students' personal growth.

1.3 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. By holding whole-school activities with mass participation of both teachers and students, we can create opportunities for students and teachers to communicate and to share their feelings.

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 60 clubs and societies in Ying Wa, offering a wide range of student-led activities. Being equally active in programmes organised by

non-profit making organisations, Ying Wa boys are certainly in no lack of opportunities to participate in OLE programmes.

2.1.2 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 a lot of commendable awards in local, regional and even international competitions.

2.1.3 Nurturing of student leaders

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. Having accumulated considerable experience in school, some of our more outstanding boys even go beyond Ying Wa and join some major local student organisations as executive committee members, such as the Hong Kong Outstanding Students' Association and the Hong Kong Union for Young Leaders. This tradition encourages every Ying Wa boy to transform into a mature leader via taking part in various OLE programmes.

2.2 Weaknesses

2.2.1 Need for coordination

Given that a large number of activities are being conducted in the school at the same time, coordination is challenging but deemed essential. At present, despite the fact that different departments, teams, clubs and societies are organising a myriad of activities, workshops and training sessions, in many cases they do not have a system to maintain clear records of the names, nature nor even the participants of these programmes. When it comes to the school level, the OLE Master/Committee can hardly keep track of students' participation records. As a result, the lack of standardisation within and among departments in such practices has created much difficulty compiling our students' SLP.

2.2.2 Need for training of young leaders in the junior forms

The implementation of the NSSC means that many important duties in the student body are to be undertaken by S.4-5 students who normally possess limited experience on the conduct of activities. To ensure that students can follow in the footsteps of their predecessors and have some hands-on experience of organising activities, early training of the new blood from the junior forms is of the utmost importance.

2.2.3 Need for offering extra support to low achievers

Though accounting for only a small proportion of the student population, some low achievers are often unmotivated in joining any OLE programmes, according to our experience of SLP preparation this year. As a result, these students have comparatively weak OLE records by the end of S.6.

2.3 Opportunities

Implementation of NSSC

To a certain extent, the implementation of the NSSC has changed how we perceive ECA in the Hong Kong education arena. In the past, like many other schools, Ying Wa directed much attention to sports and aesthetics events as far as ECA were concerned. Nowadays, however, the NSSC has clearly defined the composition of OLE which includes Academic-related / Intellectual Development Programmes, Art, Music and other Cultural Development, Career-related Experiences, Community / School Services, Leadership Training, Moral and Civic Education, Religious Activities in addition to Sports and Games. This opens up an opportunity for us to reexamine what co-curricular activities we are now offering.

2.4 Threats

Preparation for Student Learning Profile

Despite the robust development of ECA in Ying Wa in the past decades, the implementation of SLP has posed considerable challenges to the existing system. One of the most drastic changes lies in the preparation for the SLP which will be taken into account in the JUPAS application. Starting from S.4, the OLE Committee is held responsible for the introduction to students the notion of OLE under the NSSC and for encouraging them to gain exposure to such programmes.

The compilation of OLE records for the SLP was a rather complicated process last year as it involved the mapping between activities held by Ying Wa and those in the e-class system and the JUPAS online application platform. It is anticipated that the JUPAS and HKEAA may introduce major modifications to the current system in the coming years. Prompt response to them is essential amid all kinds of uncertainty.

3 Strategic Planning

3.1 Strategies in response to NSSC

3.1.1 Collection of OLE data

To coordinate the collection of OLE data, a centralised form will be drafted based on the requirements of the JUPAS system. Such information will be collected from teachers in charge of different clubs /

societies, departments and functional teams.

3.1.2 Timely review of the SLP Preparation

Having gained some experience from the operation of JUPAS application this year, according to the Hong Kong Association of Careers Masters and Guidance Masters, the JUPAS and the HKEAA are likely to review the current practices and major changes are inevitable. Nonetheless in spite of the need for timely review of the SLP preparation, the OLE Committee can now work on the standardisation of OLE records, which will be useful under all circumstances.

3.1.3 Extra support for low achievers

With reference to the SLP of our S.6 students this year, most of them have some level of exposure to different kinds of OLE, whereas a small group of low achievers, who are not motivated to join any OLE programmes, possess only some less than impressive records. In view of this situation, these students should be identified as early as the end of S.4 when they have entered their OLE records. The OLE Master, together with their class teachers, should follow up these cases and render support by recommending OLE programmes to these students, if necessary. For low achievers who normally perform less well in their academic studies, OLE like social services are sometimes where they can shine and find their own colours of life. Encouraging them to take part in OLE does not give them records for their SLP only, but rather a chance to see their meaning of life.

3.2 Strategies in response to nurturing student leaders

3.2.1 Promotion of junior-form leadership programmes

With a view to maintaining the efficiency of major student bodies like the Student Council with S.5 students, the provision of sufficient leadership experience for our junior-form students cannot be neglected. Having such foresight, the Student Council has already started a junior-form leadership training scheme and recruited sub-committee members from S.4, but further planning in the coming years will certainly enhance the effectiveness of the above arrangements.

Last year, the 4-day junior-form leadership programme organised by the Student Council, *Surge*, consisted of a series of adventure training activities for S.2-3 students. Without doubt, it was an invaluable opportunity for the participants as it could be the first time for them to experience team work and acquire generic skills. However, what they lack is a chance to put what they have learnt into practice. Form-based activities can offer a solution; more details will be given below in section

3.3.

3.2.2 Provision of opportunities to explore the outside world

Apart from programmes held in school, Ying Wa boys have been joining a variety of outside organisations over the years, including the Hong Kong Outstanding Students Association, the Hong Kong Union for Young Leaders, the ORBIS Student Ambassador, to name but a few. We should encourage our students to take part in these organisations in order to let them go beyond Ying Wa and widen their horizons. Application for joining these organisations should be centrally arranged by the OLE Master and open for all eligible students. A set of formal selective procedures should also be established so as to pick the best students to represent Ying Wa.

In fact, their experience of working in these joint-school organisations can be eye-openers for many junior-form students. Sharing sessions in the morning assemblies can also be held, so that younger Ying Wa boys have role models to look up to.

3.3 Strategies in response to establishment of a caring campus

Promotion of form-based activities as a follow-up of *Surge*

While *Surge* has trained up a group of junior-form students who have acquired a certain level of generic skills and are more willing to serve and lead, we should provide them with a stage to apply what they have learnt from the programme. Under the mentoring of the Student Council Executive Committee Members and the guidance of the OLE Master and class teachers who can act as their advisors, participants in *Surge* can join together to organise an activity for their form during the post-exam period. It is hoped that when both students and teachers are more used to this kind of form-based activities, our experience can be the foundation on which we build and we can be ready for running whole-school activities smoothly one day.

4 Evaluation

- 4.1 Activities held by clubs and societies will be closely monitored.
- 4.2 Performance of the committee members of individual clubs and societies will be assessed through the interim and final reports.
- 4.3 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.
- 4.4 Students with the best performance in a variety of extra-curricular activities will be given the Award for the Best Performance in Extra-curricular Activities on the Speech Day (one from the junior forms and another one from the senior forms).

5 Budget

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

**Information Technology in Education
Co-ordination Committee
Programme Plan 2012-2013**

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2012
S1-02	e-Class Services & Briefing on School IT environment	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2012
S1-03	File Transfer	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are able to retrieve files from the e-class iFolder.	Mid of Oct 2012
S1-04	Christmas Card or Lunar New Year Card Production	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can produce a greeting card.	End of Dec 2012
S1-05	Multimedia Presentation	Ms. SY Kung Mr. SY Leung	- lab performance - project work	Students can produce a power point presentation.	End of Nov 2012
S1-06	Use of Game Factory	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can edit a simple game.	End of May 2013
S1-07	Information Security	Ms. SY Kung Mr. SY Leung	- worksheet inspection	Students are fully aware of the Confidentiality, Integrity and Authentication of Information System	End of May 2013
S1-08	Spreadsheet	Ms. SY Kung Mr. SY Leung	- worksheet inspection -classwork submission	All students can performance autofill, formula calculation with the spreadsheet.	End of May 2013
S2-01	Java Script Programming	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - test/exam performance	All students can write an application with the looping feature of programming.	End of May 2013
S2-02	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2012
S2-03	Flash with Action Script	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - project work	Students can produce an animated presentation with action Script element.	End of Dec 2012

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S2-04	Video Editing Workshop	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - class work - video clip project on youtube	Students can manipulate the script production and special effect feature on video clips.	End of May 2013
S2-05	Hardware and Software	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- homework assignment - exam performance	Students finish all home assignment and pass in examination.	End of May 2013
S3-01	Webpage Authoring with HTML	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- project work - exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2012
S3-02	Networking Concept	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2013
S3-03	Database Workshop	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- lab performance -Worksheet Exercise - practical exam	Students can make query, report and label with the use of database package.	End of Jun 2013
S4-01	Info Processing	Mr. KS Wang Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students are able to apply advanced skills and concepts in Office Application to problem-solving, data analysis and information presentation.	End of May 2013
S4-02	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate SQL command.	End of May 2013
S5-01	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students finish the SBA in accordance with HKEA.	End of May 2013
S5-02	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2013
S5-03	Basic Programming Concept	Mr. WH Wan	- homework assignment - quiz and mock exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2012

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S6-01	Internet and its Applications	Mr. KS Wang	-Inspection and Collection of Lab Sheet. -Homework assignment - Quiz & Exam	Students acquire the concepts and methods of Internet access, services and applications of the Internet, and elementary web page design.	End of Oct 2012
S6-02	Social Implications	Mr. WH Wan	- homework assignment - quiz and mock exam	Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2012
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2013
Sub-02	Staff Appraisal	All	-Appraisal Form	-Finish appraisal in accordance with school policy	End of May 2013
Sub-03	Collaborate Lesson Study	All	-Feedback Form	-Each form of S1-3 completed at least one Lesson study session.	End of May 2013
Sub-04	Collaborate Peer Observation	All	-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 2013
Sub-05	Enhancement of Learning & Teaching	All	-Adoption of 3–tier difficulty levels in S1-3 Examination with bonus section. -Homework submission through eLearning Platform. -Participation in workshops and CPD courses. -Split Class Teaching in S1-3 -SBA start in S5	-Examination papers reveal the required design. -Students submit class work to eClass before the official deadline. -CPD Attendance record completed and submitted -Intensive support given to low achiever group. -Record of SBA progress in HKEA submission System	End of June 2013
Sub-06	Preparing Students for Public Examinations	Mr. WH Wan	-Drilling of past papers and sample papers.	-Students showing progress in tests and examination. -Not less than 70% passing rate in public exam. -Students showing stronger confidence in public examination.	End of May 2013
Sub-07	Fostering Students' Morale, Integrity & Sense of Belonging	All Teachers IT Assistants IT Technicians	-Maintain tidiness of Computer Room and CAL Room. -Prevention of hardware damage caused by students.	-Students show initiative to restore the good order setting in Laboratories. -Improved discipline record being observed.	End of June 2013
Sub-08	Partner Schools Scheme for e-Textbook Market Development Scheme	Mr. KS Wang	-Appraisal Form of EMADS	-Selected forms of S1-3 try out e-Textbook materials for 3 lessons	End of April 2013

Library Programme Plan 2012-2013

A Purposes

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

B. Issues to be addressed

1. Strengths

- Some senior form students work diligently in their free periods and some at lunch hours.
- The Library Assistant has good experience in monitoring the library automation system and strong sense of responsibility.
- Most library prefects are helpful and competent under guidance.
- The use of discussion room and AV Room is quite high.
- Having CCTV and detection system installed can enhance the security.

2. Weaknesses

- Not enough experienced library prefects can be the group leader of each day.
- Some library prefects are so busy with other activities that they cannot come for duties.

3. Opportunities

- The continuous support from PTA to promote library programs.
- Much more English learning software has been bought to promote e-learning.

4. Threats

- Some students need more guidance and supervision in the use of the self-access centre.
- Some senior form students need to be frequently monitored in their free periods.

C. Objectives

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

D. Implementation Plan / Evaluation

1. To foster an information-rich learning environment

Tasks	Evaluation
Strengthen reading programs and activities e.g. Young Scholar Award Scheme, S1 Induction program, Inter-class General Knowledge Competition, Information searching workshops, etc.	Evaluation student learning and participation rate to provide evidence of progress in information literacy and reading

2. To provide exemplary library and information resources and services

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

E. Budget approved

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

Staff Development Committee Programme Plan 2012-2013

1. Aims

A. For the individual :-

◆ **Professional development**

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

◆ **Personal development**

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

◆ **Careers development**

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

B. For the School :-

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

2. Issues to be addressed

A. Strengths

1. Staff members are dedicated, hard-working and enthusiastic.
2. The school has many well-qualified and experienced teachers, and with professional training.
3. Teachers have built up and maintained good relationships with students through extracurricular and classroom activities.
4. Most teachers adopt an open mind and are receptive to students' positive comments and suggestions.
5. An energetic school principal support all teaching staffs to implement through-train mode with primary school.

B. Weaknesses

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

C. Opportunities

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

D. Threats

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

3. Objectives

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

4. Implementation Plan and evaluation

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
To develop the curriculum leadership and instructional leadership of subject heads	Providing professional development <ul style="list-style-type: none">• Subject heads receiving relevant training from Education Director and QSIP• Subject heads writing individual reflection log on training and subject work	<ul style="list-style-type: none">• training record	S CHEUNG	9/2012 – 5/2013
To enhance classroom learning and teaching effectiveness through lesson study and peer observation	Professional development on lesson observation <ul style="list-style-type: none">• receiving training on lesson observation from Education Director and QSIP.• Time in pre-lesson study, peer lesson observation and sharing sessions being counted as compulsory CPD hours.	<ul style="list-style-type: none">• relevant records and documents on training and CPD hours	S CHEUNG	9/2012 – 5/2013

Major Concern 4: Teacher Induction

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
To offer guidance and assistance to newly appointed teachers.	<ul style="list-style-type: none"> • Mentor-mentee system • Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing. 	<ul style="list-style-type: none"> • questionnaire evaluate at the end of school year. • verbal feedback from mentor and mentee. 	S CHEUNG	9/2012 – 5/2013
To let teachers to receive special education needs and counseling training.	<ul style="list-style-type: none"> • Attend SENS and PATHS courses 	<ul style="list-style-type: none"> • training record 	S CHEUNG	9/2012 – 5/2013
To identify the training needs of staff members.	Appropriate training courses (Liberal Studies, NSSC and counseling) are introduced to staffs.	<ul style="list-style-type: none"> • 80% staffs receive 150 cpd hours in three years.. 	S CHEUNG	9/2012 – 5/2013

5. Budget

\$ 1,000

6. Programme Team

Mr Cheung Ka-Wa, Simon (Committee leader)
 Ms WY Kwok (Secretary)
 Mr KK Cheng (P)
 Mr TC Mak (VP)
 Ms YY Chan (PS)
 Ms TY Cheung
 Ms YF Chung
 Mr WH Lam
 Ms TW Tse
 Mr SYK Wong

Student Guidance Team Programme Plan 2012-2013

1. Purposes

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

2. Issues to Address

(A) Strengths

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

(B) Weakness

1. Some teachers may not be familiar with the skills in handling SEN students and parents.
2. Guidance teachers have heavy school workload and often do not have enough time to carry out their duties well.
3. The frequent change in social workers make us spend a lot of time to build up partnership with them.

(C) Opportunities

1. Social service groups or organizations provide innovative programs to meet students' individual requirements.
2. The reorganization of administration structure may provide more opportunity for different working group in school to collaborate.
3. The new social workers provide great opportunities to review the policy of school guidance service.

(D) Threats

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

3. Objectives

The long-term goals are as follows:

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

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

The short-term goals are as follows:

1. To help students build up skills in handling stress.
2. To enhance the inner ability of low achievers and easily neglected students.
3. To promote volunteer program by liaising with various school personnel (e.g. Teacher-in-charge of civic education) and outsiders.
4. To help S.1 new comers cope with the new learning environment.
5. To train students as leaders with responsibility and a sense of belonging to the school.

6. To help parents understand the needs and challenge of their children.
7. To arouse parents' and children's awareness in developing good parents-children relationship by delivering family education.
8. To promote students build up positive values in sex.

4. Implementation

The philosophy of the Guidance Team:

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

5. Evaluation

Activities were evaluated in the following aspects:

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

6. Program Plan (2012-2013)

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

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

The following activities will be held in the 2012-2013:

<u>Family education</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
S.1 parent Day	Oct.,2012	<ul style="list-style-type: none"> ● Parents understand their sons' needs ● Parents understand the pos and cons of their parenting methods 	<ul style="list-style-type: none"> ● Comment from parents ● Comment from teachers 	Guidance team, school workers and discipline team	III, IV, V, VI
Family education workshops for parents by the school social workers, and implemented by the PTA	To be confirmed	<ul style="list-style-type: none"> ● Parents understand their children and learn skills in handling their children's emotion ● To promote mutual support among parents ● To enhance communication skill for parents 	<ul style="list-style-type: none"> ● Comment from parents 	Social Workers and PTA	III

『親親兒女心』 family education talk	April, 2013	<ul style="list-style-type: none"> ● Parents understand their sons' needs ● Parents learn skills in handling children's problem 	<ul style="list-style-type: none"> ● Questionnaire ● Comment from parents ● Comment from teachers 	Guidance, social workers and social service association	III, IV, V, VI
Thank you card writing activities 1. Parents day 『全英華人心語』 2. Mothers' day 『母親節心意咭』	1. Feb., 2013 2. May, 2013	<ul style="list-style-type: none"> ● Students are willing to give thanks and share their feelings. 	<ul style="list-style-type: none"> ● Comment from teachers ● Comment from students 	Guidance Team	III, IV, VII
<u>Sex education</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Sex education for S.1	Nov., 2012	<ul style="list-style-type: none"> ● To help students clarify the misunderstanding of sex message from internet and the method to handle. ● To help students stand against crime about sex. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	School Social Worker and Guidance Team	I, IV, VI
Sex education for S.3	March., 2012	<ul style="list-style-type: none"> ● To promote students build up positive values in sex. ● Pre-marital sex. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	School Social Worker and Guidance Team	I, IV, VI
Sex education for S.4	Part I 10 th , Oct, 2012	<ul style="list-style-type: none"> ● To promote students build up positive values in sex. 	<ul style="list-style-type: none"> ● Questionnaire ● Observation of students' performance in lesson ● Comment from teachers 	Guidance Team, Department of Health	I, IV, VI

	Part II 19 th , Oct, 2012	<ul style="list-style-type: none"> ● Contraception knowledge 			
S.4 Sex education	To be confirmed	<ul style="list-style-type: none"> ● Love affairs on internet. ● Skills in handling broke-up issue. 	<ul style="list-style-type: none"> ● Observation of students' performance ● Comment from teachers 	School Social Worker and Guidance Team	
S.5 Sex education	To be confirmed	<ul style="list-style-type: none"> ● Pre-marital sex. ● How to build up a sweet home? 	<ul style="list-style-type: none"> ● Observation of students' performance ● Comment from teachers 	School Social Worker and Guidance Team	
Sex education group for S.3 and S.5 (Target students) (On demand program)	To be confirmed	<ul style="list-style-type: none"> ● To help students clarify the misunderstanding about sex and the method to handle sex related challenge 	<ul style="list-style-type: none"> ● Observation of students' performance ● Comment from teachers 	Social workers	I, IV
<u>Values</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Workshop on anti-bullying for S.1 students.	Sept.,2012	<ul style="list-style-type: none"> ● To help students clarify the misunderstanding of bullying and the method to handle. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	Guidance Team and The Department of Health	VII, VI, IV

Talk on “Accept the differences and respect others.” for S.1 and S.2 students Class teacher period Sharing from teachers Ending and prizes giving program	Nov., 2012	<ul style="list-style-type: none"> ● To help students to understand different styles of communication skills. ● Encourage students learning to respect others 	<ul style="list-style-type: none"> ● Observation of students’ performance in lesson ● Comment from teachers 	Social workers and guidance team	VII, VI, IV
Workshop on “say no to bullying” for S.3 students	Sept., 2011	<ul style="list-style-type: none"> ● To help students clarify the misunderstanding of bullying and the method to handle. 	<ul style="list-style-type: none"> ● Observation of students’ performance in lesson ● Comment from teachers 	Dept. of Health and guidance team	VII, VI, iV
S.2 and 3 program (更新先鋒計劃) This program is supported by the Correctional Services Department (CSD).	To be confirmed	<ul style="list-style-type: none"> ● To help students stand against crime ● To help students understand the consequence in committing crime 	<ul style="list-style-type: none"> ● Comment from CSD ● Comment from teachers and students 	Social workers and guidance team	IV
Assembly talks given by the school social workers and guest speakers (2-4 sessions)	Whole year	<ul style="list-style-type: none"> ● Enhance students’ awareness in various aspects. 	<ul style="list-style-type: none"> ● Observation of students’ performance ● Comment from teachers 	Guidance Team and Social Workers	I, IV
Class teacher period for S.1 to S.3 : “P.A.T.H.S.”	Whole year	<ul style="list-style-type: none"> ● Enhance students’ personal growth 	<ul style="list-style-type: none"> ● Questionnaire ● Observation of students’ performance in lesson ● Comment from teachers 	Vice Principle, Social Worker, S.1, S.2 and S.3 Class Teachers and Guidance Team	I, II, IV, V, VI

				member.	
		●			
<u>Mental Health</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
S.2 Life education	To be confirmed	● To build up positive values on life.	● Comment from teachers and students	Guidance Team and school social worker	
Talk on “mental health” for S.4	To be confirmed	● Introduction on emotion and mental health	● Comment from teachers and students	Guidance Team and school social worker	VI, VII
Talk on “mental health” for S.5	To be confirmed	● Stress management	● Comment from teachers and students	Guidance Team and school social worker	VI, VII
Workshop on “stress management” for S.6	Nov., 2012	● Relaxation exercise	● Comment from teachers and students	Guidance Team and social worker	V, VI, VII
Workshop on “Handling students with stress problem” for S.4 to S.6 teachers	To be confirmed	● Early intervention ● “To do” and “Not to do”	● Comment from teachers	Guidance Team and social worker	VI, VII
Thank you / Cheer up card writing activities To support S.6 students	Jan., 2013	● Students are willing to give thanks and share their feelings.	● Comment from teachers ● Comment from students	Guidance Team	III, IV, VII
S.6 “We’ll always support you” Games day and variety show. (迎接DSE放榜晚會)	One day before D-day	● DSE Students can feel the support from teachers and schoolmate.	● Comment from teachers ● Comment from students	Guidance Team	III, IV, VII
<u>Personal growth</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Adventure based program for one S.4 class (The class with the most low achievers)	Whole year	● Enhance students’ motivation ● Life planning ● Improve teachers-students relationship	● Questionnaire ● Comment from teachers	Social Workers, Guidance Team	I, IV, VI
Peers counseling/ supporting	Whole year	Equip big brothers with social	● Questionnaire	Social Worker and	V, VI, VII

scheme (溫馨校園計劃) for S.1 students		and programming skills Build up peers relationship	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	Guidance Team	
Class teacher periods for S.1 Orientation camp	Aug.2012	<ul style="list-style-type: none"> ● Set up goals and discipline ● Respect others 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	Guidance Team	I, II, IV, V, VI, VII
Developmental and preventive programs for low achievers with financial problem	Whole year	<ul style="list-style-type: none"> ● To broaden students' horizons ● To enhance students sense of achievement 	<ul style="list-style-type: none"> ● Teachers' comment ● Students' attendances 	Life Workshop and Guidance Team	I,II, VI
Adventure based group for students with low motivation (Smart Teen) S.1 to S.4	Whole year	<ul style="list-style-type: none"> ● To help students experience success ● To help students set up mini tasks ● To enhance students' motivation in study and life planning 	<ul style="list-style-type: none"> ● Questionnaire ● Observation of students' performance in lesson ● Comment from teachers 	Social Workers and Guidance Team	I, II
<u>S.1 adjustment</u>					
Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Case conference with teachers and social worker in primary school	June, 2013	<ul style="list-style-type: none"> ● Early intervention 	<ul style="list-style-type: none"> ● Comment from teachers ● S.1 teachers meeting 	Principal, guidance team, school social workers and discipline team	N/A
Orientation talks for S.1 new students	Mid July 2013	<ul style="list-style-type: none"> ● To help S.1 new comers cope with the new learning environment. ● To help S.1 new comers familiarize with the services given by social workers and guidance team. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson ● Comment from teachers 	Vice principal, guidance team and social workers.	N/A
S.1 Adjustment workshop	Late Sept., 2012	<ul style="list-style-type: none"> ● To promote school social work service. 	<ul style="list-style-type: none"> ● Observation of students' performance in lesson 	Social Workers	N/A

		● To provide an opportunity for S.1 students to share new school life and their adjustment.	● worksheet collected		
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Other programs through out the year:

1. Case work and case conference
2. Form meeting

7. Budgets for 2012-2013

Estimated Expenditure

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

8. Team Members

Guidance team members	School Social Workers:
Mr. Chan Moon-kin (Guidance Master) Mr. Lee Ka-kit(Assistant Guidance Master) Ms. Wong Siu-yan, Winnie Ms. Chan Yuk-yin Mr. Ling Kai Cheong Ms. Lau Ying Mr. Tsang Wan-keung Mr. Tang Wai-chung Carpus Mr. Yu Jason Mr. Lai Wai-man Norris Ms. Tang Suk-man Mr. Yip Chak-leong	Mr. Wong kin fung (Tuesday & Thursday) Ms. Leung yuk yin (Wednesday & Friday)
New members Miss Kwok Wei Yue Natalie	

Gifted Education Programme Plan 2012-2013

Table of content:

- A. Mission statement
 - B. Goals
 - C. Intended outcomes
 - D. Definition of gifted and talented
 - E. Methods used to identification of gifted and talented students
 - F. Proposed approach
 - G. Committee members
 - H. Implementation plan 2012-2013
- Appendix 1: S.1 Student Record

A. Mission statement:

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

B. Goals

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

C. Intended outcomes

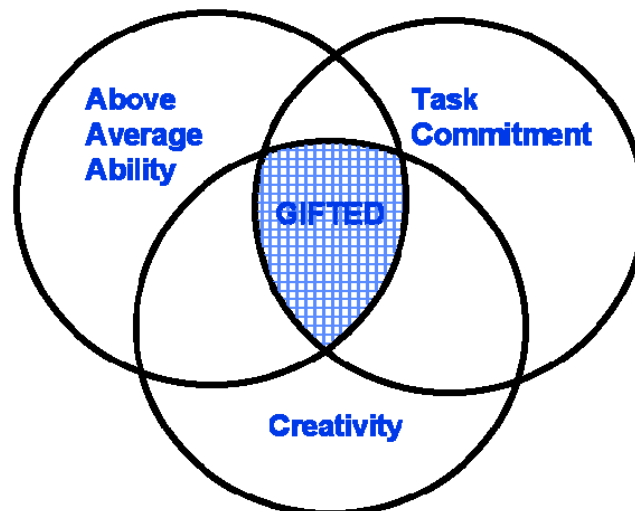
At the end of the enrichment program, participants will be able to:

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

D. Definition of gifted and talented

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

1. Giftedness is “a combination of **above average ability, creativity and task commitment.**” (Joseph Renzulli 1978)



2. Gifted children are those who show exceptional achievement of potential in one or more of the following:
 - A high level of measured intelligence
 - Specific academic aptitude in a subject area

- Creative thinking – high ability to invent novel, elaborate and numerous ideas
 - Superior talent in visual and performing arts such as painting, drama, dance, music...
 - Natural leadership and peers – high ability to move others to achieve common goals
 - Psychomotor ability – outstanding performance or ingenuity in athletic, mechanical skills
- (Hong Kong Education Commission Report No. 4)

E. Methods used to identification of gifted and talented students

There are four steps to identify the gifted students:

Step 1: Nomination step

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

Step 2: Screening Ability

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

Step 3: Selection

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

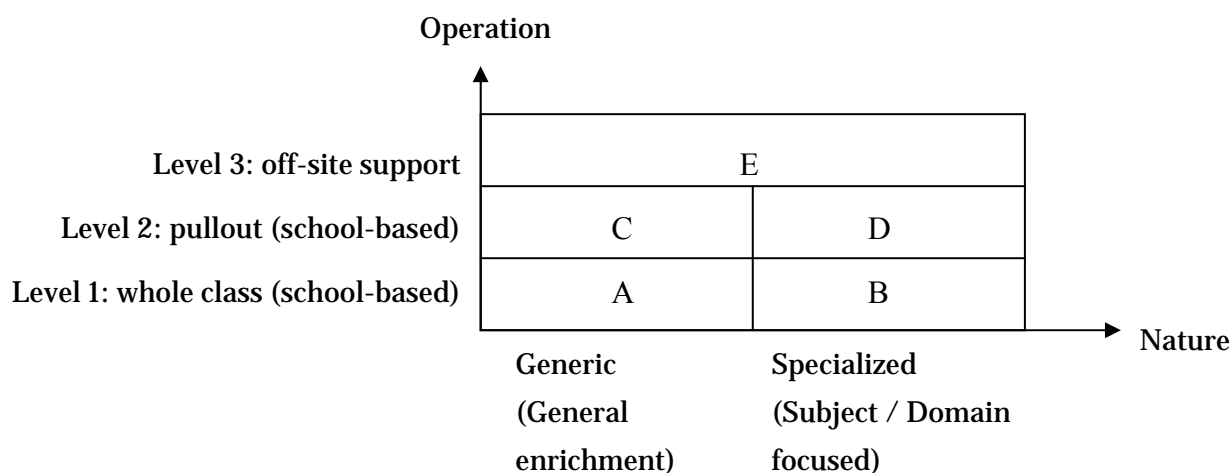
Step 4: Placement

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

F. Proposed approach

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

The proposed approach has the following structure:



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

Explanation of sections C to E:

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

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

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

G. Committee members

Committee members:

Chairperson: Mr. Choi KT

Secretary: Ms. Chao YL

Members: Ms. Chan YY (PS) Mr. Mak TC (VP)

Ms. Lai WM Ms. Leung C Mr. Mar SS

Ms. Siu MY Mr. So KL Ms. Tong W

Ms. Wong W

H. Implementation plan 2010-2011

*Person in charge please referred to the structures of gifted education.

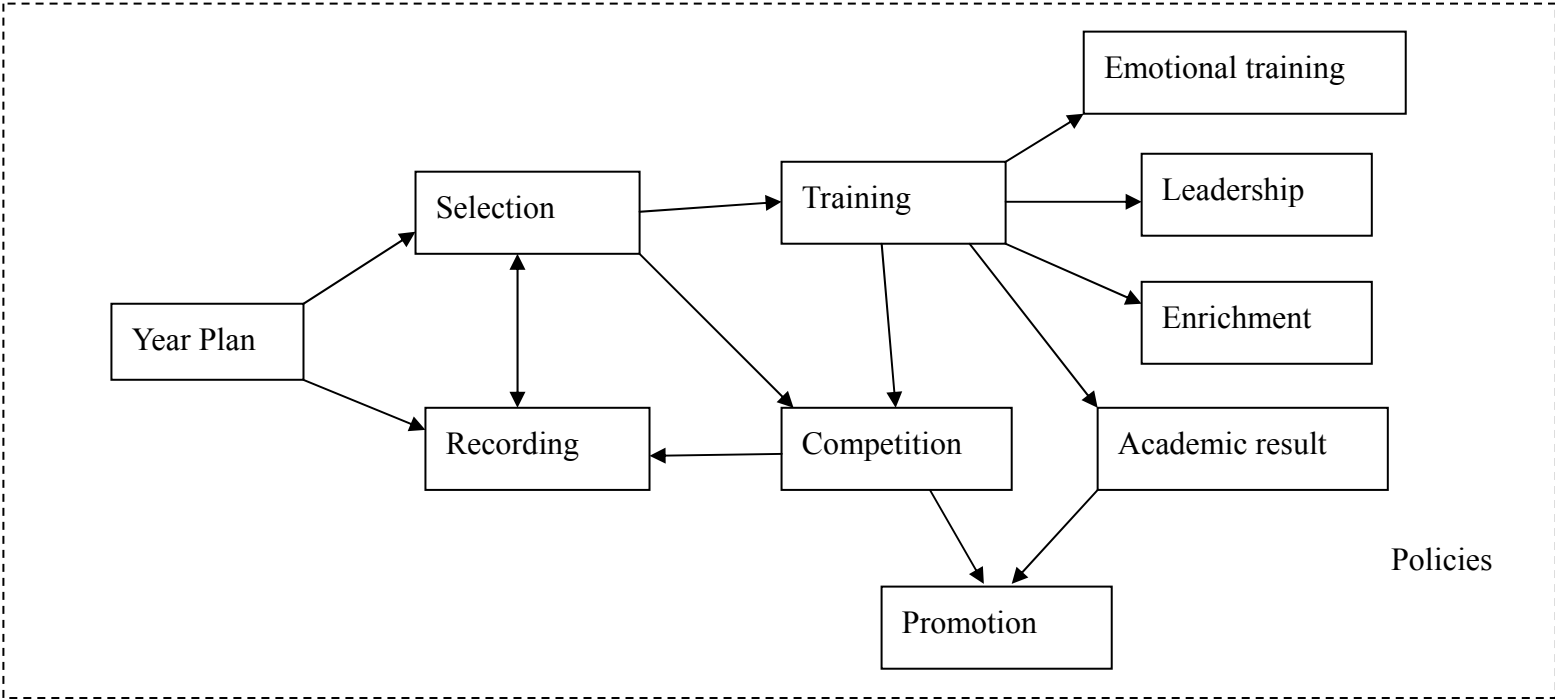
Task	Objective	Task Description	Person in Charge*	Means of evaluation
1	Policy making - Handbook	To update the gifted education handbook	1, 2	The handbook updated
2	Subject-based gifted education programme	To coordinate gifted education programme in their subjects	Chi: 5 Eng: 6 Math: 7 Sci: 8 Huma: 9	Report in meetings
3	Selection – S.1 gifted student record	To collect academic data from the S1 students	4	Data collected
4	Promotion – S.1 admission leaflet	To make a leaflet about academic excellence for the S.1 admission leaflet	1, 2, 12	Leaflet made
5	Recording results - Yearly gifted record	To update the yearly gifted record	1, 2, 5 - 9	The record is made at the year end
6	Promotion – PTA or others	To promote the gifted education by showing their achievement using different methods	1, 2, 12	Articles are made in PTA or other newsletters
7	Selection – HKAGE	To coordinate nominating students to enter the HKAGE programmes	1, 2, 4	12 Students are nominated yearly
8	Nomination – EDB courses / local Universities courses	To nominate students to join the courses from EDB and local Universities	1, 2, 4	Students fairly nominated
9	School-based GE programmes - ICAS	To coordinate and promote ICAS in school	1, 2, 10	Evaluation at the year end
10	School-based GE programmes - CCTC	To mentor the gifted students joined the “Creative and Critical Thinking Club”	1, 2, 11	Evaluate at the year end
11	Promotion - notice boards in school	To update the gifted education notice board preiodically	1, 2, 12	Promotion boards are made and updated
12	Promotion – I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	1, 2, 12	Gifted information updated effectively
13	Subject-based enrichment courses	To mentor those gifted students on their Chinese/English subjects	Chi: 5 Eng: 6	Evaluation after year end

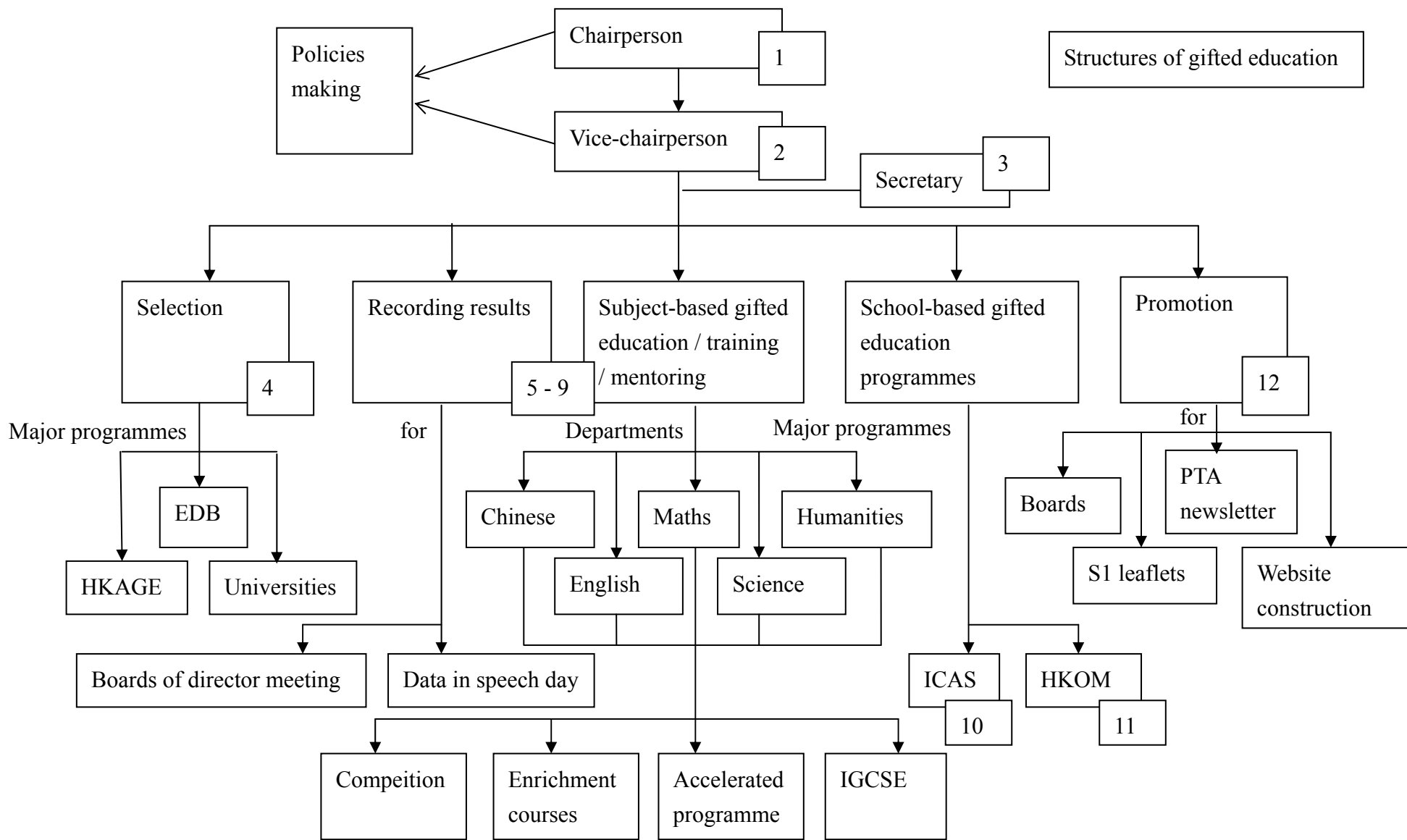
- | | |
|----------------|----------------------|
| 1: Mr. Choi KT | 7: (Math) Mr. So KL |
| 2: _____ | 8: (Sci) _____ |
| 3: Ms. Chao YL | 9: (Huma) Ms. Siu MY |
| 4: _____ | 10: _____ |
| 5: (Chi) _____ | 11: _____ |
| 6: (Eng) _____ | 12: _____ |

The duties will be distributed to different members in the first meeting of gifted education committee.

Major duties of the gifted education committees:

- 1. Selection
- 2. Recording
- 3. Training or mentoring (leadership / enrichment / academic results)
- 4. Promotion
- 5. Setting the policies





**Ying Wa College
 Gifted Education Committee
 Appendix 1: S.1 Student Record**

Name (English)		Name (Chinese)	
Email		Date of Birth	/ / (DD/MM/YY)
		Tel. No.(Home)	
Mobile (Parents)		Mobile (Student)	
Assessment (e.g. IQ, ...)	Brief Description & Result		Date of Assessment
Category	Training Course / Competition (Year)		Award / Certificate
Language Experience (Chi / PTH / Eng / others)			
Mathematics Experience			
Science Experience			
Other Experience			

Programme Plans of Subject Panels

A. Languages and Social Sciences Subjects

English Programme Plan 2012-2013

Aims	Objectives	Implementation Plans	Success Criteria	Time Scale
1. Enhancement of Learning and Teaching (L & T)	<ul style="list-style-type: none"> • Departmental planning and implementation of L & T policy • Collaborative lesson planning and implementation of teaching strategies • Implementation of peer observation • Promotion of teachers' evaluation and self-reflection on L & T • Promotion of sharing culture among colleagues 	<ul style="list-style-type: none"> • Enhancing the PIME cycle in the English Department through investigating English Department annual plan and set of instructions, sharing in subject-head joint meetings and evaluating the effectiveness of the subject work • Streamlining S.1-3 curriculum on a progressive basis • Implementing TTD program in Ele-middle level i.e. S.1-2 with the collaboration of YWPS • Implementing LAC lessons in S.1-2 with the cooperation of the I.S. Department • Assisting S.3 students to get better equipped for the TSA through more exam practices and paper explanation and question analysis • Organizing after-school 	<ul style="list-style-type: none"> • Positive feedback from S.1-S.2 students about the LAC lessons in the students' and teachers' evaluation forms • Positive feedback from teachers of YWC and YWPS about the TTD program • S.3 students showing stronger confidence in face of TSA • Students of S.4-5 showing better readiness for the HKDSE, especially the previously weaker students • Monthly whole-school pre-lesson study sessions being held • Teachers showing positive feedback on the effectiveness of pre-lesson study • Peer lesson observation being implemented 	Academic year 2012-2013

Aims	Objectives	Implementation Plans	Success Criteria	Time Scale
		<p>remedial classes for the low-achievers in S.5</p> <ul style="list-style-type: none"> • Conducting S.4-6 enhancement classes with the learning and teaching focuses that address the weaknesses of the students <hr/> <ul style="list-style-type: none"> • Organizing monthly pre-lesson study sessions based on forms • Conducting formal/ informal meetings to discuss different teaching strategies and the design of teaching material • Implementing peer observation across the English Department once per term • Organizing sharing sessions to review the lessons observed • English teachers receiving training on lesson observation from school • Creating a resource bank (e.g. useful seminar handouts, worksheets, etc.) to raise the efficiency of lesson planning, design of 	<p>smoothly</p> <ul style="list-style-type: none"> • Sharing sessions after lesson observation being held and active participation observed • Teachers showing positive feedback on training on lesson observation • All subject teachers meeting the compulsory requirement on CPD hours (15 hours) • Resource bank being created and used frequently among the English teachers 	

Aims	Objectives	Implementation Plans	Success Criteria	Time Scale
		teaching material and setting of examination papers		
2. Preparing for HKDSE	<ul style="list-style-type: none"> • Boosting S.6 students' academic performance • Building up students' confidence when facing the HKDSE 	<ul style="list-style-type: none"> • Conducting S.6 enhancement class with the learning and teaching focuses that address the weaknesses of the students • Organizing after-school remedial classes, which are conducted by the English teachers of the classes, for the weaker S.6 students to help them better prepare for the HKDSE • Organizing oral practice at school and inter-school oral practice during the study leave of the S.6 students • Encouraging S.6 students to take part in seminars on HKDSE or mock tests for S.6 students organized outside school in order to help them learn useful examination tips and better prepare for the HKDSE • Inviting teachers with experience of working as 	<ul style="list-style-type: none"> • S.6 students showing more confidence and readiness for the HKDSE, particularly the previously weaker students • Good attendance of students for the after-school remedial classes • Active student participation in the oral practices during the study leave • Good response from students concerning seminars on HKDSE or mock tests for S.6 students organized outside school • Sharing sessions presented by graduates successfully held 	9/2012 - 4/2013

Aims	Objectives	Implementation Plans	Success Criteria	Time Scale
		<p>oral examiners/ markers in public examinations to share on examination tips and common mistakes to avoid</p> <ul style="list-style-type: none"> Inviting graduates to share on study/ examination skills 		
<p>3. Enhancement of Student Development</p>	<ul style="list-style-type: none"> Broadening of students' exposure to different experiences through various extra-curricular activities Students from different forms serving as English Ambassadors in the English Corner and E-learning Centre in the school library Exploring the possibilities of Inter-departmental collaboration (e.g. OLE-English Department) on promotion of workplace English through field visit and other extra-curricular activities 	<ul style="list-style-type: none"> Organizing a range of activities, competitions and programs in different aspects such as public speaking and reading Organizing Business enterprise visits in order to facilitate students' learning in workplace atmosphere 	<ul style="list-style-type: none"> A variety of activities, competitions and programs being planned and implemented Good students' response obtained through evaluation and informal meetings with students after the activities, competitions and programs English Ambassadors being responsible and fulfilling their duties, feeling a sense of achievement and belonging 	<p>Academic year 2012-2013</p>
<p>4. Through-train Development (TTD)</p>	<ul style="list-style-type: none"> Enhancement of communication between the English Departments of YWPS and YWC Strengthening collaboration 	<ul style="list-style-type: none"> Informing YWPS of our panel meetings and major English activities and inviting YWPS's English panel head(s) or teachers to 	<ul style="list-style-type: none"> Both sections of Ying Wa being informed of panel meetings and major English activities Relevant departmental 	<p>Academic year 2012-2013</p>

Aims	Objectives	Implementation Plans	Success Criteria	Time Scale
	<p>between the English Departments of YWPS and YWC in the Ele-middle stage</p> <ul style="list-style-type: none"> • Enhancement of cooperation between YWPS and YWC about students' development 	<p>come</p> <ul style="list-style-type: none"> • Sharing and exchange of departmental documents e.g. teachers' manual • Promotion of peer observation between English teachers of YWPS and YWC • Teachers responsible for the TTD program in YWC and YWPS holding regular meetings • Fostering closer communication with the English panel heads of YWPS to understand more on the primary students' learning attitudes and academic performance in English Language and implementing timely measures, if necessary to address the problems, especially on P.5-6 students 	<p>documents being shared and used as reference</p> <ul style="list-style-type: none"> • More peer observation being conducted and constructive opinions on L & T shared • Regular meetings being held between teachers responsible for the TTD program in YWC and YWPS and focuses of L & T in the Ele-middle stage being discussed and attained • Closer communication with the English panel heads achieved e.g. the exchange of marks and conduct grades of students, especially P.6 students to be promoted to S.1 	

Annual Plan on English Co-curricular Activities (2012-2013)

Aims & Objectives

The aims and objectives of English co-curricular activities in the academic year 2012-2013 are as follows:

- (a) To raise students' interests in learning English through various English activities
- (b) To enhance students' English competence by encouraging self-access learning
- (c) To facilitate the attainment of the learning and teaching focuses of the English Department
- (d) To improve students' English standard by providing a language-rich environment
- (e) To foster a stronger sense of belonging to the school among students

Implementation Plans

(a) To raise students' interests in learning English through various English activities

Students would be given ample opportunities to expose themselves to English through various English activities and English competitions held throughout the school year, which cater for the different needs and interests of the students.

Speech Festival

Students would be encouraged to take part in the Speech Festival not only for that it is a promotion of language arts but also, it builds up students' confidence and improves their pronunciation, intonation and presentation skills.

All teachers are to be trainers for the Speech Festival. Each teacher should train a minimum of two students to enter the events such as solo verse and public speaking.

Inter-Class Poetry Writing Competition

In order to open students' eyes to language arts and to engage them in creative and imaginative writing, an inter-class poetry writing competition will be held. Good works will be selected for the Budding Poets Award and *Canvas*.

Inter-Class Book Report Writing Competition

An inter-class book report writing competition will be organized so as to promote extensive reading among students. The best works will be published in *Canvas*. Each English teacher should submit at least three best works from his/ her own group.

Five clubs combined under English Society

The five English clubs (the English Society, the Reading Club, the Public Speaking Club, the Debating Club & the Drama Club) will be combined under English Society in the new academic year. The English Society would help to coordinate all the activities related to reading, public speaking, debating and drama.

✧ Story telling workshops

Workshops would be organized to equip the participants of the Inter-house Story Telling Competition from S.1 & S.2 and other junior students with the basic techniques of storytelling.

Manual to TIC:

- Distribute stories and rules to the participants of different houses
- Organize and run at least two workshops before the Inter-house Story Telling Competition on some basic techniques such as the use of facial expressions and intonation

✧ Public speaking workshops

Workshops would be organized to equip the participants of the Inter-house Public Speaking Competition from S.3– 6 and other students interested with the basic techniques of speech making

Manual to TIC:

- Distribute topics and rules to the participants of different houses
- Organize and run at least three workshops before the Inter-house Public Speaking Competition on some basic skills on speech making

✧ Drama workshops (S.3)

Workshops would be organized to equip the participants of the Inter-class Role Play Competition with the basic skills of drama performance and script writing.

Manual to TIC:

- Select suitable scripts for teaching and competition
- Organize and run at least three workshops before the Inter-class Role Play Competition on some basic skills on drama performance and script writing
- Give advice to the contestants on their acting skills and scripts before the competition

✧ Battles of the Books Reading Competition (S.3)

This is an inter-class reading contest. Contestants would be given a set of texts to read and prepare before the competition. During the competitions, they would have to answer questions set on the assigned texts.

Manual to TIC:

- Prepare a set of texts (3-4) of different genres e.g. story, poem, song, etc. to be distributed to the contestants before the competition
- Set questions on the different texts to be asked in the competition
- Adjudicate at the competition

✧ Spelling Bee Competitions (S.1 & S.2)

This is an inter-class competition which aims at improving students' phonics. A list of words from three subjects – English Language, Integrated Humanities and Integrated Science would be given to contestants in advance. Students would have to study the words carefully before the competition and try to spell the words said quickly and accurately during the competition.

Manual to TIC:

- Prepare the list of words for contestants
- Decide the rules of the competition
- Distribute the word list and rules to the contestants in advance
- Adjudicate at the competition

✧ English Show

This is an event held in a morning assembly. Students of various forms would give a range of performances including singing, drama and speech making.

Manual to TIC:

- Invite suitable students to perform in the show
- Decide the rundown of the event
- Rehearse with the students before the event

Remark to all TIC of English Society activities:

- Teachers should provide guidance and advice to the student helpers
- Structure of English Society: 1 Chairman + 4 Vice-chairmen (focused on Reading, Public Speaking/ Storytelling, Drama and Debating respectively) + Other committee members

English Corner activities

There are two sessions every day except Wed, namely the lunch hour session and after-school session.

The English Society will run special activities and competitions throughout the year (see Appendix 1). On normal days, the NETs and other teachers-in-charge would run routine activities in the English Corner (see Appendix 2).

Students of different forms would be nominated by teachers as English Ambassadors. Two English Ambassadors would act as helpers in the lunch hour or after-school sessions in the English Corner.

In the new academic year, all English teachers would take the initiative to encourage students' participation in the English Corner activities (see Appendix 3). One day per week (except Tue and Wed), a teacher will bring his/ her own students (preferably five or above) to the English Corner after school to participate in the activity there. The company and involvement of the local teachers would definitely help to promote the English Corner to students of all forms. It is believed that, after having a taste of the English Corner, more students would be attracted to go there of their own accord.

English Learning Passport & The Chat Pass

For S.1 to S.3, the English Learning Passport (ELP) would be used to monitor the students' participation level in English activities. Students will be given ELP stamps after they have participated in the English activities.

The Chat Pass would be used to monitor the participation level of S.4 students. Students will be given Chat Pass stamps which will be counted as OLE hours.

Monitoring: English teachers of S.1-4 would have to collect the ELP and Chat Pass from students in mid-Nov, before mid-year exam, mid-Apr and before the final exam to check that all the students have fulfilled the minimum requirement. For those who have not, teachers would have to refer them to either the English Corner or the E-learning Centre in the library.

Manual to TIC:

- Prepare passports for all students from S.1 to S.4 and some spare copies
- Decide on the number of stamps to be given to students for different English activities

- Collect the ELP and Chat Pass records from colleagues to the Panel Head after mid-year exam and at the end of the year

(b) To enhance students' English competence by encouraging self-access learning

As the famous saying goes, "Don't give me a fish; teach me how to fish." While teaching is important, if we really want to help our students acquire good English, we must teach them to do self-access learning. We provide opportunities for self-access learning via the E-learning Centre, the Extensive Reading Scheme (ERS), and Film/ Video Show Sessions.

E-learning Centre

Students would be encouraged to go to the E-learning Centre to do some self-learning on pronunciation, reading, tenses and IELTS practice. Teachers are advised to refer specific students (e.g. elite students who want to have more challenges and less capable students who need more practice in grammar) to do some work there. Students will be given ELP stamps after they have participated in the E-learning activities.

Manual to TIC:

- Assess the existing E-learning Referral Form and E-learning Record Sheet and modify them if necessary
- Assess the existing referral system
- Ponder effective ways of better monitoring the students who use the self-access resources
- Supervise the use of the computers in the library with the assistance of student ambassadors and help with the maintenance of them

Extensive Reading Scheme (ERS)

All S.1 to S.3 students have to join the Extensive Reading Scheme. In order to ensure that students can reap great benefits from the scheme, better monitoring would be implemented. In the new academic year, teachers are to collect the ERS Book at least once per month to check students' work and progress. An English Ambassador would be chosen from each class to help the teacher in this respect.

Manual to TIC:

- Purchase new books for the scheme if necessary
- Evaluate the scheme and decide the best assessment criteria for students

Film/ Video show sessions

Every Friday, an English movie or video would be shown in the English Corner. Students can go and enjoy the English film or video. Then they would have to discuss in English several questions concerning what they have viewed. ELP stamps would be awarded.

Manual to TIC:

- Select interesting and suitable movies and videos for students to watch
- Prepare post-viewing questions for students to discuss or answer

(c) To facilitate the attainment of the learning and teaching focuses of the English Department

Bookworm Digging Scheme (S.3)

The learning and teaching focus of S.3 this year is boosting the reading skills of students to better prepare them for the Territory-wide System Assessment (TSA). Under the Bookworm Digging Scheme, S.3 students would be offered interesting materials to read and asked to write down their responses to the post-reading questions. Those who have completed this task would receive 1 or 2 ELP stamps depending on the quality of their work.

Manual to TIC:

- Search for interesting and suitable reading materials for S.3 students to read once every two months
- Prepare the reading materials and a few post-reading questions for students to ponder
- Get the photocopies of the reading materials ready by the first week of the month

NET Chat (S.4)

NET Chat was first introduced in the academic year 2011-2012. Those students who frequently participated in this programme reported that they had gained a lot in their confidence and fluency.

The learning and teaching focus of S.4 this year is enhancing students' speaking skills, particularly in preparing students with SBAs in S.5 & S.6. This year, we are going to make the activity compulsory for all S.4 students.

The activity will be held from Oct to Dec 2012 (see Appendix 4). Each S.4 class will form two groups (around 15 students each). Accompanied by their English teacher, each group will meet and chat with the NETs in the English Corner on a particular Tuesday (lunchtime/ after-school). There they would be divided into smaller groups and would

engage in an oral practice based on a theme. After the activity, they would be asked to complete theme-based worksheets with revision of vocabulary/ speaking skills taught in the activity. Evaluation will be conducted after the first term to determine whether it would continue.

TIC: Panel head, Assistant Panel Head (senior forms) and NETs

Manual to TIC:

- Tailor theme-based materials for S.4 students to speak on e.g. newspaper articles, songs, video clips
- Prepare a short list of vocabulary (15-20 words/ phrases) and the target speaking skills to be taught and practiced by the students
- Divide students into two groups of the same/ similar size, with one NET taking care of one group
- Prepare worksheets as follow-up activity for students to complete at home or later in class
- English teachers should brief the NETs on their students' characteristics and the teaching theme prior to the activity
- For students with higher ability, the English teacher(s) should ask them to do some research on the set theme to get themselves prepared before the NET Chat

(d) To improve students' English standard by providing a language-rich environment

English sharing sessions

One student or several students from each class would be chosen by their English teacher to do some sharing in English during the morning assembly, which may include sharing a book they have read and teaching other students about some easily confused words or useful idioms. The teacher-in-charge will draw up a timetable for each class to do a 5-minute English sharing.

The purpose of this English sharing session is:

- to create a language-rich environment in school
- to arouse students' interest in English
- to boost students' confidence in speaking English
- to give the other students more opportunities to listen to English

Manual to TIC:

- Draw up a whole-year schedule for all classes from S.1-S.6
- Remind relevant English teachers about the activity one week in advance

(e) To foster a stronger sense of belonging to the school among students

Students are encouraged to identify with their own class and house by participating in the inter-class and inter-house competitions listed in the table below.

In order to foster a greater sense of belonging among Ying Wa boys, non-competitors are strongly encouraged to show their support to the competitors as spectators of the contests.

Inter-school Speech Festival	Inter-House Storytelling Competition
Inter-house Public Speaking Competition	Inter-house Debating Competition
Inter-Class Poetry Writing Competition	Inter-Class Book Report Writing Competition
Inter-Class Battle of the Books Reading Competition for S.3	Inter-Class Role Play Competition for S.3
Inter-Class Spelling Bee Competition for S.2	Inter-Class Spelling Bee Competition for S.1

Means of Evaluation

Reports from teacher(s)-in-charge

After conducting an English event or activity, the teacher(s)-in-charge would have to fill out a report (see Appendix 5) to analyze the strong and weak points of the activity so that improvements could be made in the future.

Attendance Record of the Students

Teachers-in-charge of English events or activities should keep a good attendance record of the participants. This would be an important reference for teachers to award ELP stamps or OLE hours to students later.

英華書院
二零一二至二零一三年度
中文科
工作重點及教學計劃

教學宗旨

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

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

目標

1. 長期目標：
 - 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。
 - 提高本校（中、小學部）學生的程度。
 - 提升中學部學生公開試之成績。
2. 短期目標：
 - 增潤初中的教學內容，以致同學更能順利銜接新高中課程。
 - 關注學生的學習差異，致力於同學之功課輔導工作（尤其是初中級）以及照顧部分能力較弱的高中同學。
 - 加強中學部及小學部之間的溝通。
 - 充分運用評估資料以改善教學質素。
 - 利用考績制度、同儕觀摩及評估方法以提高教學質素。
 - 加強初中級學生朗讀、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：

1. 強：

- 本科老師勤奮認真，勇於接受各種挑戰。
- 老師近年發現學生的水平大不如前後，已很積極花時間在課後輔導學生。
- 本科一直積極鼓勵學生參與課程的評估 以提升教學質素之方法。

2. 弱：

- 近年初中同學的學習差異極大。
- 近年初中同學的紀律及秩序十分差，老師要花大量心力管秩序及收功課，不但影響進度，更嚴重影響教學質素。
- 近年中一同學入學時的中文水平比較差（尤其在寫作及閱讀能力方面）。
- 初中學生之說話能力較弱。
- 學生一般自學能力都較弱。
- 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。
- 初三同學考TSA的成績未如理想。
- 初中同學以A及B班同學的表現較好，C班只屬一般，D及E班最不理想。

3. 機：

- 校方於2011-2012年度為部分能力較弱的高中同學提供中文科增潤課程，以期提高他們的公開試成績。
- 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。
- 本科同工一直有利用考績制度、跨級同儕觀課及同級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。
- 本科一直推行有校本特色之課後功課輔導小組。
- 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。
- 本科老師利用學生參與評估計劃以提高自己教學質素。
- 高中自2006-2007年開始實施分組教學，讓老師能把每一班學生照顧得更好。

4. 危：

- 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，同工發現小六同學的「語文知識」、「讀」及「寫」三方面的水平未如理想。
- 小六同學在中、英、數三科中以中文科的表現最不理想。
- 本校一直積極推行普通話教學，小學部同工尤以此項目為重點工作，但本校近年的中一同學的普通話水平並非十分理想，這種情況以C、D、E班為甚。
- 由於資源所限，由2012-2013年開始，中二及中三課後輔導班將被取消，因此日後

處理學生的學習輔導工作將會更困難。

- 由2012-2013年開始，中一級全面以普通話作為授課語言，如果同學的普通話及語文水平欠佳，一切已存在的問題屆時可能再惡化。

2012-2013年度中文系之特別工作計劃

1. 加強同儕觀課：

目標：

- 透過同儕觀摩做好教研工作，提升教學法。

推行方式：

- 每月安排若干時間讓同工共同備課，設計課業，然後安排時間讓同級同工將實踐、互相觀摩及檢討。
- 每學期一次同級觀課，全年兩次。

對象：

中文科全體老師。

負責人員：

- 高中及初中科主任。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2012至2013年學期終結前。

2. 在考卷中安排不同深淺程度的考題、引入挑戰題及調節測驗與考試的佔分比重。

目標：

- 照顧學習效能比較差的同學。
- 讓程度較高的同學取得額外分數。

推行方式：

- 擬卷時須照顧各種程度的同學，盡量安排試題深淺程度的比例合乎校方 4：4：2（深至淺）的要求。
- 在考卷中安排額外/挑戰題，以及鼓勵同學在作答時更進取。
- 調節測驗分的比重佔考試總分的20%。

對象：

- 初中同學。

負責人員：

- 初中科主任。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2012至2013年學期終結前。

3. 提升中三同學TSA的成績。

目標：

- 提高中三同學TSA達標率。

推行方式：

- 分組補底訓練，由科任老師揀選能力特別弱的同學作課後特別輔導。
- 於明年五月內進行模擬考試。
- 模擬試後按同學表現再分組進行個別輔導。
- 參加考評局之網上練習系統（BA）。

對象：

- 中三級同學。

負責人員：

- 高中科主任、初中科主任及任教中三級的老師。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2012至2013年學期終結前。

4. 嘗試在中一級全面推行普教中：

目標：

- 提升初中同學的普通話水平。

推行方式：

- 中一同學A、B、C 班分四組，D、E班分三組，各組平均約三十人。
- 全部以普通話授課。

對象：

- 中一級同學。

負責人員：

- 高中科主任。

評估方法：

- 分析同學的成績。
- 觀察同學之表現。
- 在科務會議蒐集老師之意見。

完成時間：

- 2012至2013年學期終結前。

5. 高中增設增潤班：

目標：

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

推行方式：

- 如同學退修某些選修科，其課節將作為中文科增潤課程。
- 退修某些選修科之中四、中五及中六同學會額外多上兩節中文課。
- 中四及中五同學配合原有之單元額外增加閱讀及寫作訓練。
- 中四及中五同學全年增加聆聽、說話及綜合訓練。
- 中四及中五同學重點加強成語及文言文之訓練。
- 中四及中五同學會採用額外教材。
- 中六同學加強應試技巧訓練。

--同學必須定期進行評估，分數亦會顯示在成績表上。

--中四及中五同學各項目分數安排：

閱讀能力--20分

寫作能力--20分

聆聽能力--10分

說話能力--14分

綜合能力--16分

成語--10分

文言文基礎知識--10分

*總分為100分

中六同學各項目分數安排：

閱讀能力--20分

寫作能力--20分

聆聽能力--10分

說話能力--14分

綜合能力--16分

*總分由80分換算至100分

增潤課程以100分計算，等級安排如下：

等級	分數
A	75-100分
B	55-74分
C	45-54分
D	35-44分
E	25-34分
F	0-24

對象：

--高中退修某些選修科之同學。

負責人員：

高中科主任

評估方法：

--由老師觀察學生之表現，在科務會議蒐集老師之意見。

--追蹤及紀錄有關同學之公開試成績。

--學期終結前，學生須填寫「增潤課程評估問卷統計表」。

完成時間：

--2012-2013年學年終結。

6. 課後個別同學補習計劃（私補）

目標：

--關注學生的學習差異，致力於同學之課後輔導工作。

--做好拔尖及補底工作。

推行方式：

--由科任老師針對有個別需要的同學進行課後輔導。

對象：

--表現未達標及可提升成績之同學。

評估方法：

--老師須將每次私補的資料存檔，包括時間、所輔的學生資料及所輔導的項目與範圍。

--老師可觀察同學的進度，再調節所用的材料或時間。

完成時間：

2012-2013 年學年終結。

7. 新入職老師支援計劃：

目標：

--協助新入職老師盡快適應工作環境。

--為新入職老師提供即時的支援。

推行方式：

--為新入職老師安排啟導老師。

--啟導老師定時與新入職老師溝通及交流。

--啟導老師定時觀課，為新入職老師提供即時支援。

對象：

--新入職老師。

負責人員：

--唐韻（黃小娟之啟導老師）。

--王穎（郭慧茹之啟導老師）。

完成時間：

--2012-2013年學期終結前。

8. 中小學銜接計劃

目標：

--中小學更緊密聯繫。

--透過協作，提升教與學效能。

推行方式：

--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，觀察其進度，鞏固補底工作。

--中小學同工透過互相觀摩，增進交流。

對象：

--中小學全體中文科老師。

負責人員：

--高中科主任。

完成時間：

--2012-2013年學期終結前。

一. 中國語文科

1. 加強成語運用訓練計劃

目標：

--加強同學對中國成語的認識。

推行方式：

--中一同學今年起採用陳學遜：《漢語成語詳解詞典》（商務印書館 2007 年 12 月）

--中二及中三同學用本校自行編印教材。

--上述兩本材料都會作為測驗及考試之考材。

對象：

--中一至中三級學生。

負責人員：

--高中及初中科主任。

評估方法：

--由老師觀察學生之表現，在科務會議蒐集老師之意見。

完成時間：

--2012-2013年學年終結。

2. 加強同學閱讀古文之能力訓練計劃

目標：

--提高同學閱讀古文之能力。

推行方式：

--中一及中二級額外採用一本文言選讀教材（《初中文言文閱讀能力步步升》匯知出版社）。

--中三升高中一年級、高一升高二及高二升高三同學在暑假期間都需要做一些有關古文的理解與欣賞之練習。

--高中的課程一每個單元都盡量安排文言導讀篇章。

對象：

--高中及初中同學。

負責人員：

--高中及初中科主任。

評估方法：

在科務會議中蒐集老師之意，逐年檢討。

完成時間：

--2012-2013年學年終結。

3. 課外閱讀計劃

目標：

--培養學生閱讀之興趣。

推行方式：

--為免打擊同學之閱讀興趣，初中同學可在本校圖書館或公共圖書館借閱自己喜愛的圖書，然後做讀書報告。初中各級全年做四次讀書報告（10月中、12月中、2月中提交短篇報告，新年假後提交長篇讀書報告）。

- 新年假後提交之長篇讀書報告會配合相關之讀書報告比賽。
- 高中同學配合說話能力訓練計劃。
- 高中學生須按課程要求大量閱讀，學生須將平日之閱讀情況紀錄在閱讀紀錄表然後儲存在「學習歷程檔案」內。閱讀紀錄以書刊為單位，每項紀錄須包括該本書刊之簡單資料及扼要記述讀後的感受或評論。高中同學三年內最少提交 20 篇讀書報告。
- 高中學生在中四及中五兩年做兩次口頭讀書報告（自選其中一次呈交分數），與說話能力訓練計劃配合。

對象：

- 高中及初中同學。

負責人員：

- 高中及初中科主任。

評估方法：

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

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

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

完成時間：

2012-2013年學期終結前。

4. 寫作訓練計劃

目標：

- 鼓勵學生多讀及多寫文藝作品及實用文。

推行方式：

- 要求學生以「隨筆」方式，每月創作文藝作品兩次（高中同學每月一次），希望增加學生寫作之機會。
- 高中同學基本上每月交一篇隨筆，但老師亦可按同學之能力多要求學生交功課，甚至可以規定體裁，寫作手法及修辭。
- 老師宜多鼓勵同學參加徵文比賽或創作班。

對象：

- 初中及高中學生

負責人員：

- 高中及初中科主任

評估方法：

- 老師觀察學生之表現，在科務會議蒐集老師之意見。
- 如學生用心創作，而任教老師亦能選出其作品參賽或刊載於《火炬》或家教會出版的《英華薈》內。

完成時間：

- 2012-2013年學年終結。

5. 說話訓練計劃

初中：

- 兩分鐘個人短講及小組討論訓練計劃。

目標：

- 提高本校初中學生之說話能力。
- 提高同學TSA說話能力考核的表現。

推行方式：

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

對象：

- 中一至中三學生

負責人員：

- 初中科主任。

完成時間：

- 2012-2013年學年終結。

高中：

說話能力訓練計劃（口頭讀書報告、口頭語文活動報告）

目標：

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

推行方式：

- 高中學生須在三年內輪流做最少兩次口頭讀書報告。學生做完口頭讀書報告，其他同學及老師可提出問題及給予意見。

對象：

- 高中同學。

負責人員：

- 高中科主任。

評估方法：

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

完成時間：

- 2012-2013年學年終結。

6. 學生參與評估計劃

目標：

- 提升教與學效能。

推行方式：

分兩類：

- 單元教學檢討問卷

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

- 教師自我評估問卷

各任教中國語文科老師可以在上學期及下學期完成教學工作後，向學生派發「教師教學評估問卷統計表」讓學生在學年結束前就教學表現，課堂管理及師生關係等方面發表意見。

對象：

- 初中及高中學生。

負責人員：

- 高中科主任。

評估方法：

- 學生在完成每一個單元後填寫單元教學檢討問卷，由教學助理作出統計及分析。
- 學生在學期終結前完成教師教學評估問卷，老師可按自己的需要自行處理，作自我提升及自我完善之用，老師不必一定要將問卷交予科主任或其他老師。

完成時間：

- 2012-2013 年學期終結前。

二. 中國文學科：

宗旨：

- 提高研習及創作文學作品的興趣。
- 提高理解、分析、欣賞、評論及創作文學作品的能力。
- 增進中國文學基礎知識。
- 培養學生閱讀中國文學作品的興趣，提高學生理解、分析、欣賞的能力，並使學生透過對文學作品的研習，加強寫作的的能力。
- 增進學生對中國文學發展的認識。
- 使學生藉本科的學習，收陶冶性情、美化人格的效果。
- 培養學生對國家民族的歸屬感和使命感。

文學作品分享及小組導修計劃

目標：

- 增加同學之閱讀量。
- 提高同學對中國文學之興趣。

推行方式：

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

對象：

- 高中文學科同學。
- 負責人員：
- 有關任教老師
- 評估方法：
- 老師可根據同學之表現評核。
- 凡有外出活動，同學皆須完成有關功課（如有）。
- 完成時間：
- 2012-2013年學期終結前。

12-13年度之中文系教師名單

1. 中國語文科

- 任教中一級之老師--唐韵 王穎 梁秀燕 黃小娟 郭慧茹
- 任教中二級之老師--黃正夫 曾定祥 陳易楊 郭慧茹
- 任教中三級之老師--唐韵 黃小娟 鄧淑敏 林少娟 葉澤亮
- 任教中四級之老師--林少娟 曾定祥 梁秀燕 吳碧華 葉澤亮 何雲星
- 任教中五級之老師--甄沃奇 王穎 吳碧華 朱國源
- 任教中六級之老師--黃正夫 王穎 鄧淑敏 甄沃奇 朱國源 何雲星

2. 中國文學科

- 中四級任教老師--唐韵
- 中五級任教老師--甄沃奇
- 中六級任教老師--朱國源

3. 普通話科

- 中一級任教老師--梁秀燕 郭慧茹
- 中二級任教老師--郭慧茹 梁秀燕 黃小娟
- 中三級任教老師--唐韵 黃小娟

財政預算

細項	預算
課外閱讀計劃（廣泛閱讀）	\$19,000
教具、教材、軟件及影音用品	
圖書館用書	
製作教材或繳付租借校外用品之收費	
印製獎狀及感謝狀	
課外活動經費津貼	\$3,000

英華書院
二零一二至二零一三年度
中國歷史科
分級課程宗旨、教學目標及教學計劃

(I) 本校現況：

(甲) 長處、優勢

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

(乙) 困難、不足

- 一· 學生聰穎有餘，勤勉不足，學習態度稍嫌散漫。
- 二· 學生未能主動，積極參與本科之課外活動。
- 三· 高年級同學身兼服務、學生會、學會幹事等多項職責，顧此失彼，未能及時完成課業，亦甚少涉獵原典，閱讀第一手資料。
- 四· 初中至高中均教節不足，教學難以深入透徹，未能充分運用多元教學方法。
- 五· 中四以上選修本科學生大多懶惰散漫或資質稍遜。

中一至中三

(甲) 課程宗旨

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

的溫情與敬意

(乙) 本年教學目標

本科之總體教學計劃，應可持續推行，而短期教學目標，建議如下：

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

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

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

(丙) 教學計劃

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

- 七·鼓勵學生多閱讀有趣的歷史故事，或與本科有關的課外書，多參觀展覽、文物館、博物館以豐富其國史知識。
- 八·老師可張貼成績優異的功課於壁報板上，以示鼓勵，並讓同學互相觀摩，交流心得。

(丁) 評估方法

一·校本評核政策，主要分三項：

1. 出卷時，依 40% / 40% / 20% 形式
2. 在期考及大考加入 10% 額外分數 (初中適用)，惟所出較艱深的考材須於平時課堂教學中曾經研習。
3. 統測：20%；考試：80%

二·學期總分比重

1. 上學期：統一測驗 20%，期中試 80%，另加額外分 10%，合計 110%，但入分仍以 100%計。
2. 下學期：統一測驗 20%，期終試 80%，另加額外分 10%，合計 110%，但入分仍以 100%計。

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

中四至中六

中四 (SS1)、中五(SS2)及中六(SS3) 行高中新課程。

(甲) 課程宗旨

讓學生能夠：

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

- (6) 與基礎教育（小學至中三）課程聯繫，層層遞進，鞏固前後相承之歷史知識。

(乙) 本年教學目標

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

(丙) 教學計劃

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

(丁) 評核方法

中四至中六

採用校內及校本評核：

校內評核：

一．測驗考試

1. 中四 (SS1)：

上下學期各測驗至少一次，測驗成績佔學期總分百分之二十。
全年考試兩次，期中試及期終試成績均佔學期總分百分之八十。

2. 中五 (SS2)：

上下學期各測驗至少一次，測驗成績佔學期總分百分之二十。
全年考試兩次，期中試及期終試成績均佔學期總分百分之八十。

3. 中六 (SS3)

十二月前測驗三次或以上，以 100 分為滿分，作期中試計，
出成績表。模擬考試二月舉行，滿分亦為 100 分。

二．學期總分比重

1. 中四(SS1)：

上學期：測驗 20%，考試成績 80%，合計 100%
下學期：測驗 20%，考試成績 80%，合計 100%

2. 中五(SS2)：

上學期：測驗 20%，考試成績 80%，合計 100%
下學期：測驗 20%，考試成績 80%，合計 100%

3. 中六 (SS3)：

上學期：測驗三次或以上(作期中試計)，100%
下學期：模擬考試 100%

校本評核：

- 本年度中四級不必做校本評核功課，待升中五後才呈交「學習及評核計畫」。
- 計畫為期不少於八星期，可連續或分時段進行。整個計畫設計包含二個學習階段，各設評核項目，每個評核項目包括兩份或以上的課業(必須包括堂課及家課)，佔分比重可以不同，並以個人或小組形式進行。非文字形式之課業佔分不宜超過整個項目總分的 20%。
- 中五之學習及評核計畫必須完成一個學習階段，並於一三年六月初至七月中向考評局呈分；中六須完成另一個，於一四年一月初至二月中向考評局呈分。二個學習階段內的評核項目也可於中五內完成。
- 各級統籌員須協調評核計畫按時完成及報分之工作。
- 各級統籌員亦須協調，制定同級二班相同的校本評核課業及協商評分標準。
- 各科任老師須妥善保存評核計畫、課業之設計及評核分數，亦應通知學生把發還之課本保存在「學習歷程檔案」內，惟佔分比重最大的功課則應由老師妥為保存。

功課及教學活動安排：

中一至中三

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

中四(SS1)、中五(SS2) 及中六(SS3)

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

評改標準及成績考查

1. 功課作業：按成績優劣，給予等第或分數。

甲等：優異 乙等：良好 丙等：常
丁等：可 戊等：劣

2. 考試及測驗評分：給予分數，再按分數評定等第

	中一至中三	中四至中六
甲等 (A) 及格	91-100	70 分以上
乙等 (B) 及格	81-90	64-69
丙等 (C) 及格	71-80	56-63
丁等 (D) 及格	61-70	48-55
戊等 (E) 及格	50-60	40-47
己等 (F) 不及格	40-49	30-39
庚等 (G) 不及格	30-39	20-29
辛等 (H) 不及格	29 分以下	19 分以下

※ 可根據整體考試結果，作適當調整。

※ 中一至中三全級不及格百分比，不宜超過百分之十五。

等級描述如下：

香港中學文憑考試 中國歷史科

等級描述（暫定稿）

達到下述等級考生的典型表現：

第五級	<ul style="list-style-type: none">對中國政治、社會、文化和民族的歷史有廣泛認識，不但透徹理解重要史事的由來、發展及相互關係，更能掌握歷史變革的軌跡及文化承傳的變化具備清晰的歷史概念，善於運用相關歷史資料，有效地進行獨立思考，並能建構個人對歷史的獨到觀點純熟而有效地運用整理、綜合、分析、歸納、比較等不同的方法探究歷史，具備批判、辨偽、論證、評鑑、反思等高層次思維能力能以通暢的語言、文字表達真知灼見
第四級	<ul style="list-style-type: none">對中國政治、社會、文化和民族的歷史有充份認識，能理解重要史事的由來、發展及相互關係，明白歷史變革的軌跡及文化承傳的變化具備清晰的歷史概念，頗能運用相關歷史資料，進行獨立思考，並能建構個人對歷史的觀點有效運用整理、綜合、分析、歸納、比較等不同的方法探究歷史，能運用批判、辨偽、論證、評鑑、反思等高層次思維能力偶有獨到見解，並能以通暢的語言、文字表達自己的觀點
第三級	<ul style="list-style-type: none">對中國政治、社會、文化和民族的歷史有相當認識，基本掌握重要史事的由來、發展及相互關係，略知歷史變革的軌跡及文化承傳的變化具歷史概念，尚能適當剪裁歷史資料進行分析，嘗試建構個人對歷史的觀點能運用整理、綜合、分析、歸納、比較等方法探究歷史能以恰當的語言、文字表達自己的觀點
第二級	<ul style="list-style-type: none">對中國政治、社會、文化和民族的歷史有基本認識，能粗略理解重要史事的由來、發展及相互關係具基本歷史概念，能鋪陳史實及轉述他人論點，偶有個人見解尚能運用整理、綜合、分析、歸納、比較等方法探究歷史運用歷史資料尚見恰當，所用語言、文字，尚能達意
第一級	<ul style="list-style-type: none">對中國政治、社會、文化和民族的歷史略有認識稍具歷史概念，尚能覆述史事及他人論點懂得運用整理、綜合等基本方法探究歷史尚能運用歷史資料，並以簡單文字表述

課外活動

1. 鼓勵同學積極參與本科課外活動
2. 紀錄片或電影播放：播放與本科有關的紀錄片或電影，輔助本科課堂教學的不足。
3. 參觀博物館，可於上課日舉行，也包括長假或試後活動時段。
4. 於初中試行一些班際比賽，如國史常識問答比賽，以提高同學讀史之興趣。

中國歷史科教具一覽

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

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

電視劇集

18. 「三國演義」

電影

19. 「華陀與曹操」

21. 「成吉思汗」

23. 「甲午風雲」

25. 「秋瑾」

27. 「開國大典」

29. 「黃土地」

20. 「畢昇」

22. 「林則徐」

24. 「孫中山」

26. 「血戰台兒莊」

28. 「我的一九一九」

六· 電子教材：配合課程之電腦教學光碟、電腦教學簡報 (Powerpoint)、中史練習題庫；網上中華五千年 (目錄請向主席索取)；

出版社之網上資源：

【中華文明】大型歷史紀錄片 DVD 六片裝 – 中央電視台】

歷史劇 – 風雨橫斜學與教資套

由上古至清短篇動畫

七· 2009-10 新加書籍：

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

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

Economics Programme Plan 2012-2013

A. PURPOSES

Senior Forms (SS1, SS2 & SS3)

The aims of the NSS Economics Curriculum are to enable students to:

- (a) Develop interest in exploring human behaviour and social issues through an economic perspective;
- (b) Understand the world in which they live through mastery of basic economic knowledge;
- (c) 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
- (d) 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) The present economic situation of Hong Kong provides many good cases for students' studies and application of subject matter..

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) Some students are making wrong choice of this subject.
- (f) Some students do not hand in their homework on time.
- (g) Many of SS1 and SS2 students are poor in English.

Opportunities

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

Threats

1. The attitudes of learning and the academic ability of students have been deteriorating in recent years.
2. There is great competition among schools. Many schools already have economics class in S3.

C. OBJECTIVES

Senior Forms (SS1, SS2 &SS3)

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) the 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 2012-2013 ARE:

1. Enhancement of Learning and Teaching
2. Preparing students for HKDSE

E. IMPLEMENTATION PLAN

Task	Objectives	Task description	Person in charge	Methods of Evaluation	Success criteria	Time Scale
1	To enhance classroom learning and teaching effectiveness through lesson	Pre-lesson study and collaboration - Holding monthly pre-lesson study sessions	Panel chairperson	- Subject records and documents of the pre-lesson	- Monthly pre-lesson study sessions being held - Teachers	9/2012-5/2013

	study and peer observation	- Teachers receiving subject advice from QSIP		study sessions - Teachers' survey	showing positive feedback on the effectiveness of pre-lesson study	
		Peer lesson observation - Implementing peer lesson observation once a term - Holding subject-based sharing sessions to review the lessons being observed - Accumulating useful resources in teaching strategies for subject-based knowledge management	Panel chairperson	- Subject record and useful resources in teaching strategies - Record of sharing sessions - Teacher' survey - Student survey on L&T evaluation	- Subject-based peer lesson observation being implemented - Subject-based sharing sessions being held - Teachers showing positive feedback on peer lesson observation - Students showing improving engagement during lessons	9/2012-5/2013
2	To prepare SS3 students for HKDSE	Showing care and support to SS3 students so as to foster appropriate attitude in face of public exams: - Reflection activities: predicting grades & class teacher debriefing - Promotion of encouragement from teachers and old boys	Panel chairperson and teachers	- Students Evaluation form	- Positive attitude among students being observed	9/2012-3/2013
	To enhance SS3 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations	Panel chairperson and teachers	- Attendance and progress record of enhancement classes - Students'	- Enhancement classes being held - Study groups being formed - Students	9/2012-3/2013

		<ul style="list-style-type: none"> - Enhancement classes - Study groups - Sharing from graduates on study and examination skills 		<ul style="list-style-type: none"> - Evaluation From Results of school and public examinations 	<ul style="list-style-type: none"> - showing progress in tests and examinations - Students showing stronger confidence in face of public examinations 	
	To enhance the implementation of SBA	Preparatory work to be started in S4 <ul style="list-style-type: none"> - Pre-SBA practice through trials and formative assessments (SS1 students need to finish a project before final exams) 	SS1 subject teacher	Improved performance in SBA	Pre-SBA practice being implemented	3/2013 – 6/2013

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	Each teacher has the hand book of level descriptors related to DSE assessment. Holding panel meeting by panel chairpersons to share the assessment criteria.
2. Familiarizing students with DSE sample scripts and level descriptors	Discussion after school tutorials with students in groups. Discussion and practice during lessons.
3. Timely revision tests and exam-oriented drillings	Tutorial class will be held during holidays Tests and drilling would be set in line with the public assessment Past CE questions will be adopted in drilling and revision.
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.
5. Finish the subject syllabus by the end of December 2012	It should be achievable as about 1 topic of the syllabus is unfinished.
7. Discussion of Practice Papers	Practice and discussion will be made with students start from January 2013.
8. Sharing from current old boys	At least one old boy will be invited to share his skills in preparing for public examinations before December 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-curricula activities.
 - (b) Their ability for viewing social issues on different perspective.
5.
 - (a) There will be at least one test in the first term for SS1 and SS2.
 - (b) For SS1 and SS2 tests will carry 15% and 5% of course works of the total marks of the mid-year examination and final examination.
 - (c) There will be at least three tests in the first term for SS3.
 - (d) New Assessment policy:
Adoption of 3-tier difficulty levels of test/exam papers
(40% easy questions, 40% average questions, 20% challenging questions)

H. PERFORMANCE STANDARD

1. School Examinations
80% of SS1 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 40% and the level 2 or above percentage is 90%
3. 80% students will use the reference materials in the libraries and search information from the internet.

I. BUDGET

Items	Budget
1. Library books and Teaching aids	
Total:	\$1,500

J. PROGRAMME TEAM

Mr. Lam wai hoo is Subject Coordinator, teacher of 4X2 and S6-X3.

Miss Chung Yee Fan teacher of S4X1, S4-X3, 5X1, S5-X3 and 6D.

K. SUGGESTIONS TO SCHOOL

To minimize the chances of making wrong choice of elective subjects, S3 should be better informed about the subject. Besides the S3 subject briefing assembly, there should be teaching sessions so that students have deeper knowledge of the subject.

We suggested that our school should be opened Economic classes for S3 students at least two periods for cycle.

The school needs to reveal the Make-up Exam system:

Make-up exam papers are now reset which are shortened in the hope that students can pass easier. However, by looking at the passing percentages, it is clear that the objective was not met.

A suggestion is that: the same question can be used and students will be marked down to 80% of the original marks, instead of resetting question paper and instead of cutting short the exam time and shortening the question.

The make-up exam should be given to those with “conditional pass”. And the exam will decide whether or not they will be promoted.

For those who are promoted already do not bother to take the make-up exam. They should be given tutorial classes instead.

The school should allow more students who did badly to drop subjects if public exam results are considered important.

Prepared By Lam Wai Hoo

Geography

Programme Plan 2012-2013

School Major Concern :

- Enhancement of Teaching and Learning
- Preparing Students for HKDSE

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 skill which is the foundation of the question setting in examination because they do not receive training in reading map.

C. Opportunities

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

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

D. Threats

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

III. Implementation plan

Task	Objectives	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1	Staff development through empowerment of panel members to increase competence and ownership	Division of labour and sharing of responsibilities among panel members	HOD	Evaluation of the job performed through appraisal system Evaluation of the effectiveness of empowerment through panel meetings	Panel members with increased competence and ownership	Whole year	--
2	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2012-2013	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
3	Enhance student learning and teaching effectiveness	Review and revise assessment methods	All panel members	HOD and members develop tools to evaluate the effectiveness of various assessment methods in enhancing students to	Academic results of the students improved	On-going job	--

				develop various learning skills			
4	Enhance student learning	Bridging programme	S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
5	Enhance student learning	Bridging programme	Mrs Ho	Form teacher are required to give a bridging programme to S4 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
6	Enhance student learning	Geography Projects for S.3	S.3 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept-Dec and Feb - May	--
7	Enhance student learning	Geography Project for S6 (Field study camp - Ho Koon)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Sept 2012	--
8	Enhance student learning	Geography Project for S.5 (Field trip to GeoPark – Sharp Island)	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	Nov 2012	
9	Enhance student learning	Geography Project for S.4-6	Mrs. Ho	Teacher is required to check the progress of students in data	Students found the experience on site visit and	Sept / Dec 2012	Enhance student learning

		(Field trip to Mai Po Marshes)		collection	first-hand data collection valuable		
10	Enhance student learning	News Report S.3-S.6	Mrs. Ho	Teacher is required to check the news report of students	Reading and writing abilities of students improved. Students learnt about the current issues	Sept. 2012-May 2013	--
11	Prepare Ss for Public examinations	Enhancement classes	Mrs Ho and Jason Yu	Attendance and progress record of enhancement classes	Students show progress in tests and examination. Students show stronger confidence in face of public examinations	Sept 2012-Jan 2013	--
12	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	Mrs. Ho	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr. 2013	2000

IV. Evaluation

- Through the assessments, teachers can evaluate the ability of students and assess the effectiveness of teaching and learning.
- More frequent quizzes will be given in order to raise the students' academic standards.
- Extra lessons will be given to NSS2 after school as tutorial lessons for doing map works, exercises or informal tests.
- Newspaper cutting on current issues will be done as homework on a monthly basis. Students have to write summary and comment in about 200 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.3 students are able to write short paragraphs. S.4-S.6 students are able to write short essays.
- 80% of S.3 students are able to apply geographical knowledge and skills in doing research project
- 85% students are able to pass the tests and examinations.
- 80% students will use the reference materials in the libraries and search information from the Internet.

VI. Budget

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

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

VII. Programme team

- Mrs. Ho Chan Suk-ching (Team leader)
- Miss Kwok Wing Yiu, Winnie
- Miss Wong Ka Yan

History

Programme Plan 2012-2013

Subject Aims

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

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

Subject Objectives

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

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

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

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

Development Audit

Panel Members

- Panel Chairperson : Ms. Chan Yuk Yin
- Form Coordinators : Mr. Chan Yik Yeung, Felix (S.3)
Ms Chan Yuk Yin (S.4-6)
- Subject Teachers : Ms Chan Yuk Yin;
Mr. Chan Yik Yeung, Felix
Mr. Yu Jason

Teaching Duties

A. CLASS	TEACHER(S)
S.5 & S.6	Ms Chan Yuk Yin*
S.4	Mr. Chan Yik Yeung, Felix
S.3	Chan Yik Yeung, Felix*(3A,C,E) , Mr. Yu Jason (3B, D)

* co-ordinator

Strengths/Opportunities

1. The panel is small; hence, communication among members is easy;
2. Teachers of the panel are enthusiastic, open-minded and willing to share;
3. The department has accumulated a good stock of teaching materials for the senior forms. They are, for examples, worksheets, reference materials, video-tapes, photos, maps and charts;
4. The subject – Integrated Humanities in the lower forms may help develop students’ critical thinking and analytical power through broader horizons.
5. The new NSS curriculum, which is a simplified version of the AL History syllabus and exist as an elective to students, may help gather a group of students who have higher initiative in learning.
6. As a new curriculum is introduced, the EDB has provided a number of refresher courses to enhance the knowledge as well teaching skills of teachers. This provides convenient and comprehensive help in upgrading teachers’ teaching.

Weaknesses/Threats

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

Action Plan

Six Areas of history learning and teaching will be promoted in the academic year 2012 – 13.

1. Enhancement of classroom learning & Teaching

For Teachers:

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

For Students:

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

For S6 Students:

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

2. Preparation for the NSSC

- 2.1 Teachers are encouraged to attend NSSC refresher courses organized by the EDB to keep themselves abreast of the new educational trend related to History.
- 2.2 New teaching pedagogy with emphasis on group discussion and making analysis will be practiced in S.3 to 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 in the first term so as to promote cooperation and learning among panel members. Cooperation will be made with the Chinese History Department for sharing of new teaching pedagogy.
- 3.2 Staff appraisal would be conducted according to the school administration calendar in March 2013.

4. Catering for learning diversities

- 4.1 The syllabus for S.3 will be shortened so as to make learning more student-oriented. This is arranged also for the reason that the S.3 students have no background knowledge on history learning. A shorter syllabus would allow teachers to cater more for students' needs over the subject.
- 4.2 Tutorials will be organized during summer (pre-examination) time by teachers to help students revise the subject and to share study methods and strategies. Both classes for low achievers and high achievers will be organized.

Project learning

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

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

- 5.1 Collaboration will be made with the Department of Integrated Humanities in the form of Reading projects at the end of the school year for S.2 boys. It is hoped to foster students' reading habit over the subject.
- 5.2 Cooperation with the Chinese History panel chairperson in the collaboration of S3 History topics on Modern China.

6. Life-wide learning

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

Evaluation

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

Budget

B. History Budget Proposal 2011-12

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

Total : \$2000

Appendix I

Plan of the History Panel to prepare students for DSE Examinations

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	<ul style="list-style-type: none"> - Upload of HKEAA circulars / level descriptors related to DSE assessment to e-class for teachers' easy access - Holding panel meeting by panel chairpersons to share explicitly the assessment criteria
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> - Feedback after marking test papers and assignments. - Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors - Provision of links related to HKEAA sample scripts - Discussion and practice during lessons
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> - Revision tests – once every 3 weeks (refer to attachment for revision time-table) - Timely tutorial classes 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. Coaching students in doing their SBA	<ul style="list-style-type: none"> - Individual consultation - First draft of the written report have to be handed in mid-October - Second/Final draft of the written report have to be handed in December
6. Finish the subject syllabus by the end of December 2012	It should be achievable as only 1 topic of the syllabus is unfinished.

Liberal Studies and Integrated Humanities Programme Plans 2012-2013

School Major Concerns:

- * Enhancement of learning and teaching
- * Preparing students for public examinations
- * Enhancement of student development
- * Through-train development

Major Concern	Objectives	Implementation Plans	Person(s) - in-charge	Means of evaluation	Criteria of Success	Date of Completion	Evaluation	Budget
Enhancement of learning and teaching	To equip teachers with capabilities to deal with demands brought by paradigm shift in teaching and learning	<ul style="list-style-type: none"> ➤ Collaborative lesson planning and team building ➤ Monthly whole-panel pre-lesson study sessions ➤ Strengthening of assessment for learning (P-I-M-E cycle) ➤ Peer observation ➤ Teacher training, including on lesson observation ➤ Induction of new teachers <ul style="list-style-type: none"> * mentoring system * departmental supervision and support, e.g. peer observation ➤ Staff appraisal ➤ QSIP programme of CUHK / collaboration with outside expertise ➤ Joint promotion with school 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Attendance - Peer observation record form - Appraisal form - Staff training record - Departmental documents 	<ul style="list-style-type: none"> - All panel members join collaborative lesson planning - Monthly whole-panel pre-lesson study completed - Documents - Subject-based peer observation completed - Positive feedback 	July 2013		

		<p>library on subscription of newspaper</p> <p>➤ Master marksheet used to maintain term mark accuracy</p>			<p>from panel members</p> <ul style="list-style-type: none"> - Teacher training completed - Staff appraisal of new panel members both in first and second terms (both IH & LS observed) - Mentorship completed - Promotion on student subscription of newspaper completed - Positive feedback from QSIP/ collaboration with outside expertise completed - Master marksheet established 			
	To develop paradigm shift in pedagogies and enhance	<p>➤ Curriculum review and necessary adaptations</p> <p>➤ Collaborative lesson planning</p>	Joyce Siu & YW Lam	- Student & teacher feedback	- Positive feedback from	July 2013		

	<p>classroom management to cater for students with wide learning diversity</p>	<ul style="list-style-type: none"> ➤ Monthly whole-panel pre-lesson study sessions ➤ Strengthening of assessment for learning (P-I-M-E cycle) ➤ Peer observation ➤ Teacher training ➤ Staff appraisal ➤ Student feedback ➤ Mentorship within the panel ➤ WiseLearning subscription ➤ Maintenance of intra- and inter-KLA collaboration 		<ul style="list-style-type: none"> - feedback from QSIP - Attendance - Record - Appraisal form - Peer observation record form - Staff training record - Documents 	<p>teachers and students</p> <ul style="list-style-type: none"> - Curriculum review and adaptations completed - All panel members join collaborative lesson planning - Monthly whole-panel pre-lesson study completed - Peer observation done - Teacher training completed - Positive student feedback - Staff appraisal of new panel members both in first and second terms - Mentorship 			
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					<ul style="list-style-type: none"> - completed WiseLearning subscribed - Intra- & inter-KLA collaboration fostered 			
	To develop, implement and improve Liberal Studies curriculum in view of the full implementation of the NSSC LS	<ul style="list-style-type: none"> ➤ Constant review and necessary adaptations of curriculum ➤ Resource bank consolidation and expansion ➤ LS teacher training ➤ Joint promotion with school library on subscription of newspaper ➤ Reading programme in IH <ul style="list-style-type: none"> * news report * summer reading programme ➤ S.2 IH: PBL ➤ Close watch on the development of <i>Life and Society</i> as to strengthen students' foundation knowledge as related to LS ➤ WiseLearning subscription ➤ Team building 	Joyce Siu & YW Lam	<ul style="list-style-type: none"> - Student and teacher feedback - Resource bank - Record - Book report - News report - Project - Teacher training record - Curriculum documents 	<ul style="list-style-type: none"> - Curriculum review and adaptations completed - Resource bank consolidated and expanded - Teacher training completed - Promotion on student subscription of newspaper completed - S.1 and S.2 students complete news reports - All S.1 and S.2 students complete summer reading programme 	July 2013		

					<ul style="list-style-type: none"> - All S.2 students finish PBL - Discussion of L & S done - - WiseLearning subscribed - Team building fostered 			
	To enhance the performance of high achievers / gifted students	<ul style="list-style-type: none"> ➤ Enrichment activities and collaboration with gifted education 	Joyce Siu & YM Yeung	- Record	<ul style="list-style-type: none"> - Student participation in enrichment activities 	July 2013		
Preparing students for public examinations	To handle learning diversity in face of demand of public examinations	<ul style="list-style-type: none"> ➤ Collaborative lesson planning ➤ Student familiarization of examination-oriented assessments, e.g. HKEAA 2012 Practice Paper and DSE paper ➤ 2012 DSE live papers are used for the demonstration of public exam requirements ➤ Implementation and review of school-based SBA procedure ➤ Supplementary classes and test in S.5 summer vacation ➤ Completion of HKDSE syllabus by November ➤ Three Mock Examinations: First Mock Examination on HKEAA Practice Paper on 	Joyce Siu	<ul style="list-style-type: none"> - Attendance - Assessments - Documents - Teacher training records 	<ul style="list-style-type: none"> - All panel members join collaborative lesson planning - Student familiarization of exam-oriented assessments fostered - Smooth implementation of IES - Supplementary classes and 	July 2013		

		<p>December 13, 2012; Second Mock Examination in January; Third Mock Examination in March 2012</p> <ul style="list-style-type: none"> ➤ Tutorial classes on past paper discussion in March 2013 ➤ News quizzes and news reports in IH, news presentation in LS to strengthen students' social awareness ➤ Teacher training 			<ul style="list-style-type: none"> - test completed in S.5 summer vacation - HKDSE syllabus completed by November - Positive student feedback on past paper discussion and Second Mock Exam - Student social awareness raised - Teacher training completed 			
	To enhance implementation of SBA	<ul style="list-style-type: none"> ➤ Preparatory work in S.4 ➤ S.5 tutorial classes organised for student support ➤ Teacher training ➤ School-based e-platform for IES collection 	Joyce Siu and YW Lam	<ul style="list-style-type: none"> - Assignments - Documents - Teacher training records 	<ul style="list-style-type: none"> - Preparatory work completed as continuous assessments - S.5 IES tutorial classes organised 			

					- Teacher training completed - E-platform established			
Enhancement of student development	To enhance student development: (i) strategic planning; (ii) students' respect to peers and teachers, school and people outside school.	<ul style="list-style-type: none"> ➤ Formal curriculum: IH: <i>Government and I, and Globalisation</i> LS: <i>Personal Growth and Interpersonal Relationships, Hong Kong Today and Globalisation</i> ➤ Enrichment activities such as visits 	Joyce Siu & KH Yiu	Observation - Documents	- Demonstration of improvements of student development - Enrichment activities organised	July 2013		
Through Train	To enable academically weak students to reach basic competence in their studies and attain constant improvement	<ul style="list-style-type: none"> ➤ Split classes in S.6 LS and IH ➤ Summer programme for students with conditional promotion ➤ Tutorial classes for IH and LS ➤ LS Enhancement classes in S.5 and S.6 ➤ Enrichment activities ➤ Adjust assessments e.g. adjust percentage allocation of difficulty levels of questions in tests and examinations, three-tier difficulty levels (4:4:2); extra questions in examinations on for bonus marks ➤ 10 bonus marks awarded for 	Joyce Siu & YW Lam	Questionnaire and feedback from students - Teacher feedback Records - Curriculum review and development documents - Staff development record - Assessment records - Documents	- Positive feedback from students and teachers - Summer programme for C.P. students completed - Tutorial classes and enrichment activities carried out - Curriculum review and	July 2013		

		<p>news quiz and challenging questions in IH examinations</p> <ul style="list-style-type: none"> ➤ Adjust breadth and depth of IH and LS curriculum and constant review of curriculum ➤ Maintenance of a high weighting of continuous assessments ➤ R.E.E.S. ➤ Bridging Programme ➤ Secondary 1 enhancement classes (period 9) ➤ Teacher training 			<p>development carried out</p> <p>Assessments demonstrate appropriate design</p> <p>Students show improvements in performance and motivation</p> <p>Bridging Programme completed smoothly</p> <p>S.1 enhancement classes completed</p> <p>Teacher training attained</p>			
	To ensure students of smooth transition from YWPS curriculum to YWC curriculum	<ul style="list-style-type: none"> ➤ Information transfer ➤ Panel meetings and informal meetings ➤ Peer observation ➤ Implementation of TTD plans ➤ Secondary 1 enhancement classes (period 9) ➤ Summer programme for students with conditional promotion 	Joyce Siu	Record Information exchange	<p>Information exchange done</p> <p>Meetings held</p> <p>Peer observation completed</p> <p>TTD plans completed</p>	July 2013		

					S.1 enhancement classes completed Summer programme for C.P. students completed			
	To cater for the needs of SEN students	<ul style="list-style-type: none"> ➤ Timely review of student needs and formulation of measures which support student learning ➤ Sharing within panel and between panels ➤ Teacher training 	Joyce Siu	<ul style="list-style-type: none"> - Teacher sharing - Formulation of supporting measures - Teacher training record 	<ul style="list-style-type: none"> - Sharing carried out - Measures set to support SEN student learning - Teacher training completed 	July 2013		

Business, Accounting and Financial Studies Programme Plan 2012-2013

A. AIMS

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

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

B. ISSUE TO BE ADDRESSED

Strengths

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

Weaknesses

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

Opportunities

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

Threats

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

C. IMPLEMENTATION PLAN

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To modify pedagogies and assessment to cater for learning diversity	<p>Improvement in pedagogy</p> <ul style="list-style-type: none"> • Re-arrangement of syllabus topics in S4 so that students will be more informed of and better prepared for streaming into the electives in S5 and S6. • Students will be mainly drilling MC and short questions in S4, then essay type and more complicated cases in S5 and S6. • As the subject is business-based, more L&T strategies such as reading and discussion from business news, case study and visits will be applied; and for accounts students, accounting software will also be introduced. • Enhancement workshops and remedial workshops will be arranged for students with diverse abilities. • Receiving training from QSIP. 	<ul style="list-style-type: none"> • L&T strategies being developed for BAFS • Students showing improving engagement during lessons • The availability of old boys serving as tutors in enhancement workshops • Training being held 	<ul style="list-style-type: none"> • Subject documents revealing L&T strategies • Lesson observation • Student survey on L&T evaluation • Teachers' self-reflection • Training record 	<p>9/2012 – 7/2013</p> <p>Jan 2013</p>	Subject head	
	<p>Modification of assessment policy</p> <ul style="list-style-type: none"> • Adoption of 3-tier difficulty levels of exam papers for S4 and S5. • Inclusion of bonus marks 10% in exam papers for S4 and S5. • Very short quizzes will be given very often to check progress. • Increasing the proportion of continuous assessment in term total marks – short quizzes and classroom participation, tests will contribute 20%. 	<ul style="list-style-type: none"> • Exam papers revealing the appropriate design • Students showing improvement in exams and term marks • Appropriate proportion of continuous assessment being observed 	<ul style="list-style-type: none"> • Exam papers • Exam results • Documents of subject plan concerning assessment policy 	<p>9/2012 – 7/2013</p>	Subject head	

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

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance S6 students' academic performance	<p>Supporting students to equip themselves effectively for public exams</p> <ul style="list-style-type: none"> • Curriculum guidelines, C are given to students and students should be familiarised with the level descriptors so that they can clearly understand what are expected from them. • Students will be drilling past papers from HKAL and HKCEE and other sources of questions. • Enhancement workshops and remedial workshops • Frequently short quizzes • Sharing from graduates on study/exam skills 	<ul style="list-style-type: none"> • Students showing progress in tests and exams • Test and exam results • Students showing stronger confidence towards public exams 	<ul style="list-style-type: none"> • Documents of subject plans • Attendance and progress record of enhancement and remedial workshops • Students' survey • Results of school and public exams 	9/2012 – 7/2013	Subject teachers	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To cultivate the integrity of individual students and foster their sense of belonging	<ul style="list-style-type: none"> • Encouraging students to participate various competitions 	<ul style="list-style-type: none"> • positive ambiance being observed 	<ul style="list-style-type: none"> • Students' survey 	9/2012 – 7/2013	Subject teachers	

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

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

D. BUDGET

Item	\$	Source of fund
Library books	2000	School

E. PROGRAMME TEAM

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

英華書院
二零一二至二零一三年度
普通話科
全年計劃

甲. 教學目標

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

聆聽	增強聽辨普通話發音相近字詞的能力，理解普通話慣用說法話語的內容；培養聆聽的興趣及良好的聆聽態度。
說話	增強普通話說法的口語能力，以表達自己的思想感情；提升運用不同語言表達句式的能力；培養說話的興趣及良好的說話態度和習慣。
譯寫	增強漢語拼音的對譯能力，以及進一步掌握普通話語音知識。

乙. 現況分析

一. 強

- (1) 中一將全部以普通話教授中國語文科，同學接觸普通話的機會增加。
- (2) 本科老師教學態度認真，曾接受普通話科教學法培訓，並取得認可資格。
- (3) 有關的學習資源有助於學生學習，出版商提供圖片、字卡、光碟等，以輔助教導及學習普通話科。
- (4) 回歸後，學生接觸普通話的機會日漸增多，本科鼓勵學生利用互聯網隨時隨地學習普通話(例如，學生可瀏覽中央電台網站及香港電台的普通話台，聆聽普通話新聞節目，以了解社會動態。)
- (5) 本校開設的「普通話學會」為學生安排各種活動，增加學習普通話的趣味性及學生的學習興趣。
- (6) 普通話學會定期製作普通話電台節目，增加同學接觸普通話的機會。
- (7) 本科老師積極鼓勵並訓練同學參加各全港性朗誦及演講比賽，提拔普通話尖子。
- (8) 本科自 2008 年起一直協辦全港性大型朗誦比賽，本校學生擔任工作人員，對推廣普通話起了不少作用。

二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，只有小部份學生曾經在漢語地區生活居住過，普通話水平較高；由於此幾屆英華小學普通話課程不以拼音為授課重點，仍有大部分英華小學升上中學的學生拼寫能力欠佳；部分學生聆聽方面仍存有困難。
- (3) 中一至三年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

三. 機

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

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。普通話接觸機會因此減少。

丙. 課程安排

一. 本年教學目標及實行計劃

(1) 中一至中三階段

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

朗 讀	1.培養朗讀的基本能力。	教師可選取簡單的散文、詩歌、繞口令，讓學生在課堂朗讀，以培養學生朗讀的基本能力。
	2.朗讀各類型的作品。	
	3.累積詞語、掌握句型。	教師可選取一些有趣味及生活化的課外讀物，與學生共同閱讀，以增加學生的普通話詞語及掌握普通話句型。
	4.增進語音基本知識。	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及句子。 ● 透過練習，令學生初步掌握人名、地名的拼寫規則。

二. 教科書：

● 初中：

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

三. 考試安排

中一新生擬卷方針將參考新生於7月初考取之 GAPSK 分數，以針對其強弱，鞏固基礎為目的出卷。

中二及中三學生擬卷方針將參考其上年度之表現，適度調整。配合學校考卷政策，本科上下學期考試會加入 10 分獎勵分。卷面總分將為 100 分，再加 10 分平時分，學生總考試分為 110 分，但成績表以 100 分為滿分。

四. 任課老師

任教班級分配如下：

1A	1B	1C	1D	1E
郭慧茹	梁秀燕	梁秀燕	梁秀燕	梁秀燕
2A	2B	2C	2D	2E
郭慧茹	郭慧茹	黃小娟	梁秀燕	黃小娟
3A	3B	3C	3D	3E
唐韻	黃小娟	黃小娟	黃小娟	黃小娟

五. 資訊科技教學

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

丁. 課外活動

一. 研習班

- 為 12-13 年度入學的中一新生於星期六開設普通話先修班，鼓勵普通話水平不理想同學參加。

二. 精英訓練

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

比賽名稱
校際朗誦節
全港兩文三語大賽
全港青年學藝比賽
全港中小學普通話演講大賽
全港中華文化推廣活動
普英雙語演講比賽

三. 普通話電台

繼續開辦普通話廣播台，兩星期一次，在午飯時段播出，主要對象為中一、中二學生，因他們可在課室進膳。因今年有不少新老師加入英華書院，內容將訪問他們為主，加以歌曲為輔。由普通話水平較高的中四、中五同學負責製作，希望普通話台能引起同學興趣，達到推廣、普及普通話的目的。

四. 財政預算

校方撥款 2500 元於普通話科，本科同事可根據需要購買參考書籍、錄音帶、教學材料等。另基於這幾年本科同學報名參加不少普通話比賽，此款項可作為聘請李鐵秋老師訓練經費、報名費用及電台開支。

五. 中華文化推廣活動(英華盃)

本校協辦「中華文化推廣活動」已四屆，今年報名人數更達到 500 多人。鑒於本校投入的人力物力龐大，主辦單位中華文化推廣協會同意往後的活動冠名為「英華盃」。

Programme Plans of Subject Panels

B. Sciences Subjects

Biology

Programme Plan 2012-2013

1. Purposes

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

2. Issues to be addressed

A. Strengths

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

B. Weakness

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

3. Objectives:

Students should:

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

4. Implementation Plan

Task	Objective	Task description	Date
1	Students appreciate the living world, develop observational skills.	Ecological field study camp	March 2013 (for S5X3)
2	Students develop observational, manipulative and experimental skills	Practical work in lab.	Whole academic year periods
3	Students develop their awareness and concern for biological issues in personal, social, environmental and technological contexts	Students attend seminars	Whole academic year
4	Students know how to retrieve appropriate information from proper sources	Students use the internet for finding teaching materials	Whole academic year
5	Staff development	Teachers are encouraged to attend seminars, workshops and visits	Whole academic year
6	Coping with learning Diversity	Enrichment course for students	Christmas holidays

5. Evaluation

We have the School-based Assessment Scheme to evaluate the performance of the S5 and S6 students in the following aspects:

- practical related tasks
 - non-practical related tasks (for 2014 exam)
- other kinds of assessment include: test, homework

6. Performance Standard

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

7. Budget

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

Total: \$ 15000

8. Team members

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

Chemistry

Programme Plan 2012-2013

1. Aims

We aim to enable students:–

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

2. Issues to be addressed:

A. Strengths

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

B. Weaknesses

1. Students like to read short–cut notes, and are rarely found to read the assigned textbooks which have more detailed and correct materials.
2. In the first term, most of the S5 students devote the majority of their times in organizing extra–curricular activities, or in participating in inter–school activities. They will find great difficulty in catching up the pace of studying later.
3. Some students are reluctant to hand in their homework promptly. Plagiarism of homework are found.

C. Opportunities

1. Boys usually like science subjects, better batch of students sit in science classes. Their attentiveness to lesson, their eagerness to learn, and their classroom discipline are better. The learning atmosphere is good.
2. The learning incentive of students in EMI school are better, their self–esteem are high, their aim are high, too.
3. Combined science subject has been launched in 2011, two Chemistry subject

elective classes are now given to S4 and S5 students, who want to learn wider science knowledge but not deeper in secondary school. Each class has around 20 students, students have more chance to interact with teachers.

D. Threats

4. Learning diversity becomes prominent in Combined Science subject. Teachers find it difficult to discuss the lesson in a deeper approach, high achievers are sacrificed. Students have only two teaching periods in one week, some may forget the knowledge they have learnt earlier.
5. Several students feel frustrated in getting into Combined Science subject.

3. Objectives :

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

4. Implementation Plan and Evaluation

Enhancement of Learning and Teaching

Targets	Strategies of Chemistry subject	Methods of Evaluation	Person in charge	Time Scale
To develop the curriculum leadership and instructional leadership of subject heads	Providing professional development <ul style="list-style-type: none"> • Subject heads receiving relevant training from Education Director and QSIP • Subject heads writing individual reflection log on training and subject work 	<ul style="list-style-type: none"> • training record • reflection log 	S CHEUNG	9/2012 – 5/2013
	Enhancing the P–I–M–E cycle of Chemistry subject <ul style="list-style-type: none"> • Investigating Chemistry subject’s annual plan and set of instructions/manual • Sharing and mutual support in KLA subject meetings 	<ul style="list-style-type: none"> • documents of Chemistry subject plans 	S CHEUNG	9/2012 – 5/2013
To enhance classroom learning and teaching effectiveness through lesson study and peer observation	Pre-lesson study and collaboration <ul style="list-style-type: none"> • holding monthly pre-lesson study sessions • Subject heads select a topic for lesson collaboration 	<ul style="list-style-type: none"> • training record • reflection log 	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013
	Pre-lesson observation <ul style="list-style-type: none"> • holding monthly pre-lesson study sessions • Subject heads select a topic for lesson collaboration • accumulating useful resources in teaching strategies for Chemistry subject-based knowledge management 	<ul style="list-style-type: none"> • records of sharing sessions 	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013
	Professional development on lesson observation <ul style="list-style-type: none"> • receiving training 	<ul style="list-style-type: none"> • training record 	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013
To enhance S6 students’ academic performance	Supporting students to equip themselves effectively to sit for the DSE examinations <ul style="list-style-type: none"> • enhancement classes • examination skills 	<ul style="list-style-type: none"> • classes are held after Mock exam. and before DSE exam., so as to promote percentages of students entering rank 5 or above. A test will be given to students after the enhancement classes. • related past examination questions are sorted and distributed, teachers in lesson pinpoint the significant points in lesson. 	S CHEUNG MK CHAN	9/2012 – 4/2013

Enhancement of Student Development in Science Discipline

Targets	Strategies of Chemistry subject	Methods of Evaluation	Person in charge	Time Scale
To develop an understanding of the concepts and principles of Chemistry	To familiarize with written expression of their chem. Knowledge. Sorting of 10 years past CE and AS Chemistry public exam. questions, students hand in assignment.	Mark assignments. Improvement in credit/passing rate in test/exam.	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013
	To show an understanding of the use of apparatus and materials in performing experiments S4 ----- Basic Chemical Analysis (Volumetric Titration) S5 ----- Basic Chemical Analysis (Distinguish FIVE different chemical solutions) S5 ----- Experiment (Thermochemistry) S6 ----- Qualitative Analysis (Detection of Volumetric Titration)	Assess students' skills in Chemistry Practical exam., Mark worksheet More than 90% Chemistry students complete tasks set by teachers.	S CHEUNG MK CHAN D LEUNG J LEUNG WT KWAN	After mid-year exam., (S5), (S6); After final exam. (S4), (S5)
	High achievers Introduce high order thinking exam. questions to high achievers	Improvement in percentages of students attaining Level 5 and above.	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013
	Remedial measure periodic monitoring of the progress of low achiever students.	elevate their test/exam mark / improvement in their level in open exam.	S CHEUNG MK CHAN D LEUNG	9/2012 – 5/2013

5. Programme Team

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

**Information & Communication Technology,
Computer Literacy
Programme Plan 2012-2013**

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2012
S1-02	e-Class Services & Briefing on School IT environment	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2012
S1-03	File Transfer	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are able to retrieve files from the e-class iFolder.	Mid of Oct 2012
S1-04	Christmas Card or Lunar New Year Card Production	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can produce a greeting card.	End of Dec 2012
S1-05	Multimedia Presentation	Ms. SY Kung Mr. SY Leung	- lab performance - project work	Students can produce a power point presentation.	End of Nov 2012
S1-06	Use of Game Factory	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can edit a simple game.	End of May 2013
S1-07	Information Security	Ms. SY Kung Mr. SY Leung	- worksheet inspection	Students are fully aware of the Confidentiality, Integrity and Authentication of Information System	End of May 2013
S1-08	Spreadsheet	Ms. SY Kung Mr. SY Leung	- worksheet inspection -classwork submission	All students can performance autofill, formula calculation with the spreadsheet.	End of May 2013
S2-01	Java Script Programming	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - test/exam performance	All students can write an application with the looping feature of programming.	End of May 2013
S2-02	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2012
S2-03	Flash with Action Script	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - project work	Students can produce an animated presentation with action Script element.	End of Dec 2012
S2-04	Video Editing Workshop	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - class work - video clip project on youtube	Students can manipulate the script production and special effect feature on video clips.	End of May 2013
S2-05	Hardware and Software	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- homework assignment - exam performance	Students finish all home assignment and pass in examination.	End of May 2013

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S3-01	Webpage Authoring with HTML	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- project work - exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2012
S3-02	Networking Concept	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2013
S3-03	Database Workshop	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- lab performance -Worksheet Exercise - practical exam	Students can make query, report and label with the use of database package.	End of Jun 2013
S4-01	Info Processing	Mr. KS Wang Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students are able to apply advanced skills and concepts in Office Application to problem-solving, data analysis and information presentation.	End of May 2013
S4-02	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate SQL command.	End of May 2013
S5-01	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students finish the SBA in accordance with HKEA.	End of May 2013
S5-02	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2013
S5-03	Basic Programming Concept	Mr. WH Wan	- homework assignment - quiz and mock exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2012
S6-01	Internet and its Applications	Mr. KS Wang	-Inspection and Collection of Lab Sheet. -Homework assignment - Quiz & Exam	Students acquire the concepts and methods of Internet access, services and applications of the Internet, and elementary web page design.	End of Oct 2012

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S6-02	Social Implications	Mr. WH Wan	- homework assignment - quiz and mock exam	Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2012
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2013
Sub-02	Staff Appraisal	All	-Appraisal Form	-Finish appraisal in accordance with school policy	End of May 2013
Sub-03	Collaborate Lesson Study	All	-Feedback Form	-Each form of S1-3 completed at least one Lesson study session.	End of May 2013
Sub-04	Collaborate Peer Observation	All	-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 2013
Sub-05	Enhancement of Learning & Teaching	All	-Adoption of 3–tier difficulty levels in S1-3 Examination with bonus section. -Homework submission through eLearning Platform. -Participation in workshops and CPD courses. -Split Class Teaching in S1-3 -SBA start in S5	-Examination papers reveal the required design. -Students submit class work to eClass before the official deadline. -CPD Attendance record completed and submitted -Intensive support given to low achiever group. -Record of SBA progress in HKEA submission System	End of June 2013
Sub-06	Preparing Students for Public Examinations	Mr. WH Wan	-Drilling of past papers and sample papers.	-Students showing progress in tests and examination. -Not less than 70% passing rate in public exam. -Students showing stronger confidence in public examination.	End of May 2013
Sub-07	Fostering Students' Morale, Integrity & Sense of Belonging	All Teachers IT Assistants IT Technicians	-Maintain tidiness of Computer Room and CAL Room. -Prevention of hardware damage caused by students.	-Students show initiative to restore the good order setting in Laboratories. -Improved discipline record being observed.	End of June 2013
Sub-08	Partner Schools Scheme for e-Textbook Market Development Scheme	Mr. KS Wang	-Appraisal Form of EMADS	-Selected forms of S1-3 try out e-Textbook materials for 3 lessons	End of April 2013

Integrated Science Programme Plan 2012-2013

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

I. Purposes

To aim for students to:

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

II. Issues to be addressed:

A. Strengths:

1. Some students show much interest in science.
2. Some students have high potentiality and are eligible to learn more than the syllabus required.
3. Teachers are experienced, cooperative and receptive to new ideas.
4. The laboratory technicians are experienced, helpful and responsible.
5. The department keeps a good stock of teaching aids including video tapes, CD-ROMS, specimens, models and charts.
6. The teaching aids (model, ETV programmes, apparatus) are all in good conditions and can be easily approached.
7. Reference books available in the library and I.S. lab. are sufficient for students' self-learning.
8. Scienceland and enrichment programs have been set up to enhance the science learning environment in school.

B. Weaknesses:

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

C. Opportunities

1. Language Across the Curriculum Programme introduced in S1 and S2 enhances the language proficiency of students in learning Science.
2. Under the Young Scholar Reading Scheme, students from S1 to S3 are encouraged to read more books related to Science during their morning reading periods.
3. The tutorial period held after school for S1 students in the first two months of the academic year help all new comers to develop learning skills and strategies in Science.
4. The two teaching assistants, together with some old boys, work together to conduct remedial classes for slow learners to catch up with the subject contents before examinations.
5. Gifted education programs give opportunity for more capable students to get higher achievements in Science.
6. Lesson collaboration fosters a sharing culture of science teachers.
7. Co-teaching in some classes will be established.

D. Threats

1. Due to the education policy, the intake of the students is more diversified.
2. Students are less self-motivated to study, and their background knowledge in Science is not as strong as before.
3. Some students are not well behaved in their practical work. Some students are even not aware of the safety in the lab.

III. Programme Team

Integrated Science Panel Members:

Ms. SY Wong (I.S. Panel Chairperson)

1A	Mr. C Siu
1B / 1D	Ms. SY Wong
1C	Mr. SY Leung
1E	Mr. KK Lee + Ms. TN Wong (co-teaching)
2A/2B	Ms. YL Chao + Ms. TN Wong (co-teaching)
2C	Ms. TS Leung
2D / 2E	Mr. KW Cheung
3A/3B/3D/3E (phy)	Mr. K. T. Choi
3C (phy)	Mr. C Siu
3A (chem)	Mr. SY Leung
3B/3C/3D (chem)	Ms. TS Leung
3E (chem.)	Mr. KW Cheung
3A/3B/3C/3D (bio)	Mr. SS Mar
3E (bio)	Ms. SY Wong

Lab Technicians

Mr. T. L. Yiu

Mr. W. T. Kwan

Mr. K. M. Leung

IV. Objectives:

Objectives	Area concerned	School major concern
1. To construct a 3-year school-based I.S. curriculum structure	Subject development	
2. To enhance the language proficiency of students in science area.	Effectiveness of Learning and Teaching	1. Enhancement of L and T
3. To develop subject-based L & T strategies and materials	Effectiveness of Learning and Teaching	1 Enhancement of L and T
4. To explore co-teaching strategies	Effectiveness of Learning and Teaching	1. Enhancement of L and T
5. To collaborate with the science teachers in the primary school	Through train development	3. Through train development
6. To explore various teaching aids to enhance students' learning	Effectiveness of Learning and Teaching	1. Enhancement of L and T
7. To enhance gifted students in science area	Learning diversity	
8. To support low achievers	Learning diversity	
9. To promote project learning in science	Project learning	
10. To promote "reading to learn" to arouse the students' interest in Science	Reading to learn	
11. To promote science learning atmosphere in school	Subject development	
12. To improve the working environment in the laboratory	Subject development	
13. To mentor new teachers	Subject development	
14. To setup template for score input	Subject development	
15. Mass Visit	Learning through visits and foster the sense of belongings	

V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of Evaluation
1	To construct a 3-year school-based I.S. curriculum structure	To construct a 3-year school-based I.S. curriculum structure	1. SY Wong 2. KT Choi	The structure will be released at the end of the year.
2	To enhance the language proficiency of students in science area.	To develop school-based teaching material to enhance students' language proficiency in classroom teaching.	1. TN Wong 2. SY Wong 3. SY Leung (S1) 4. KW Cheung (S2)	To be evaluated at the end of the year.
3	To develop subject-based L & T strategies and materials	To share subject-based L and T strategies and develop teaching materials in lesson collaboration	1. SY Wong 2. SY Leung (S1) 3. KW Cheung (S2)	To be evaluated at the end of the year.
4	To explore co-teaching strategies	To share co-teaching strategies	1. KK Lee 2. YL Chao 3. TN Wong	To be reported in meetings.
5	To collaborate with the science teachers in the primary school	To attend the YWPS meeting, to discuss teaching plans with YWPS teachers	1. SY Wong 2. KT Choi	
6	To explore various teaching aids to enhance students' learning	To collect various teaching aids such as ETV, web-sites and computer software. (S2)	1. TN Wong 2. YLChao	List of suggested ETV, websites or software produced at the end of the year.
7	To enhance gifted students in science area	To collaborate with Gifted Education Committee in Science accelerating programs.	1. KT Choi 1/SY Leung(Chem) 2/TN Wong (Bio) 3/KT Choi (Phy)	To be evaluated at the end of the year.
8	To support low achievers	To set remedial classes during the pre-exam and post-exam period	1. SY Leung (S1) 2. TN Wong (S2)	To be assessed at the end of the year.
9	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), role play, inquiry-based expt.	1. SY Wong (S1) 2. KT Choi (S3) 3. SY Wong (S3)	To be assessed in the last panel meeting.
10	To promote "reading to learn" to arouse the students' interest in Science	Buying library books	1. SY Wong	Booklist to be reported in meetings.
11	To promote science learning atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)	Leader: 1. TN Wong Helpers: 2. KT Choi 3. SS Mar 4. KK Lee 5. KW Cheung	To be evaluated at the end of the year.
		To purchase DIY models to motivate students interest in science.	1. KK Lee 2. TL Yiu	
12	To improve the working environment in the laboratory	To purchase a new freezer in lab. To post science notices in different lab. To display students' projects.	1. SY Wong 2. Lab Technician 3. YL Chao	Report to be done in the meeting
13	To mentor new teachers	To help the new members to develop their profession	KT Choi > TN Wong	To be evaluated at the end of the year.

14	To setup template for score input	To setup an EXCEL template for S.1, S.2 and S.3 teachers	SY Wong	To be released before UT
15	Mass Visit	To organize the mass visit to Science Museum	1. SY Wong 2. TS Leung 3. KW Cheung 4. SS Mar	To be evaluated at the end of the year.

VI. Performance Standard:

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

VII. Budget Proposal (2012-2013)

The 2012-2013 budget is \$21,000 to purchase

1. consumable items in laboratories
2. apparatus
3. furniture and equipment
4. library books
5. CD-ROM
6. DIY models for teaching purpose.

Mathematics

Programme Plan 2012-2013

1. PURPOSE

● General Purpose

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

◆ 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 high order thinking skills through the basic idea of logic, problem-solving and methodologies in proofs
5. To help students prepare for the public examination: HKDSE
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 Mathematically gifted students
11. To help low-achievers by providing remedy and arousing their interest in learning Mathematics

2. SWOT ANALYSIS

<p>Strength</p> <ul style="list-style-type: none"> • Most students show great interest in Mathematics • On average, the students' standard in Mathematics in high • Many students obtain high grades in public examinations • Able students are ususally eager to participate in various inter-school Mathematics competitions and assessments • The Mathematics Society organizes extra-curricular activities which enhance learning in Mathematics • Adequate hardware and software for using IT in Mathematics teaching • Small class teaching are possible from S1 to S5. Learners' diversity can be better catered • 	<p>Weakness</p> <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 and, as a result, they have no idea in determining whether a numerical answer is reasonable • Some students are not good in logical proving and hence weak in tackling problems in geometry • Some students are weak in constructing diagrams from literal description of a problem • Senior form students are "examination-oriented" and they show little interest in Mathematics problems which are outside the examination syllabus •
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<p>Opportunities</p> <ul style="list-style-type: none"> • 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 extra-curricular activities in Mathematics learning and assist the department to organize “Life-wide Learning” activities • 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 and curriculum studies are willing to give advice and help in curriculum development and staff development. • QSIP team from CUHK can provide professional advice and training on pedagogies to enhance classroom learning and teaching • Preparation of Ele-Middle Curriculum (P5-S2) in Through-Train Development for smooth transition from YWPS to YWC • Student Self-Access Learning Centre provides opportunities to enhance students’ self-learning in Mathematics • The first batch of DSS students from YWPS will promote to S1 of YWC in 2014-15 	<p>Threats</p> <ul style="list-style-type: none"> • The Mathematics standard of P6 students from YWPS is still widely spread in 2012-13 • Learners’ diversity is still a big issue to be catered for •
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3. OBJECTIVES

● For Students:

1. To acquire basic concepts and skills in the 3 Main Learning Dimensions, as stated in the syllabuses for secondary school Mathematics(CDC, 1999): Number and Algebra Dimension; Measures, Shape and Space Dimension; Data Handling Dimension
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 better 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 2013
 - Targeting to complete teaching syllabus before the end of December
 - Organizing form-based revision tests
 - Training on tackling multiple-choice papers
 - Holding discussion on HKDSE sample and practice papers
 - Setting up class-based/individual-based revision schedule
 - ◆ Enhancing of learning and teaching
 - Modification of KS3 curriculum: trial of cross-subject collaboration for effective learning
 - Continue fine-tuning of assessment policy:
 - ◆ 3-level questions + bonus part
 - ◆ Inclusion of assessment on coursework (HW + CW)
 - Cultivation of students' learning habits:
 - ◆ note-book/classwork book for taking notes and doing classwork, clear folder for worksheet filing
 - Promotion of reading to arouse interest in Mathematics
 - Promoting self-learning through using IT software

- Continue investigating and sharing through peer observation and collaborative lesson planning, and also receiving advices from QSIP for improvement of pedagogies to enhance students' learning
- ◆ Implementation of 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 Assessments
 - ◆ **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 Exercises** for each chapter are given to every student for consolidation and drilling.
 - ◆ **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.
 - ◆ **Projects** and **Reading Reports** reveal students' content-knowledge, generic skills and interests. Through the feedback from teachers, students are likely to have improvement and enrichment in the above aspects.
 - ◆ **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 Assessments
 - ◆ **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
 - ◆ **Public Examination (HKDSEE)** serves as important indicators of students' individual performance and school performance in Mathematics.
 - ◆ **Hong Kong Attainment Test (HKAT)** in S1 and **Territory-wide System Assessment (TSA)** in S3 indicate the ability of students in Mathematics in junior form. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.

- Summative 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 result 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 about 40% or higher. For extended modules, it is hoped that 2+ rate and 5+ rate should reach at least 90% and at least 20% respectively.
- **Mathematics Competitions and assessments**
Improved result and ranking (in terms of individuals and team) should be achieved in various Mathematics Competitions and assessments, including:
 - ◆ Entering final in HKMO
 - ◆ Achieving individual award in IMO-HK Selection Contest

7. BUDGET

Regular annual budget:

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

8. PROGRAMME TEAM

Team members	Special Duty
WC CHAN	<ul style="list-style-type: none"> ● Coordinator of S2 Mathematics
YS CHAN	<ul style="list-style-type: none"> ● Coordinator of S1 Mathematics ● Representative in Learning & Teaching Resources Committee
HW LEE	
KC LING	<ul style="list-style-type: none"> ● Coordinator of S5 Mathematics (CP) ● Coordinator of S6 Mathematics (M2)
TC MAK	
MC PUN	<ul style="list-style-type: none"> ● Coordinator of S4 Mathematics (M1) ● Advisor of Mathematics Society
YM SHING	<ul style="list-style-type: none"> ● Panel Chairperson ● Coordinator of S5 Mathematics (M1) ● Coordinator of S6 Mathematics (M1) ● Representative in Academic Committee ● Representative in IT in Education Committee ● Chief Advisor of Mathematics Society
KL SO	<ul style="list-style-type: none"> ● Panel Chairperson ● KLA Coordinator ● Coordinator of S4 Mathematics (CP) ● Representative in Subject Heads & KLA Coordinators Coordination Committee ● Representative in Gifted Education Committee ● Advisor of Mathematics Society
WH WAN	<ul style="list-style-type: none"> ● Coordinator of S6 Mathematics (CP)
KS WANG	<ul style="list-style-type: none"> ● Coordinator of S4 Mathematics (M2) ● Coordinator of S5 Mathematics (M2)
OP WONG	<ul style="list-style-type: none"> ● Coordinator of S3 Mathematics
HJ YU	<ul style="list-style-type: none"> ● Advisor of Mathematics Society

For allocation of teaching lessons and duties, please refer to **Appendix 2 and 3**.

REFERENCE

- Curriculum Development Council (1999). *Syllabuses for Secondary School Mathematics S1–S5*. Hong Kong: HKSAR.
- Curriculum Development Council (2000). *Learning to Learn: Mathematics Education*. Hong Kong: HKSAR.
- Curriculum Development Council (2001). *Learning to Learn: Life-long Learning and Whole-person Development*. Hong Kong: HKSAR.
- Curriculum Development Council, Hong Kong Examinations and Assessment Authority (2007). *Mathematics Curriculum and Assessment Guide (Secondary 4–6)*. Hong Kong: HKSAR
- Education and Manpower Bureau (2005a). *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*. Hong Kong: HKSAR

Appendix 1

Mathematics Department 2012 – 2013 Implementation Plan

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
HKDSE 2013	To prepare S6 students for HKDSE examination ☺	<ul style="list-style-type: none"> - Target to complete teaching syllabus before the end of December - Conducting form-based revision test(s) for S6 - Setting up class-based revision schedules - Assisting students to set up their own study/revision time-tables 	<ul style="list-style-type: none"> - Teaching syllabuse completed by the end of December - Revision schedules set - Revision tests arranged - Discussion on sample papers held 	<ul style="list-style-type: none"> - Observation - Documents 	1/9/2012 – 1/5/2013	Subj teachers involved	Nil
Curriculum Development	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> -Encouraging panel members to attend related seminars and workshops organised by EDB and other organizations -Holding sharing sessions to keep information up-to-date -Conducting collaborative lesson planning ☺ 	<ul style="list-style-type: none"> - Workshops/seminars attended - Sharing session held 	<ul style="list-style-type: none"> - Attendance records - Documents 	1/9/2012 – 1/7/2013	YM Shing KL So	Nil
	To adjust KS3 curriculum for effective learning	<ul style="list-style-type: none"> - collaboration with D&T Department on some selected skill-based topics in S2 and S3 	<ul style="list-style-type: none"> - Teaching schedule followed - Selected skills mastered 	<ul style="list-style-type: none"> - Homework and Test - Documents 	1/9/2012 – 1/7/2013	KL So HJ Yu	Nil
	To implement the PIME-cycle for the Ele-Middle Curriculum on Through-Train Development ☺	<ul style="list-style-type: none"> - Focus on selected topics: Percentages and Solving Equations - Holding meetings and sharing sessions with YWPS - conducting peer observation with YWPS once a term - to monitor and evaluate the progress of implementation in both YWC and YWPS 	<ul style="list-style-type: none"> - Joint meetings held - Ele-Middle Curriculum with focus on selected topics implemented 	<ul style="list-style-type: none"> - Peer Observation - Documents - Tests and exams results 	1/9/2012 – 1/7/2013	KL So YM Shing	Nil
Learning & Teaching	To improve the quality of learning and teaching	<ul style="list-style-type: none"> -Improving pedagogy through <ul style="list-style-type: none"> * developing subject-based L&T strategies * receiving trainings from QSIP * collaborative lesson planning ☺ * conducting peer observation and post-observaiton sharing ☺ * collecting feedback from students for self-reflection -Seeking and applying suitable teaching aids -Promoting students' self-learning through <ul style="list-style-type: none"> * reading (please refer to Learning through Reading) * doing group project (please refer to Project Learning) * using IT software (coordinated by Math Society) -Strengthening the departmental web-page 	<ol style="list-style-type: none"> 1. - Students' participation in classroom learning increased 2. - Positive feedback from subject teachers obtained through sharing of pedagogies 3. - Training from QSIP received 4. - Useful and positive feedback from students obtained 5. -Students' learning habits cultivated 6. -Good classroom learning atmosphere 7. -Suitable teaching aids obtained and applied <ul style="list-style-type: none"> - Frequency of usage of SALC and CAL room Increased -Departmental web-page further 	<ul style="list-style-type: none"> -Observation - Records -Questionnaires -Frequency of usage of the SALC and CAL Room 	1/9/2012 – 1/7/2013	YM Shing KL So WH Wan	\$1000 for teaching aids

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
Catering for Learning Diversity	To help low-achievers and to nurture Mathematically gifted students	<ul style="list-style-type: none"> -Holding two S1, two S2 and two S3 split / remedial classes -Modifying KS3 curriculum with flexibility to fit students' needs -Modifying departmental homework policy -Modifying departmental assessment policy -Organizing after-school tutorial classes -Organizing Summer remedial classes -Organizing regular training sessions for high-achievers -Recommending students to various external gifted programmes -Taking part in various competitions and assessments outside school -Promoting self-learning through using IT software 	<ul style="list-style-type: none"> -KS3 curriculum reviewed and modified -Homework policy modified -Assessment policy modified -Remedial classes held - Trainings from QSIP attended. -Learning attitude improved -Performance in internal and external examinations improved -80% of attendance rate of training sessions -Performance in outside-school competitions and assessments improved - IT software workshops held 	<ul style="list-style-type: none"> -Documents -Observation -Performance in tests and examinations -Attendance records -Performance in competitions, assessments and examination 	1/9/2012 – 1/7/2013	YM Shing KL So	\$1000 for subsidizing in taking part in competitions
Project Learning	To develop generic skills, apply knowledge and learn how to learn	-Involving in S2 Project-Based Learning	<ul style="list-style-type: none"> -90% projects handed in on time -1/3 of the projects graded well 	- Grading records	1/9/2012 – 1/7/2013	YM Shing KL So	Nil
Learning through Reading	To develop reading habit and broaden knowledge outside syllabus	<ul style="list-style-type: none"> -Delivering Mathematics-related extracts for reading in S1 -Promoting various kinds of Mathematics-related books for reading 	<ul style="list-style-type: none"> -80% students read and mastered the materials delivered -High borrowing rate of Math-related books from library attained 	<ul style="list-style-type: none"> - observation - exam evaluation records - library borrowing record 	1/9/2012 – 1/7/2013	YM Shing KL So WC Chan	\$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	<ul style="list-style-type: none"> -Activities held successfully -Satisfactory attendance rate -Positive feedback from students 	<ul style="list-style-type: none"> -Activity record -Attendance record -Observation 	1/9/2012 – 1/7/2013	YM Shing KL So	\$1000 for subsidizing activities*
Professional Development	To equip panel members in skills, pedagogy, insight and current trend of Math education	<ul style="list-style-type: none"> -Encouraging panel members to attend seminars, workshops and training courses -Holding sharing sessions within department - Receiving trainings from QSIP -Conducting staff appraisal (homework book checking) 	<ul style="list-style-type: none"> -Every panel member attended seminars/workshops -Sharing session held - Appraisal done 	<ul style="list-style-type: none"> - Attendance records - Appraisal records 	1/9/2012 – 1/7/2013	YM Shing KL So	Nil

Appendix 2

Mathematics Department 2012 – 2013 Allocation of Teaching Lessons

Subjects and Classes		Teachers and no. of periods											Total No. of Periods	
		WC CHAN	YS CHAN	HW LEE	KC LING	TC Mak	MC PUN	YM SHING	KL SO	WH WAN	KS WANG	OP WONG		HJ YU
MATH	1A											6	6	
	1B		6										6	
	1C							6					6	
	1D											6	6	
	1R(CD)										6		6	
	1E1		6										6	
	1E2										6		6	
	2A								5				5	
	2B											5	5	
	2C				5								5	
	2D								5				5	
	2R(CD)	5											5	
	2E1	5											5	
	2E2			5									5	
	3A										6		6	
	3B			6									6	
	3C						6						6	
	3D			6									6	
	3R(CD)										6		6	
	3E1						6						6	
	3E2							6					6	
	4A(C+M1)							7					7	
	4B(C+M1)						7						7	
	4C(C+M2)									7			7	
	4D(C)			7									7	
	4E(C)				7								7	
	4F(C)	7											7	
	4G(C)					7							7	
	5A(C+M1)						6						6	
	5B(C+M1)							6					6	
5C(C+M2)									6			6		
5D(C)				6								6		
5E(C)											6	6		
5F(C)							6					6		
5G(C)		6										6		
6A(C+M1)							6					6		
6B(C+M2)				6								6		
6C(C/M1)		6										6		
6D(C/M1)	6											6		
6E(C/M1)									6			6		
Total no. of periods		23	24	24	24	7	25	18	19	16	13	24	23	240

Appendix 3

Mathematics Department 2012 – 2013
Allocation of Lessons and Duties

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

Panel Chairpersons: Mr. YM Shing, Mr. KL So
Representative in AC: Mr. YM Shing
Representative in LTRC: Ms. YS Chan

KLA Coordinator: Mr. KL So
Representative in SH&KLACC: Mr. KL So
Representative in ITeD Committee: Mr. YM Shing

Representative in SEDC: Mr. YM Shing
Representative in TTDC: Mr. KL So

Physics

Programme Plan 2012-2013

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 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 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 impatient and flippant when doing practical work.
- 2.2 Some students are incompetent in using English as a means of communication.
- 2.3 Some students prefer memorizing model answers to understanding the subject content.
- 2.4 Some students are weak in flexible application of concepts, knowledge and skills in different other contexts.
- 2.5 Some students are poor in time management and they spend too little time on doing revision at home.
- 2.6 Some students are not confident in expressing their ideas in front of teachers and classmates.
- 2.7 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 the introduction of newly purchased software, students will have more opportunities to do self-learning at home and therefore teachers will have more time to drill their problem solving skills.

4. Threats

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

C. Subject objectives

1. Knowledge and understanding
Students should be able to recall and show understanding of
 - i. physics terminology, definitions and conventions;
 - ii. concepts, laws and models ;
 - iii. relevant applications of physics in society and everyday life.
2. Practical skills
Students should be able to
 - i. comply with safety regulations;

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

3. Attitudes

Students should be able to

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

D. Implementation Plan 2012

Task	Objective	Task Description	Person in Charge	Evaluation
1.	To Promote Self-learning	<ul style="list-style-type: none"> ● With several lectures & self-learning materials, students are expected to study some chosen topics at home. ● More Self-directed learning materials will be produced on some selected topics which require higher order thinking. ● Demonstration will be held during the lesson to encourage students to use it for learning or revision. 	KK Lee KT Choi (10/12 – 04/13)	Students' performance in assessment. Feedback from the students through questionnaires.
2.	To cope with learning diversity	<p>To cope with the coming challenges, we have the following strategies</p> <ul style="list-style-type: none"> ● Revise the SS1 and SS2 syllabus to help students learn more effectively. ● Small tasks are assigned and feedback is given frequently to encourage learning in small class teaching. ● More group sharing or tasks are held during the lesson to motivate learning. 	All members (09/12-05/13)	Feedback from the students Questionnaires. Students' performance in assessment.
3.	To prepare students academic readiness for exam	<ul style="list-style-type: none"> ● Subject syllabus should be finished by the end of December 2012 so as to allow more time for revision and discussion of the DSE sample scripts. ● Special study group (OCT to DEC) for SS3 ● An assessment will be held at the beginning of each month. All students getting poor results are required to attend the study group after school every Tuesday and Thursday. They can choose either one or both according to their needs. The focus is on the problem solving techniques of public examination paper. Special worksheets will be prepared for these classes. (See App. I) ● Old boys are invited to share their experience of preparing for the public examination, e.g. examination skills, study strategies and how they cope with stress. Their sharing will be recorded for future use. 	All members KH Lam (Tutor) (10/12-5/13)	

		<ul style="list-style-type: none"> ● SS1 and SS2 ● Exam-oriented drilling classes on topic basis are held from time to time. Students are invited and encouraged to form study partner/groups during the class. Special self-learning materials are designed to help them solve the problems independently or through discussion. ● Individual counseling is provided for the students in need from time to time. 		
4.	To develop new SBA for NSSC.	<p>There are 2 sets of experiments. They are carried out according to the schedule below:</p> <p>SS2... 4 to 5 experiments SS3... 4 to 5 experiments SS2 CS...3 experiments SS3 Cs...3 experiments</p> <p>a. Each class will be divided into groups, with 2 to 3 members in each group.</p> <p>b. Each session consists of two parts</p> <ol style="list-style-type: none"> 1. Data collection: students in each group work together in setting up the apparatus and collecting the data through discussion. 2. Data analysis: students carry out this part independently. Discussion is not allowed. The brief report will be collected after each session. <p>c. New experiment will be arranged in SS2 to make good use of the new equipment. (Force Platform)</p> <p>All reports will be marked by the same teacher in order to make marking fair.</p>	<p>SS3 KK Lee (10/12)</p> <p>SS2 CS KK Lee (3/13)</p> <p>SS1 C Siu (3/13)</p>	<p>8. Assessed by all panel members</p> <p>Feedback from the students</p>
5.	To carry out continuous assessment	<p>Students' performance is assessed in multiple ways such as small practical tasks, homework, and quizzes. They will all be counted in final term score (15%).</p> <p>Short Quiz (around 10 mins) is regularly held near the end of a lesson to assess the learning progress and encourage student to learn seriously during the lesson. (Combined Science)</p>	<p>Panel member (09/12 – 05/13)</p>	<p>Observation by all panel members in students' attitude towards learning.</p>

6.	To promote the culture of sharing teaching experience among teachers.	<p>Peer Collaboration</p> <p>Peer collaboration will be conducted before December.</p> <ol style="list-style-type: none"> A meeting will be held before and after each session of lesson observation to share ideas on teaching a particular topic. All teaching strategies are noted down for future reference. Sharing of teaching materials Panel members are encouraged to share their teaching materials (animations, video, ppt and notes) and put them on the intranet. Members can assess them anytime during the preparation of a lesson. Mass lecture on elective parts will be held for NSS2 during the summer holiday. Students are suggested to attend either one of them according to their own interests. 	Panel members (11/12-7/13)	Teachers' self-evaluation Students' attitude towards learning
7.	To widen students' horizons in physics	<ul style="list-style-type: none"> ● Science Talk ● Guest speaker from the universities are invited to share with the students. ● Visit will be held during the 2nd term. The proposed activity is <ol style="list-style-type: none"> <i>"Disney's World of Physics"</i> for S.5 students which is held by Hong Kong Disneyland. Ocean Park for S.4 students. 	<p>KT Choi (011/12 – 5/13)</p> <p>C. Siu</p> <p>KK Lee</p>	Assessed by students' feedback

E. Performance Standard

- More than 80% of students show interest in learning Physics in the lesson.
- More than 60% of students get 4 or above in HKDSE
- More than 80% work well with their group members in the SBA.
- Students work well with others through study group and the attendance is more than 80%.
- Students work well independently using the self-learning materials.

F. Budget

Expenditure	Amount (HK\$)
Library books	1000
Consumable goods	2000
Apparatus	12000
Total	15,000

G. Program Team

Mr Choi Kam To,

Mr Lee Ka Kit,

Mr Siu Chung

App. I

SS6 Tutorial Class Arrangement (OCT to DEC)

1. Date of QUIZ

MONTH	TOPIC	DATE
SEPT	MECHANICS	24/9-26/9
OCT	EM	29/10-31/10

2. No. of Students from each class

Class	6B	6X1	6X2
No. of students	8	6	6

Students are selected from each class according to their performance in the quiz. Other students are welcome, but they have to inform the subject teacher for the preparation of learning materials.

3. Date of TUTORIAL Class (Subject to change)

Session	1		2		3		4	
OCT	3/10	4/10	9/10	11/10	16/10	18/10	24/10	25/10
NOV	6/11	8/11	13/11	15/11	20/11	22/11	27/11	29/11
DEC	4/12	6/12	11/12	13/12	18/12	20/12		

Students are required to join either one class in each session.

Programme Plans of Subject Panels

C. Cultural Subjects

Visual Arts

Programme Plan 2012-2013

A. Aims/ Purposes:

- Enrich Students' aesthetics experience;
- To develop creativity and critical thinking, nature aesthetic sensitivity, and build up cultural awareness and effective communication;

➤ *For lower forms (S1-S3)*

To develop self-discipline, skills, art appreciation aspect, knowledge, positive values and attitudes in visual arts;

➤ *For upper 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;
- Cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- *For upper forms* :Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries.
- To gain delight, enjoyment and satisfaction through participating in arts-making activities;
- To pursue a life-long interest in the visual arts and broaden the vision of each student.
- Educate the others (parents and colleagues) the fair and beautiful society of future under the Spirit of artists.

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 as well as the marks.
- The lower form (S1-S3) students always enjoy their art lessons, but need to improve their self-discipline. We need to concern this problem by co-operation of our art team. The workshops and extra training will be held in B104 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. They like to create their personal art works, even for art course of to the others.

- 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 of YWC can share the work load and take care for the different kind of students, but it becomes difficult in these years.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers.
- Some students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education society that helps to push the growth of Hong Kong Art Education.
- We always have chance to participate the exchange art study trip that can let us understanding the changes of whole art field.

Weaknesses

- We need more financial budget support because more consumable materials are needed for two art working room and NSSC development. The raise of prices of each kind of materials will need more support.
- We don't have the split class in S1 and S2, so we have large amount of students in each class. Therefore, it's hard to concern each student's needs and changes these years in lower forms.
- The visual arts teacher and YWP don't expect to develop the art and drama. Even they have the drama club this year, they just prefer to have a GREAT celebration for 10 years of YWP. Don't really want to expand it.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school, approach of our society don't support, like their parents. We really need the support of financial, policy, more space to store the portfolios and setting of drama club in the coming year.
- In the NSSC, EDB seems just want to concern about the core development instead of like they said: Multiple exploration of students' talent.
- The opening hour of art room is long, but some of the students are not used to tidy up after finished their work, especially for the ceramics making class, teachers need to help them. The room B104 didn't have enough time to do the tidy up works. The art teachers are usually helping them. **The support from our school to visual arts, music and sport are not balanced.** Not even the budget, policy, but also the atmosphere built up. However, we have more students could participate the art faculties in universities. If we really expect to have a better development and learning attitude of VISUAL ARTS in YWC, basic policy and respecting should be balanced.

Opportunities

- Our art club and drama club have participated the external art activities and volunteer works. We also understand academic development is the main concern in our department.

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

Threats

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

	%	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
HKCEE	A-C	48	58	47	70.3	--	36.4
	A-E	96	96	100	100	--	90.9
HKAL	A-C	100	100	100	100	100	83.3
	A-E	100	100	100	100	100	83.3

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

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

C. Objectives:

- Developing Creativity and Imagination
 - Develop ideas from observation, imagination and experiences
 - Interact with other subjects or clubs to develop artistic ideas
 - Explore art elements and design principles to express ideas and feelings
- Developing Skills and Processes

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

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

- For students,
 - Students can handle different kinds of materials to present their ideas and enjoy the process of creation.
 - Examine how to combine the visual elements and principles and arranged to achieve certain effects.
 - Analysis the image sources and image-development strategies used in the work.
 - Identify the materials used to create the image and the processes and technologies applied.
 - Identify cultural or stylistic aspects represented in the artwork.
 - Emphasizes the art appreciation and criticism.
 - Broaden their view in future and build up their self-esteem.
 - Exchange the idea with the others or classmate, build up their self-assessment mind.
 - Students can be measured by the 3-4 course works and one competition each term.
 - S1to S3 will have final examination in May.
 - The extra art or drama activities and report will be counted as the bonus mark 10% each term.
 - Selected one outstanding and one best improvement students each form at the end of academic year.
 - Cooperate with counseling, discipline group and civic education
 - Cooperate with other activities, like student council, D & T.

- Students' reflection and teachers' reflection finished by each term.
- SBA schedule reference to the syllabus outline from S4 to S7 (2011-2012)

- Form 1) → train the observation of students
 - How to observe the perspective and vanishing point
 - How to observe the texture, composition and color value of the drawing and painting
 - Self-identity studying
 - Values and attitudes of art appreciation
 - Build up interest in art
 - Try to create art work by cooperation with others: Group Work.
- Form 2) → Enhance basic technique training
 - Enable to handle different kinds of technique, materials
 - Art criticism, Values and attitudes of art appreciation
 - Try to create art works by cooperation with others: Group Work (paint on wood)
- Form 3) → Understand the different countries, styles, and media. in visual arts development trend and contemporary world.
 - Art criticism, Values and Attitudes of art appreciation
 - Concern about self-development.
 - Enable to handle different kinds of technique, medium, materials.
- Form 4) → Try to understand the relationship of cultures and art in art history and art trend, especially to focus in the culture of HK, like the film appreciation these years.
 - Understand the relationship of human culture and Beauty
 - Search the main theme and try to finish the art works on it
 - Let the students to define the relationship of fine arts and design, as well as the architecture and computer graphic.
 - Analysis different techniques
e.g. Chinese painting, soft-pastel, oil painting, acrylic painting, plant and figure drawing, sculpture, ceramics, computer graphic, photography and presentation.
- Form 5-6) → stretch students' aesthetic and artistic potential and develop their values and attitudes, empowering them;
 - embody physical, cultural and spiritual aspects of life;
 - enable them to participate in the fast growing creative industries of HK;
 - help students to select the individual examination papers which based on their abilities;
 - select the suitable reference notes and artists to be the study theme's reference;
 - select the suitable career for their futures;
 - 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
- Highly used the website and computer studies for the learning and studying, exchange the idea and curriculum plan with the other schools.

- Work together with school plan and art design in school
 - Crossover with the other subjects and clubs within school and art society or organization in HK.
 - Miss Ng will help in managing the workshops and normal works of art room.
 - Concern the development in new curriculum and other changes, Miss Lau will highly concern and follow the EAA and EDB development; Miss Ng will concern about the Education Trend in HK by studying in HKIED.
 - Peer observation each term and concern the self-reflection.
 - Cooperate with other KLA departments.
- For Parents and staff,
 - Analysis the global visual arts development
 - Analysis the development in universities of HK these years
 - Help us to build up better visual arts environment
 - Reduce the resistant of students' development in visual arts aspect
 - Reduce the bias of visual arts in the past generation
 - Continue cooperation with PTA in Bookmark design competition and Canvas Booklet.
 - Cooperate with other old boys, like MTR manager or other organizations.
 - For the new curriculum,
 - Believe visual arts is a professional subject in school and society that can contribute to the quality of life (embody physical, cultural and spiritual aspects of life) and the humanity development.
 - Highly concern the development of the senior school curriculum in creative industrial development of HK.
 - Enhance the art criticism in visual art curriculum.
 - Recreate a ceramics workshop and lessons in school which can work together with counseling and civic education
 - Communication with the other schools and art society in HK
 - Combine drama and art appreciation in visual arts lessons
 - Cross-curriculum with other subjects or societies
 - Concerns about the generic skills and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning
 - Have public exhibition about the portfolio making next July.
 - Have art criticism training —藝術小記者培訓 in 2012 and criticism training:

S4C Wong Ka Ho, S4A Huen Chek Ming, S3A Chan Ka Wing, the others didn't attend: S4 Li Man Chung, S4 Lai Yu Hoi, S4 Lai Chit Shun(2011) ; S4 and S5 four students will continue the training this year. The workshops will be held in April 2013.

- For the school,
 - Decorate and enrich the new campus that can help L & T.
 - Build up —Art Path in school, focus on mural paintings and sculptures

Art history and art criticism : Build up the art history circle on each floors(1/F to 5/F)

- 1/F Renaissance and three masters
- 2/F Baroque Period and representative artists
- 3/F Rococo, Neo-classicism and Romanticism, etc.
- 4/F Impressionism artists and theory
- 5/F Modern Art Period

- Try to apply for the QEF of the Art Appreciation project.
- Photographic competition and retired teachers’ collection of photographic
- Broaden eye-view of people, not only for the students, recruit more
- Let the others to understand visual arts are not only entertainment and decoration
- To build up self-esteem for art students
- Build up better school name in art field by holding art meeting in YWC.
- Build up respecting attitude in each subject through every aspects in school and parents.
- Promote beauty and love through Art Work, linking the retired teachers to build up —Home of our Youth Spirit.
- For the YWP’s student.
 - Helping them to broaden the art presentation, like drama
 - Co-operation the activities ,performances and competitions
 - Work closely to develop the new curriculum (if possible)

E. Evaluation:

- students should finished their works and respect to their studying by reflection
- 80% student can reach the standard of quality, means pass.
- Students should at least participate one art activity within and without school, we have the ART PASS for the Junior forms.
- Encourage students to participate the competitions and activities through our workshops or out of school.
- Students understand art is not only entertainment and playing or decorations by regular rules.
- Raise the result in public exams, set up schedule through the year. (refer to the syllabus time line of S4 to S6)

E. Performance Standard:

	<i>objective</i>	<i>process</i>	<i>Requirement</i>
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1	Finished the curriculum	Evaluate the standards of all art works	Enough class lessons and students should finished their works
2	Environmental protection value should add into lessons and concerns about the fully used of the new campus	Introduce the environment protection idea to students and fully used the campus' space	Whole school space
3	Cross curriculum and concern to the society	Participate the activities and art services out of school Concern to the development of creative industry and Western Kowloon project	Activities in society
4	Learning project and Art Path	Try to promote the fun and study in ceramics making which can be displayed outdoor	Continue to apply for the funding of ADC
5	Cross curriculum with the other club, like drama environmental protection, computer society, Chinese Cultural Society and Moral education/ counseling	Co-operation with the clubs and work together with the whole school	Other societies/ clubs
6	Encourage to participate the other workshops	Encourage students to participate the other activities out of school and try to share with the others	Art museum and other society
7	Encourage student to museum, do more work in art appreciation	Ask students to museum and do the report Also try to prepare their exhibition	Museum, Alumni, Teacher and students' art works
8	Computer technology	Use computer for teaching, encourage students to design their websites and projects More students need to have more DV and DC taking experiences, so we need to replace the DV and DC equipments.	More software and disk for the computer teaching material
9	Communication with YWP	Work together with the YWP in curriculum and	YWP

		activities	
10	Finished the decoration of YWC and art room	Input some students' 3-D art works and continue to build up the art path	Final support and the other teachers and helpers support
11	Re-open the ceramics class	More materials for the new classes and more display area for 3-D art works	Pup-mill, Vacuum cleaner
12	Build up self-assessment spirit	Finish the worksheet at the end of each term.	Worksheet : Self-assessment and classmate-assessments

Activities through the Academic Year

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

	counseling	All students	Counseling
Oct.	4/5/10 Visiting to Heritage Museum Prospect Theatre Drama Training through the whole year Peer observation Design for the Canvas booklet	All participants S1-S. 6 All students	Y Lau and Miss Ng
Nov.	Prospect Theatre Drama Training through the whole year Training for Inter-House Drama Training: script and Directing Inter-House Board Design Competition Illustration of Counseling General Meeting of CCC Joint School Art Exhibition Art Day for semi-open day(AGM of PTA) Morning Assembly	All participants All house All students CCC art teacher	Y Lau and Miss Ng
Dec.	Prepare for the drama competition Art competitions out school Joint school art out-door drawing Art appreciation, history banners cover the whole school	All participants All students All students S5 art students	Y Lau and Miss Ng
Jan.	Training for the inter house drama competition Competition out school Museum visit	All students	Y Lau and Miss Ng
Feb.	Graduation Exhibition at the cover playground Art Weeks Drama Festival Art competitions	All art students	Y Lau and Miss Ng
Mar.	PTA Art Bookmark design competition Training for the inter house drama competition Morning assembly	All S1 to S3 All students	Y Lau and Miss Ng
Apr.	Art Village Visiting, film training workshops (art week) Training for the inter house drama competition Morning assembly	All students	Y Lau and Miss Ng
May	Inter-House drama competition, talks Photoshop and illustrator training	All students	Y Lau and Miss Ng
July	CCC Art Exhibition in the City Hall Art competitions Post-examination training for oil, comics, animation, film	All art students	Y Lau and Miss Ng

Implementation Plan of Visual Arts 2011-2012

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

DSC S6	*clarify the curriculum and examination. *Follow up the SBA	*Tutorial class in Lunch *exchange the Teaching methods with other schools *Joined teaching association and seminar to understand the method.	Miss Lau Ying	*Build up the healthy learning and teaching visual arts system of DSC in Hong Kong *assessment of SBA and Examination in class practice and exercises	*test in each end of month *Before mold examination, we will have 2 pre-mock examinations, like before. *Doing the pilot test for preparation *Finished SBA	Test – each month Pre-mock 1,2 before mock Nov.	AT help to store the portfolio making SBA
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*Reference to the following action plan schedule and have graduation exhibition in Feb. and Joint school exhibition in July, 2012.

F. Ying Wa College -- Visual Arts NSSC Planning

Arranged by: Ms Lau Ying (26/4/2012) Schedule for the whole S4 to S6 NSSC

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

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

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

Nov.	Art history: Realism, naturalism, Neo-classicism, HK art Training of the other 2 papers (art history and criticism painting) Painting on Canvas – with topic	Notes and short essays Poster color, oil-pastels, Acrylic/ Oil painting
Dec.	Correcting and making the 3-sets portfolios Rise the mark to EDB Painting with topic, like exam. Art history Revision	Should prepare for EDB checking Acrylic and poster color on paper Notes with DVD
Jan.	Training of the other 2 papers (art history and criticism painting) Painting on Canvas – with topic	Painting on paper and Canvas
Feb.	Training of the other 2 papers (art history and criticism painting) Painting on Canvas – with topic	Painting on paper and Canvas

Pre-Exam Tutorial Class Visual Arts 2011

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

G. Programme Team:

Art Teacher Miss Lau Ying
(For S2 to S3, S4 and S5 option, S6 and S7 AS ,AL)
Total Teaching Lesson: 26 .

Art Teacher Mr. Ng Siu Hung
(For S1 and S2)
Total Teaching Lesson: 18 .

Judgement:

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

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

H. Budget of Visual Arts in 2012-2013:

- Amount of student taking visual arts classes:
 - S1-S3 around 610 students
 - S4-S6(OPTION) around 55-70 students

■ Materials Budget:

- Consumable Materials \$40000
- Teaching Materials

(More materials fee for the plant drawings these years and more CD, DVD for the new trends of art development nowadays, especially in the NSSC. Consumable Ink and paper for the Printer bought last year. \$5000

➤ <i>Material for Ceramics</i> (Ceramics art works and mosaic making to decorate the campus)	\$8000
➤ <i>Transport fee for museum tour, artists' talk fee</i> (broaden the view of students)	\$2000
➤ Art Path and Frames, mural painting (Build up the art atmosphere in school)	\$9000
➤ Art Gallery (Build up the art atmosphere in school)	\$6500
➤ Library Books	\$3000
➤ International Competition Fee, stamp and exhibition (application fee)	\$5000
	Total: \$78500

We strongly recommend to have an assistant to help us tidying up and manage the art room because there are too many works to do in visual arts and drama.

We are trying to apply for the QEF or ADC Fund for extra support, but not so easy to get them.

We will also apply for exchange programmes by other funds.

I. Programme Team:

Art Teacher	Miss Lau Ying (For S2D, 2D, 3A, S3E, S4 to S6 option) Total Teaching Lesson: <u>24</u> .
Art Teacher	Miss Ng Siu Hung (For S1A --E, S2A,2B,2C, and S3B, 3C) Total Teaching Lesson: <u>25</u> .

J. “美藝徑” ART PATH

Aims:

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

Procedure:

- cooperated with the art curriculum, collect the outstanding ceramics and art works
- S1 Rock painting and floating / Mural painting
- S2 Mural painting
- S3 Ceramics (Face)
- S4 Nature (Mural painting)
- S5-S6 Mosaic making or 3-D sculpture
- For S4 students, can have mural paintings for their individual portfolio and school decoration
- S1 floating and some rock painting can place on the floor of the path
- Water protection frame for the acrylic paintings
- Ask school helper to finished the works in summer holiday

Place:

- **Beside the canteen and main gate**

Budget:

Acrylic paint and materials	\$5000
Frames	\$2000
Other materials	\$2000

Total: \$9000

“藝術廊” ART GALLERY

We will apply for the art gallery that will be the extension of art path through QEF (on ground floor). However, we don't know whether we will succeed or not, and we should also have the support of our school in administration and parts of the teaching courses (refer to the attachment)

Aims:

- Fully used the space of new campus, raise the art atmosphere
- Encourage the students who like art
- Provide chance for students to settle and encourage students to share their art works with others.

Procedure:

- cooperated with the art curriculum and portfolio making project.
- S4-S7 large size of 3-D sculptures
- Ask school helper or employ a short term assistant to make boxes to store the sculptures in summer holiday

Place:

- **Beside toilet on each floor**

Budget:

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

Total: \$6500

Music

Programme Plan 2012-2013

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.

II. Issues to be addressed

Strengths

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

Weaknesses

1. Senior form students emphasize more on their academic work and are less active in musical activities.
2. Insufficient instrument is the main obstacle in promoting instrumental classes.
3. Insufficient rooms for instrumental class reduce the effectiveness of instrumental learning.
4. Only one full-time music teaching staff. The teacher has no opportunity to attend in-service training courses and promote musical activities.
5. The time allocation recommended by the E.D. is 2 periods per cycle/week. Our school has only one period per week and finds difficulties to cover the syllabus.

III. Objectives

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

IV. Implementation Plan

1. Singing

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

V. Budget(Proposed)

1. Piano Tuning	\$10,000
2. Laser Discs	\$4,000
3. Music Score (Orchestras)	\$5,000
4. Orchestra Conductors	\$150,000
5. Transportation for HK Music Festival	\$9,000
6. Entry fees for HK Music Festival	\$12,000
7. Repair Orchestra Instruments	\$8,000
8. Purchase New Instruments	\$20,000
9. Library Books/DVD/CD	\$4,000
	\$222,000
Total	

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 and Prize Winners' Concerts
5. Hong Kong Schools Music Festival and Hong Kong Youth Music Interflows

VII. Programme Team

Mr. B. LI

Ms. C. WONG (part-time)

Physical Education and Sports Programme Plan 2012-2013

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 second PE exam in DSE.

B. Issue to be addressed

Strength

1. Most senior students show interest in physical activities and they are to a great extent active when they are attending the PE lessons.
2. The facilities and resources for the subject of P.E. are sufficient to teach a wide range of sport activities.
3. The P.E. teachers are self-motivated and enthusiastic in teaching and coaching. PE staff takes up PE lessons if colleagues absent from duty so that students would not miss PE lessons.
4. A quarter of PE teacher is added.

Weaknesses

1. The indoor facilities are limited when there is an inclement weather condition.
2. About 35% of the students are poor in general fitness and body coordination.
3. Many junior students are weak in focusing, self management and self-centred.
4. Learning diversities with SEN and physical impairment.

Opportunities and Threats

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

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

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

Due to the effect of through train policy, the number of sport talented students is limited. In addition, due to the one public exam only, it is difficult or almost impossible to ask or let F.6 students participate in sport training and competitions seriously.

Due to the increase of groups in F.4 and F.5, some PE lessons may have 3 classes at the same block.

C. Programme and Implementation Plan

Objectives

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

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

Modules and Goals to be achieved

Athletics

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

Badminton

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

Basketball

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

Long Distance Run

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

Fitness Training

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

Football

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

Handball

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

Table Tennis

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

Volleyball

to motivate students' interest ;
to organise inter competitions.

Implementation Plan

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

- Enlarging Secondary One Sports Development Program
- Annual Swimming Gala and Annual Athletic Meet will be held
- Organizing seminars or talks on PE and sports
- Organizing friendly matches
- Organizing Inter House handball and volleyball competitions
- Organizing Inter Class Basketball and Table Tennis competitions
- Competing in 16 sports in the HKSSF;
(Athletics, Badminton, Basketball, Beach Volleyball, Cross Country, Fencing, Football, Handball, Indoor Rowing, Life Saving, Squash, Swimming, Table Tennis, Tenpin Bowling, Tennis and Volleyball)

Performance Standard

The skill, fitness, attitude and achievement of the students will be assessed. The PE assessment of S.1 to S.3 accounts for 100 marks while S.4 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.7 are expected to acquire four sports proficiency in reasonable depth.

Fitness

- A Nine-minute run test is used to assess students from S.1 to S.3.
- A Twelve-minute run test is used to assess students from S.4 to S.7.
- Skin fold measurement, strength measurement and lower back flexibility measurement are taken to reflect students' level of physical fitness.
- A sit-and-reach test is used to assess students' lower back flexibility.
- Chinning is used as a challenging item.

Attitudes

- Students' participation in intra and inter school sports are taken into account.
- Tidiness of PE uniform, attitude and attendance are also taken into account.

Achievement

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

Methods of Evaluation

After every module of teaching, a 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.

D. Budget

1. Inter-school sports activities/school contest/transportation etc	\$
2. Team Uniform Subsidy	\$
3. Swimming Gala	\$
4. Athletics Meet	\$
5. Equipment, stationary	\$
6. Transportation	\$
7. Trophies	\$
8. Library Books/Software	\$
9. Sports entry fee/HKSSF registration fee/ Student registration fee/Venue fee of LCSD	\$
	<u>TOTAL: \$80,000</u>

E. Programme Team

Lessons Allocation:

Pong Yiu Wing	S.1: 4	S.3: 4	S.5: 8	S.6: 4	DSE5: 5	Total: 25
Law Hon Leung	S.2: 10	S.3: 2	S.4: 6	S.5: 4	S.6: 4	Total: 26
Tang Wai Chung	S.3: 4	S.4: 8	S.5: 2	S.6: 2	DSE4: 4 DSE6: 5	Total: 25
Ho Wan Sing	S.1: 6					Total: 6

Special Duties:

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

Sports Advisors

Athletics: Mr. Law HL Mr. Tang WC
Badminton: Mr. Law HL
Basketball: Mr. Law HL
Beach Volleyball: Mr. Tang WC
Cross-country: Mr. Lee KK Mr. Tang WC
Fencing: Mr. Law HL
Football: Mr. Law HL Mr. So KL
Handball: Mr. Pong YW
Indoor Rowing: Mr. Wong WM Mr. Pong YW
Life Saving: Mr. Mak TY Mr. Pong YW Ms. Wong SY
Squash: Mr. Ho WS Mr. Wong WM
Swimming: Mr. Mak TY Mr. Pong YW Ms. Wong SY
Table Tennis: Mr. Wong WM
Tenpin Bowling: Mr. Tang WC
Tennis: Mr. Wong WM
Volleyball: Mr. Tang WC

**PE (DSE) Learning Diversity Grant
(2012 - 2013)**

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

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

Suggested Programs:

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

英華書院
二零一二至二零一三年度
宗教教育科周年計劃

(一) 本科宗旨

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

(二) 本年度綜合目標

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

(三) 本年度綜合教學計劃

- 1) 級際活動：
 - a) 配合本校福音工作，以助學生認識及經歷神
 - b) 邀請就讀大學及大專的學兄回校，主持午間團契，分批認識中一的同學
- 2) 教學形式：
 - a) 有關資訊科技的教材，以提高學生的學習興趣和促進教學效能之程度
 - b) 運用大眾傳媒作為教學媒體，以提高學生的學習興趣和促進教學效能之程度
- 3) 與其他部門合作：
 - a) 與英華堂合作，跟進栽培，領人返教會

四. 評估：強、弱、機、危

強項：

- 1) 本科與本校「創校宗旨」配合；而本校長遠及優良的傳統有助於本科發展。
- 2) 本年度本科共有六位同工任教，人力資源較前充足，本科發展。
- 3) 採用平時功課計分制度，會減低學生的學習壓力，以致能更有效地學習。
- 4) 本科對學生有深遠的影響，部份學生因此以基督作為生活榜樣。
- 5) 本校整體之宗教氣氛較以前有改善，而學生對本科之興趣及投入程度亦有改善。

弱項：

- 1) 出版商提供學校宗教教育的教學資源與時代未能與時並進，未能引起同學興趣。

機會：

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

危：

- 1) 新高中推行後，會考宗教科取消，減少同學有深度探討經文釋義方面的機會。

2012-2013 各同工任教宗教科教節數目

	總數	中一	中二	中三	中四	中五	中六
邵中	1	1x1					
陳滿堅	3	1x3					
李家傑	1	1x1					
王堅臣	2			1x2			
黃靄萍	1			1x1			
李詠儀	26		1x5	1x2	1x7	1x7	1x5

財政預算

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

李詠儀老師
英華書院
宗教教育科科主任

英華書院
二零一二至二零一三年度
設計與科技科教學計劃

【壹】 宗旨

藉著提供初中三年的設計與科技科課程，希望學生能夠透過學習：

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

【貳】 對本科的評估

優點

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

弱點

1. 作為一門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；
2. 工場工友需兼顧其他校園清潔工作，故工場及電腦繪圖室未能開放給有需要學生使用。

機會

1. 基於校本課程設計的改革，本科課程的設計及內容，可以更自主及有彈性，朝向社會科技發展及興趣方面前進；
2. 資訊科技的普及，有助學生認識科技及科技發展的世界；
3. 設計與科技室的設備趨向多元化，現已配置 1 台激光切割機，7 套 Lego NXT 可望使課堂變得更多姿多彩。

障礙

1. 市面上，關於本科的課本或參考書籍，還是有限的，對本科的發展會有影響；
2. 市面上有關本科的多媒體教材仍然非常缺乏；若自製教材，要動用的人力資源是很龐大，支援也欠缺；
3. 隨著新高中課程的改革，本科暫時仍未被列為高中選科。科技教育在教改過程中前景未明，對本科長遠發展構成障礙；
4. 學生質素不如以往，其學術水平、學習興趣均兩極化。

【參】 目標

本科於 2012-2013 年度的教學目標：

中一教學目標

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

中二教學目標

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

中三教學目標

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

【肆】 教學策略

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

「設計」就是為生活「解難」；所以設計的範疇就該以生活為本、以改善生活質素為目標。生活的範疇十分廣泛，本年度我們集中在三方面去學習：（甲）家居環境、（乙）社會與科技、（丙）興趣與設計。

（甲）家居環境：

家居環境就是每一個人首先接觸及開始學習的起點，而家居環境就包含了大小小有待解決的「問題」，中一中二習作的設計，就大部分與家居生活的問題有關，（參看具體方法）我們要求學生為這些問題提供可行的解決方案，以達致改善生活質素的目標。去實踐設計，就從家居環境開始。

對象	習作主題	目標	負責人	評核準則
中一	i.匙扣 ii.時鐘	1. 讓學生透過探討、認識不同材料的特性及用途。 2. 讓學生明白，籍著文字、圖象及其他繪畫	中一 中二統籌老師	i. 學生可利用圖及文字將自己的意念表達，提交設計圖冊；

中二	iii.書立	技巧，可以有效地將意念表達及傳輸； 3. 讓學生接觸不同的產品，使認識「設計」的基本元素；	ii.學生最後提交一份與設計相符的製成品。 iii.學生利用提供的材料設計成有創意及有用產品。
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(乙) 社會與科技：

科技日新月異，它對社會帶來巨大的轉變，這些轉變有些是正面的，能夠改善我們的生活。例如電力的發明，便促使各類的電器產品、電力設施的發明及機械人廣泛使用，大大改善及改變人類生活質素及模式；但電力的使用，也帶來負面的影響，造成不少問題，如污染空氣及影響生態等。我們希望同學對科技有正確的認識，亦明瞭科技對社會的正面價值及負面的影響。

對象	活動	目標	負責人	評核準則
中一	i.模型滑翔飛機	1.讓學生透過探討、認識不同材料的特性及用途。 2.讓學生明白，籍著文字、圖象及其他繪畫技巧，可以有效地將意念表達及傳輸；	中一統籌老師	i. 學生可利用圖及文字將自己的意念表達，提交設計圖冊； ii.學生最後提交一份與設計相符的製成品。
中二	ii.電路習作	3.讓學生接觸不同的產品，使認識「設計」的基本元素；		iii.學生利用提供的材料設計成有創意及有用產品。
中三	iii.Lego NXT	i. 認識機械運動的種類及原理 ii. 認識機械運動的應用 iii. 認識機械運動對科技發展的影響	中三統籌老師	完成指定嵌砌活動及有關工作紙要求

(丙) 興趣與設計：

「夢想成真」是人生的一大樂事；讓學生有機會去將自己的興趣、理念，化為夢想，透過課堂或課外的比賽活動，將他們心目中的意念 (idea)，變成可觸摸、可使用的製成品 (product)，提高他們對「設計」的認識及興趣。

對象	「夢想成真」活動	目標	負責人	評核準則
中二	四足步行機械拔河大賽	i. 認識步行機械原理，利用電腦軟件 Geometer's SketchPad 測試設計 ii. 製作自己設計的步行機械 iii. 參加短跑比賽	中二統籌	i. 完成製作步行機械 ii. 分組拔河比賽
中二	橋樑模型設計比賽	i. 認識簡單結構原理，利用電腦軟件 West Point Bridge Designer 測試設計 ii. 製作自己設計的橋樑 iii. 測試橋樑的最大效益	老師	i. 完成製作橋樑 ii. 承托最大效益
中三	電子定力遊戲	i. 認識基本數碼電路原理 ii. 製作自己設計的電子遊戲	中三統籌 老師	i. 完成製作電子定力遊戲 ii. 與分享遊戲

具體教學方法

中一教學安排

1. 首先讓學生學習基本表達技巧：
 - i. 認識基本繪圖技巧及標誌方法
 - ii. 認識徒手繪畫之平面 (2D) 及立體 (3D) 繪畫方法
 - 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-----飛機木、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. 讓學生認識及欣賞市面上不同的產品設計，從而可以自行設計下列產品：
 - i. 模型滑翔飛機
 - ii. 匙扣
 - iii. 時鐘
5. 讓學生認識基本手工具及機械運用，並注意工業安全。

中二教學安排

1. 讓學生認識更多繪圖表達技巧
 - i. 第一角投影法（三視圖）
 - ii. 均角圖（立體圖法）
 - iii. 展開圖及剖面圖
 - iii. ProDeskTop V8 基本 3D 及工程圖電腦繪圖
 - iv. 基本數學構圖技巧
2. 讓學生認識設計過程及技巧
 - i. 何謂「設計」
 - ii. 「多元法」及「綜合法」的應用
3. 讓學生應用「設計過程」於下列問題：
 - i. 書立
 - ii. 電子習作
 - iii. 模型橋樑創作
 - iv. 四足步行機械
4. 讓學生認識更多材料：
 - i. 鋁片、金屬線
 - ii. 櫟木棒
5. 讓學生認識更多材料接合法及變形法
 - i. 金屬冷屈曲法
 - ii. 木榫
 - iii. 各類黏接法

中三教學安排

1. 深化 ProDeskTop V8 電腦繪圖:包括零件組合方法
讓學生認識更多繪圖表達技巧
2. 配合以下 LEGO NXT 套件，學習不同的能量傳輸及省力方法
讓學生認識簡單機械編寫程式、運作原理、簡單力學、齒輪原理、
簡單結構原理、槓桿與連桿原理、氣動原理、齒輪原理及輪軸與滑輪原理。

3. 深化「設計過程」的應用-設計「電子定力遊戲」
電子零件及電線焊接法
電子學及數碼電路
4. 加強認識不同材料特性及其連接方法金屬、木材、塑膠
5. 混合使用不同材料及其接合法
白膠漿黏合法、熱熔膠接合法、機牙螺絲接合法、木牙螺絲接合法
6. 專題研習
激光原理
認識激光的原理

跨科協作

上學年我們協助資優學生教育參加各項活動及比賽，效果良好。本年度將繼續配合數學科、創意思維比賽和資優學生教育(Gifted Education)等，參與各項活動及比賽。

本年度關注事項

1. 配合本年度關注事項，各級注意訓練學生紀律，並需要求同學準時提交習作。
2. 老師互相觀課，提升教學質素。

一條龍及特殊需要學生的安排

據資料顯示，本年度中一至中三學習能力差異較大。必要時可調整對此等學生的要求。我們需對此級同學多加關注，藉此蒐集有關同學的特點，為以後的教學安排作好準備。

【伍】本科之評核準則

本科不設考試，全年採用持續評分法，即是只計算平時功課及習作之表現，所以本科要求學生用心及準時完成指定之功課。各級之評分方法及比例如下：

	上學期		下學期	
	繪圖/理論	習作	繪圖/理論	習作
中一	50%	50%	50%	50%
中二	60%	40%	40%	60%
中三	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.	圖書館圖書	\$ 2,000.
2.	消耗性材料	\$ 40,000.
3.	維修或增補工具 / 設備	\$ 15,000.
4.	推廣本科活動（如比賽、參觀等）	\$ 2,500.
5.	添置教具或教材	\$ 25,000.
	總計：	\$ 84,500.

【捌】任教本科老師名單、教節分配及各級統籌

任教本科老師共有三位，其任教之班別及教節分配如下：

任教老師	中一	中二	中三	課節總數
麥泰元	S1x5x2	S2x5x2	S3x1x3	23 課節
林錫忠	S1x4x2	S2x4x2	S3x3x3	25 課節
麥德祥		S2x1x2	S3x1x3	5 課節
余靄欣	S1x1x2	-	-	2 課節
各級總課節	20 課節	20 課節	15 課節	總課節：55 課節

統籌老師：

中一至中二級 -----麥泰元老師

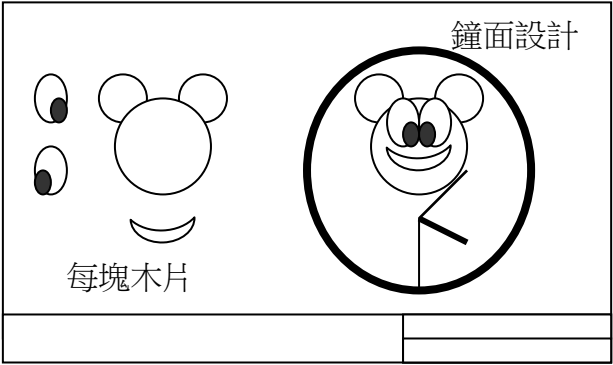
中三級 -----林錫忠老師

各級統籌老師之職責：

1. 負責聯絡及協調該級任教老師之教學工作
2. 負責收集及整理該級之教學及參考資料
3. 負責編寫該級之課程大綱及內容

【玖】附錄（一）

時鐘設計習作評估

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

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

	材料	數量	單價	總價
1	白楊夾板 300mm x 150mm x 3mm		\$10	
2	吸塑膠片 240mm x 300mm x 1mm		\$10	
3	石英鐘肉一套		\$5	
4	其他			
5.	其他			
			合計	

(二) 將製作完成之『掛牆鐘』相片貼於下面方格內



(三) 製作反思

(a) 描述設計及製作上遇到的困難：

(b) 描述解決困難的方法或策略

(四) 改良：你認為可以怎樣改良設計？

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

家長簽署：_____

附錄 (二)

<u>繪圖習作評分準則</u>	
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於 5 個錯誤。
8	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於 10 個錯誤。
7	線條大致平均，色澤均勻。大部分線條接合位保持圓滑。尺寸大致準確。完成指定題目。尺寸標示及字體大部分正確。全圖少於 15 個錯誤。
6	線條大致平均。大部分線條接合位保持圓滑。尺寸大致準確。完成大部分指定題目。尺寸標示及字體部分正確。全圖少於 20 個錯誤。
4-5	未能完成全部指定題目。繪圖法欠準確，尺寸標示及字體欠正確。 線條欠平均，色澤欠均勻。不能保持圖紙清潔。
1-3	祇完成小部分題目，欠尺寸標示。不能掌握繪圖法及字體書寫。 不能保持圖紙清潔。
0	不能完成指定題目，沒有繳交習作。
	(遲交習作可予降一級評估)

CHAPTER III
(Budget Summaries)

Financial Summary

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	85.97%	N.A.
School Fees	N.A.	5.02%
Donations, if any	N.A.	1.12%
Other Income, if any	N.A.	7.89%
Total	85.97%	14.03%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	87.71%	
Operational Expenses (including those for Learning and Teaching)	5.97%	
Fee Remission / Scholarship ¹	0.72%	
Repairs and Maintenance	1.48%	
Depreciation	1.17%	
Miscellaneous	2.94%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.0183 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	1.97 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

CHAPTER IV

**Plan for Capacity Enhancement Grant (CEG)
2012-2013**

**Plan for Diversity Learning Grant (DLG)
2012-2013**

Ying Wa College
Plan on Using Capacity Enhancement Grant
2012–2013

Number of operating classes: 34

Means by which teachers have been consulted: at the meeting of Academic Committee

Task Area	Major Areas of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' language proficiency	Improvement of English learning environment in school	To employ one English teacher and one more full-time Native English Teachers (NET) to help create a language-rich environment in the school	<ul style="list-style-type: none"> - More split-classes can be implemented in English lessons so that more students will benefit from native English speaker in the classroom. - More English learning activities outside the classroom can be held, such as English debate training, English drama workshop, and reading activities. 	1/9/2012 – 31/8/2013	Monthly Salary (MPS pt. 16: \$23,360x12x2) +MPF(\$1000x12x2) = \$584,640	<ul style="list-style-type: none"> - Students' improving performance in English examinations - Students' active participation in English learning activities - Students' active participation during the lessons conducted by NETs 	<ul style="list-style-type: none"> - Lesson observation by Panel Chairpersons - Students' examination results - Participation records of English learning activities - Panel Chairpersons' observation in English learning activities outside the classroom 	Panel Chairperson of English
					Total: \$584,640			

Expected amount of Capacity Enhancement Grant to be received in 2012–2013: 1213 x \$476 = \$577,388

Top-up fund from **Special Collection** in Tong Fai Accounts: **\$584,640** – \$577,388 = \$ 7,252

YING WA COLLEGE

Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2012/13 to 2014/15 cohort of senior secondary students

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programmes	Strategies & Benefits Anticipated	Name of Programmes	Duration of Programmes	Target Students	Estimated No. of Students Involved in Each School Year			Evaluation of Student Learning / Success Indicators	Teacher-in-Charge
					2012-13	2013-14	2014-15		
Other Programmes	Network Programme In view of the small number of students opting for PE, this network programme with Cheung Sha Wan Catholic Secondary School CSWCSS and Ng Wah Catholic Secondary School NWCSS can help to cater for students' diverse needs.	Network Programme of HKDSE Physical Education	3 years	S4-6 students of this cohort of students	25	25	25	Students will take the HKDSE Examination	PE teachers of YWC, CSWCSS and NWCSS jointly organize the programme.
	Gifted Ed Programme To enhance students' language and speaking skills	Training courses for language elites	2 years	S4-S5 elites in language & speaking	20	20	---	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.	Language teachers and coaches outside the school
	Gifted Ed Programme To teach student advanced Math knowledge and skills through problem-solving	Advanced Math course	3 years	S4-S6 elites in Math	15	15	15	Students will improve their Math knowledge and skills. Participation and achievement in Math contests are expected.	Experienced Math Olympiad trainer outside the school
	Gifted Ed Programme To provide acceleration and enrichment courses in Science	Training courses for Science elites	2 years	S4-S5 elites in Science	15	15	---	Students will gain more Science knowledge. Participation and achievement in related assessments are expected.	Chairman of Gifted Ed Committee
	Gifted Ed Programme To financially support Science elites to take gifted courses in universities	University gifted courses in Science for secondary school students	3 years	S4-S6 elite students in Science	5	5	5	Science elites gain advanced knowledge and share their knowledge with other students after taking university courses.	Chairman of Gifted Ed Committee