

# Ying Wa College

(Founded 1818)



## Annual Plan

(2010-2011)

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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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**Programme Plans on Using the Capacity Enhancement Grant 2010-2011**

- Plan 1: Recruiting two Chinese Language Teachers to cope with increasing workload of Chinese Language teachers and curriculum development
- Plan 2: Recruitment of Native-speaking Teachers to help creating a language-rich environment and promoting language art
- Plan 3: To continue in recruiting one additional English Teachers so as to operate split classes and get better prepared for SBA
- Plan 4: Recruiting two Assistant Teachers (PSHE/Science/Mathematics) for releasing teachers to attend courses for the preparation of curriculum changes, and for substituting absent teachers

**CHAPTER I**  
**(Mission, Goals, Annual Plan**  
**& Development Plan)**

## **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

### Annual School Plan 2010-2011

Much work last year was done to build up the right study habit and attitude of junior form students. The introduction of the 9<sup>th</sup> period in Term 1, tutorial groups in Term 2, and the Pre-examination Timetable all target the three major concerns last year. A strong message has already reached the parents as well to the same effect. As habit-building is a long term endeavour, the focus of the coming year will still be nurturing good discipline and good study attitude. A whole-school approach will be adopted.

The latest Stakeholders' Survey and school events show that we have two major concerns:

- **Student Discipline**

Some classes report that certain students have weak discipline. They cause disruption to teaching and learning. Often these students have lower academic achievement and more behavioral problems. In the Staff Development Day on 8 June 2010, it was agreed that all teachers will put forward a unified front to deal with unruly students. The Moral Education Committee will coordinate discipline and counseling work with the help of class teachers and parents. Afterschool habit-building classes will be organized for S1 students to nurture good study behaviour and self-discipline.

- **Staff Development**

Learning diversity and discipline problems are big challenges for teachers. They may not have the training to deal with the new classroom situation or the needs of the very weak students. While these problems are new to us, they are nevertheless very common in some other schools. Some schools have developed effective strategies to handle unruly students and students with low motivation or ability to learn. As professional teachers, we are not afraid of new challenges but we must be prepared to equip ourselves with the right teaching and management skills to handle new situations.

### STEADFAST FAITH ♦ BENEFICENT DEEDS

Core Concerns	Goals	Targets	Plans of Action from	Methods of Evaluation	Suggested strategies
1. Student Discipline	<ul style="list-style-type: none"> <li>• To maintain good learning atmosphere in class</li> <li>• To promote a strong sense of academic advancement</li> </ul>	<ul style="list-style-type: none"> <li>• To stop unruly behaviour in class</li> <li>• To strengthen a quest for learning</li> <li>• To enhance home-school cooperation on student discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Team</li> <li>• Counselling Team</li> <li>• VP(admin)</li> <li>• School Social Workers</li> <li>• Academic Committee</li> <li>• School Affairs Committee</li> <li>• P</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• Discipline statistics</li> <li>• Teacher interviews</li> <li>• Student interviews</li> <li>• Examination results</li> <li>• Parents' feedback</li> <li>• Class observation</li> </ul>	<ul style="list-style-type: none"> <li>• Target students with disciplinary problems by close supervision</li> <li>• Engage parents to strengthen home-school efforts on discipline</li> <li>• Remove problem students from class for personal discipline</li> </ul>
2. Staff Development	<ul style="list-style-type: none"> <li>• To enable staff to manage classroom with unruly students</li> <li>• To equip staff with teaching skills for wide Learning Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• To enforce the teacher's authority in class</li> <li>• To help all students to benefit from classroom teaching</li> <li>• To bring up more students to the higher level of academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Committee</li> <li>• Academic committee</li> <li>• VP(academic)</li> <li>• P</li> </ul>	<ul style="list-style-type: none"> <li>• Class observation</li> </ul>	<ul style="list-style-type: none"> <li>• Internal sharing of teaching skills for LD</li> <li>• External advice from EDB's school-based service programme</li> <li>• Peer-observation with other schools with very weak students</li> <li>• After school tutorial help by old boys</li> <li>• Staff retreat</li> </ul>

## Major Concern – Enhancement of Classroom Learning and Teaching

Items	Strategies	Teacher-in-charge
<b>Subject-based Classroom L&amp;T</b>  (Focus: - Catering for learning diversity - Classroom management - Pedagogies in NSSC)	<u>Departmental planning and implementation of L&amp;T policy</u> - Subject-based L&T policy, catering for learning diversity, strengthening classroom management and applying NSSC pedagogies, to be developed and implemented	VP(Academic) + Subject Heads
	<u>Promotion of teachers’ evaluation and self-reflection on L&amp;T</u> - Subject panels and teachers to be encourage to collect feedback from students for evaluation and self-reflection on L&T - Means of collecting feedback to be decided by individual panels and teachers - Structured, simple and open-ended questions to be used in written feedback	VP(Academic) + Subject Heads
	<u>Guided lesson-planning, implementation and evaluation in pilot subjects</u> - S1 & S2 English Language and Integrated Science to be the pilot subjects - Support to be received from EDB-SBSS	VP(Academic) + Subject Heads of English & IS
<b>Peer Observation</b>  (Focus: - Classroom management - Teaching strategies)	<u>Peer observation</u> Please refer to the next item. <u>Peer observation within KLA</u> - Groups of 2 to 4 teachers, teaching the same form if possible, to be arranged by KLA coordinators - Pre- and post-observation meeting to be held - Record form with appreciation as well as suggestion to be used by observers and kept as school record - Peer observation to be conducted before the mid-of-March	VP(Academic) + Subject Heads
	<u>Video-taping lessons of volunteers from various KLAs</u> - Lessons of volunteers with good practices to be video-taped	VP(Academic)
	<u>Sharing good practices on staff development day by the end-of-March</u> - KLA sharing session to be held - Sharing session on the lessons of volunteers to be held	VP(Academic) + Staff Development Committee Subject Heads
<b>Induction of New Teachers</b>	<u>General guidance</u> - General guidance to be coordinated by Staff Development Committee	
	<u>Mentoring system</u> - Mentoring system to be coordinated by Staff Development Committee - Other than panel heads, teachers of the same subject, having the same level and the same gender if possible, to be invited to serve as pro-active mentors	VP(Academic) + Staff Development Committee + Subject Heads
	<u>Departmental supervision and support</u> - Lesson observation, homework book and examination paper checking to be conducted and recorded by panel heads in each term - Feedback to be given by panel heads for improvement	Subject Heads
<b>SEN Training for Teachers</b>	<u>Down-to-earth training</u> - SEN case studies and training to be held on Staff Development Day <u>Teachers’ sharing</u> - Successful stories to be shared among teachers	SEN Team + Staff Development Committee



**Annual School Plan 2010-2011**

Major Concerns	Goals	Targets	Plans of Action from	Methods of Evaluation	Suggested strategies
<b>Through Train</b>	1. Enabling academically weak students to reach basic competence in their studies and attain constant improvement	<p>a. Revision of assessment policy to include a core part and an extension part to reflect Ss' basic competence so as to recognize their achievement</p> <p>b. Administrative measures to tackle learning diversity</p> <p>c. Provision of support to less academically inclined Ss</p> <p>d. Provision of support to with weak learning motivation</p>	<p>- AC &amp; subject panels</p> <p>- AC &amp; subject panels</p> <p>- AC &amp; Guidance Team</p> <p>- Guidance Team &amp; PATHS</p>	<p>teacher and student feedback</p> <p>UT and exam results Attendance &amp; HW submission records Questionnaires</p>	<p>- trial run in UT - joint-setters</p> <p>- streaming - split-classes - remedial classes - detention hall - tutorial groups by old boys and senior boys - Time-out</p> <p>- case-by-case handling (individuals or groups) - self-confidence building - learning policy - adventure-based counseling - careers counseling (small group workshops, ... )</p>

**Annual School Plan 2010-2011**

Major Concerns	Goals	Targets	Plans of Action from	Methods of Evaluation	Suggested Strategies
<b>Through Train</b>	2. Catering for the needs of SEN students	a. Formation of Student Supporting Team (SST) and formulation of SEN policy b. Teacher training	- P & SST  - SDC & SST	- documents - training record - observation - questionnaires	- teachers' guidelines - talks on case studies - > 10% of teachers receiving training - data bank of SEN students - student and teacher support system - Resource bank - Effective communication between the school, teachers and parents
<b>Through Train</b>	3. Enhancement of students' discipline and sense of belonging	Establishment of norms of student behaviour inside & outside classroom that all students should observe and conform to	- Moral Ed. Committee	- observation - documents - questionnaires	- class rules with rewards and punishment - clear and detailed rules for basic norms of student behavior
<b>Through Train</b>	4. Smooth transition from YWPS curriculum to YWC curriculum	Bridging of the curricula of YWC and YWPS	- Curriculum Committee	- documents - observation - interviews	- information transfer - meetings - programmes - comparison of P6 & S1 results
<b>Through Train</b>	5. Paradigm shift & development of new school culture	a. Changes in pedagogies b. Enhancement of classroom management	- AC & subject panels - SDC	- questionnaires - observation - documents	- teacher training - peer observation - sharing in subject panel - collaborative lesson-planning

**Annual School Plan 2010-2011**

Major Concerns	Goals	Targets	Plans of Action from	Methods of Evaluation	Suggestions
<b>NSSC</b>	1. OLE policy and implementation	a. Formation of OLE Committee b. Restructuring of extra-curricular activities c. Strengthening student leadership training of S4 students c. SLP policy & implementation	- ECA Committee  - OLE & ECA Committees  - OLE Committee  - OLE Committee	- documents	- nurturing student leaders (SS1 and SS2) - planning of OLE periods - clerical support on SLP
<b>NSSC</b>	2. Curriculum development, implementation of Liberal Studies & Elective Subjects	a. Preparation of the implementation of LS in 2009 b. Formulation of streaming and add/drop policy	- AC & LS panel  - AC & Careers Team	- documents	- manpower allocation - teacher training - team preparation - resource bank - review of MOI
<b>NSSC</b>	3. To equip teachers to deal with demands brought by paradigm shift in T&L	a. Changes in pedagogies b. Familiarization of NSS curriculum	- AC & subject panels - SDC	- teachers' self-evaluation - questionnaires - lesson observation	- teacher training - peer observation - sharing in subject panels - collaborative lesson-planning
<b>NSSC</b>	4. Review of human resources planning	Efficient deployment of staff	- AC & NSSC concern group	N/A	N/A
<b>NSSC</b>	5. Promotion of Careers Education	a. Helping Ss plan their future starting from S.3 b. Enhancement of parents' understanding of NSSC	- careers team - social workers / organizations	- questionnaires	- information dissemination on multiple exits - careers and life planning workshops - mock trial of result release
<b>NSSC</b>	6. To handle learning diversity (both high & low achievers)	a. Narrow down diversity b. Promote high achievements in public exams.	- AC - Curriculum Committee - Gifted Education Com.	- internal tests and exams - public exams	- remedial and elite classes - special intensive training groups - internal and external gifted programmes

**Annual School Plan 2010-2011**

Major Concerns	Goals	Targets	Plans of Action from	Methods of Evaluation	Suggestions
<b>DSS</b>	1. Publicity to promote the school through clarifying the strengths and characteristics of the school	a. Development of information directory b. Advertising, promotion & briefing sessions	P & School Affairs Committee	N/A	- School website - Telephone inquiry - 190 <sup>th</sup> anniversary celebrations
<b>DSS</b>	2. Provision of quality education with extra resources (facilities, curriculum, etc.)	Consensus building on strengths & characteristics of the school under DSS	P	N/A	N/A
<b>DSS</b>	3. Formulation of school fee remission & scholarship policy	a. Formulation of policy of scholarship for students with outstanding performance b. Formulation of policy of school fee remission for students with financial difficulties	Student Affairs Committee & Finance Committee	- Document & implementation - Questionnaires	N/A

**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
<b>Through Train</b>	
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"> <li>● closer collaboration on moral education and religious education</li> <li>● through train curriculum</li> <li>● bridging P6 and S1</li> </ul>
b. Through train arrangement strengthens the schools' understanding of and attention for students.	<ul style="list-style-type: none"> <li>● strengthen communication between YWC and YWPS</li> </ul>
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"> <li>● establish high academic standards in both YWC and YWPS</li> <li>● rationalise class sizes between primary and secondary</li> <li>● prepare primary students early for secondary learning style</li> <li>● allocate more resources on academic measures</li> </ul>
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"> <li>● share core values, culture with primary parents</li> <li>● PTAs to share experience and align expectations</li> <li>● review teaching and learning strategies for P1 to S6</li> </ul>
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"> <li>● share experience between P6 and S1 teachers</li> <li>● teacher training</li> <li>● educate students</li> </ul>
f. Through Train is successful only when teachers of both schools have mutual understanding and good team spirit	<ul style="list-style-type: none"> <li>● exchange school development plans</li> <li>● share major concerns</li> </ul>
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"> <li>● share goals, cultures, and core values</li> <li>● secondary academic goals to serve as target of primary students</li> <li>● strengthen communication</li> </ul>

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



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

## ESR Recommendations

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

## 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.

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

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

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

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

## Improvement measures Underpinning the Core Values

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

**CHAPTER II**  
**(Programme Areas)**



**Programme Plans of  
Special Committees and Teams**

# **Academic Committee Programme Plan 2010-2011**

## **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. The team of Department Heads and Panel Chairpersons are well-experienced and dedicated. They demonstrate good leadership in their panels.
3. The school has a long history and a good reputation. It is able to attract good students from primary school graduates. They are students with good capacity.
4. The school administration takes a liberal approach and all teachers have ample room for innovative ideas and experimentation.
5. Teachers are supported by a cooperative clerical team.
6. The socio-economic status of parents is comparatively high.

### **B. Weaknesses**

1. The teacher-student ratio is high. Most classes have more than 40 students. Teachers have heavy workload.
2. The school is using English as the medium of instruction for non-Chinese subjects. It cannot be denied that at least 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 will cooperate closely with the primary school to guarantee the quality of S1 Intakes.

3. The School is granted Direct Subsidy School Status. It gives the school more freedom and resources to carry out new plans.

#### **D. Threats**

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

### **III. Goals**

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

1. To provide a pleasurable and secure environment so that the students are able to develop to their full and individual potential in all areas covering ethics, intellect, physique, social skills and aesthetics.
2. To help the students to acquire a basic level of competence in knowledge and skills, with emphasis on biliteracy and trilingualism, as well as computational skills.
3. To foster students' positive attitude and values so that they are ready for further study, work and the needs of life in future.
4. To nurture students' spirit of self-motivation, self-learning and the ability to think independently and creatively.
5. To maintain English as medium of instruction so that students are given more exposure to the language.
6. To strengthen the academic achievement of the school as a whole.

#### **B. For teachers**

1. To give full support to the teachers in matters of teaching and professional development, especially in the fields of MOI, pedagogy and assessment.
2. To make the necessary education resources and equipments available so that

the teachers will be able to conduct lessons with suitable teaching resources.

3. To promote the culture of experience-sharing and establish team spirit among all colleagues.

#### **IV. Objectives**

1. Implementing the New Senior Secondary Curriculum
2. Coping with greater learning diversity of junior form students.
3. Maintaining academic excellence of senior form students.
4. Enhancing Classroom Learning and Teaching

#### **V. Implementation Plan**

(Please refer to the attached table 1.)

#### **Supplement to Implementation Plan: Enhancement of Classroom Learning and Teaching (Major concern of the school)**

(Please refer to the attached table 2.)

Teaching and Learning - Implementation Plan 2010-11

Task	Implementation	Means of Assessment	Success Criteria	Time Frame	Persons Responsible
Implementing the New Senior Secondary Curriculum	<p><b>Curriculum and pedagogy</b></p> <ul style="list-style-type: none"> <li>- curriculum frame work of NSSC re-evaluate to suit the interest and capability of the students</li> <li>- junior forms curriculum reconsidered to establish better link with NSSC</li> <li>- pedagogical change to meet the need of curriculum reform and to cater for learning diversity</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- suitable assessment tools applied and effective assessment plans developed to improve learning</li> </ul> <p><b>Student Learning Profile</b></p> <ul style="list-style-type: none"> <li>- to purchase i-portfolio module of e-Class from BroadLearning</li> <li>- to decide on the content of the SLP and to devise full implementation plan of SLP fro 2009-2012</li> </ul>	<ul style="list-style-type: none"> <li>- feedback from students through questionnaires and observation</li> <li>- eevaluate on the performance of students in S4, S5 as well as in junior forms</li> <li>- observation of classroom learning atmosphere</li> <li>- records of student performance throughout the year</li> <li>- records of students in their SLP</li> </ul>	<ul style="list-style-type: none"> <li>- students assigned subjects they are able, willing and interested to study</li> <li>- students' acquisition of a sound knowledge foundation and well-prepared for NSSC</li> <li>- teachers' active participation in peer observation and sharing.</li> <li>- cooperation of teachers in applying tools for assessment and students acquiring good learning from the assessment</li> <li>- Students getting used to record their activities and write their self-reflection regularly</li> </ul>	<p>10/2009 – 6/2012</p> <p>On-going</p>	<p>Academic Committee, Curriculum Committee, Careers Team, OLE Master</p>

Task	Implementation	Means of Assessment	Success Criteria	Time Frame	Persons Responsible
Coping with greater learning diversity of junior form students.	<ul style="list-style-type: none"> <li>- bridging programme for S1</li> <li>- split classes in English, Chinese, Mathematics.; new paradigm in teaching and assessment</li> <li>- teachers encouraged to get training to teach students with special needs.</li> <li>- enhancing through-train collaboration with YWPS</li> <li>- tutorial period (9<sup>th</sup> period) in the first term</li> <li>- after-school tutorial groups in S1 and S2</li> </ul>	<ul style="list-style-type: none"> <li>- student performance in lessons and examinations</li> <li>- number of teachers attended training meetings and cooperation of teachers of the two schools</li> <li>- observation of students' performance in the tutorial period</li> </ul>	<ul style="list-style-type: none"> <li>- financial support to split classes</li> <li>- culture of cooperative lesson and preparation and sharing</li> <li>- provision of training on teaching SEN students</li> <li>- students' acquisition of some learning skills</li> <li>- ardent support from S4 student mentors</li> </ul>	On-going	Academic Committee, all junior form teachers
Maintaining academic excellence of senior form students	<ul style="list-style-type: none"> <li>- Enhancement courses for below average students and Enrichment courses for high-achievers</li> </ul>	<ul style="list-style-type: none"> <li>- Students' performance in lessons and examinations</li> </ul>	<ul style="list-style-type: none"> <li>- full support of School Board and old boys on employment of extra teaching staff and educational activities</li> </ul>	9/10 – 7/11	Academic Committee, Curriculum Committee, Gifted Education Committee

## Major Concern – Enhancement of Classroom Learning and Teaching

Items	Strategies	Teacher- in-charge
<b>Subject-based Classroom L&amp;T</b>  (Focus: - Catering for learning diversity - Classroom management - Pedagogies in NSSC)	<u>Departmental planning and implementation of L&amp;T policy</u> - Subject-based L&T policy, catering for learning diversity, strengthening classroom management and applying NSSC pedagogies, to be developed and implemented  <u>Promotion of teachers’ evaluation and self-reflection on L&amp;T</u> - Subject panels and teachers to be encourage to collect feedback from students for evaluation and self-reflection on L&T - Means of collecting feedback to be decided by individual panels and teachers - Structured, simple and open-ended questions to be used in written feedback  <u>Guided lesson-planning, implementation and evaluation in pilot subjects</u> - S1 & S2 English Language and Integrated Science to be the pilot subjects - Support to be received from EDB-SBSS	Teacher- in-charge VP(Academic) + Subject Heads  VP(Academic) + Subject Heads  VP(Academic) + Subject Heads of English & IS
<b>Peer Observation</b>  (Focus: - Classroom management - Teaching strategies)	<u>Peer observation</u> Please refer to the next item. <u>Peer observation within KLA</u> - Groups of 2 to 4 teachers, teaching the same form if possible, to be arranged by KLA coordinators - Pre- and post-observation meeting to be held - Record form with appreciation as well as suggestion to be used by observers and kept as school record - Peer observation to be conducted before the mid-of-March	VP(Academic) + Subject Heads
	<u>Video-taping lessons of volunteers from various KLAs</u> - Lessons of volunteers with good practices to be video-taped	VP(Academic)
	<u>Sharing good practices on staff development day by the end-of-March</u> - KLA sharing session to be held - Sharing session on the lessons of volunteers to be held	VP(Academic) + Staff Development Committee

<b>Induction of New Teachers</b>	<u>General guidance</u>	Subject Heads
	- General guidance to be coordinated by Staff Development Committee	
	<u>Mentoring system</u>	VP(Academic)
	- Mentoring system to be coordinated by Staff Development Committee	+ Staff
	- Other than panel heads, teachers of the same subject, having the same level and the same gender if possible, to be invited to serve as pro-active mentors	Development Committee
		+ Subject Heads
	<u>Departmental supervision and support</u>	
	- Lesson observation, homework book and examination paper checking to be conducted and recorded by panel heads in each term	Subject Heads
	- Feedback to be given by panel heads for improvement	
<b>SEN Training for Teachers</b>	<u>Down-to-earth training</u>	SEN Team
	- SEN case studies and training to be held on Staff Development Day	+ Staff
	<u>Teachers' sharing</u>	Development Committee
	- Successful stories to be shared among teachers	



## **VI. Budget**

See plans of individual subjects panels and committees.

Morning Reading Scheme Award - \$2000

## **VII. Committee Members**

Mr. CHENG Kwun Kit (Chairman, Vice Principal, Academic)

Mr. CHAN Cheuk Nang Jeff (Hon. Secretary)

Mr. LEE Chee Wah Roger (Principal)

Mr. YUEN Kwok Chu (Vice Principal, S1 Admission Committee)

Mr. CHEUNG Ka Wah (Staff Development Committee)

Mr. TSANG Chi To Joseph (Careers Master)

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

Ms. NG Pik Wah (Language: Chinese)

Ms. TSE Tao Wah Bonnie (Language: English)

Ms. CHAN YUK YIN (Curriculum Committee)

Mr. TSANG Ting Cheung (Examination Committee)

Mr. PONG Yiu Wing (Sports)

Mr. LI Boron (Aesthetics)

Ms. KUNG SHIN YUK (Learning Resources)

Mr. CHOI Kam To (Gifted Education)

# **Careers Guidance Programme Plan 2010-2011**

## **1. Purpose**

- To promote **career education** through the formulation of a holistic career guidance curriculum across all forms in school
- 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

## **2. Issues to be Addressed**

### **A. Strengths**

- (1) The careers guidance work is carried out by 16 members working as a team. There are collaboration, experience-sharing and support among the members. Many of the team members are experienced careers teachers.
- (2) 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.
- (3) The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks and visits.
- (4) Class-teachers often assist the team in conducting certain programmes and disseminating careers information.
- (5) Careers Club, which consists of a committee of S.6 students, plays an important role in the operation of careers service in the school. They also assist in the running of career functions.
- (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, Junior Achievement Hong Kong tertiary institutes, and other individual organizations.

## **B. Weaknesses**

- (1) Careers programmes organized sometimes interrupt normal class teaching, though the disturbance has been reduced to the minimum.
- (2) With the promotion of career education being the central mission of Careers Team, only a few members in the team have received formal training at 1-year Certificate program level and conduction of Individual Student Planning Workshops (ISP) namely 'Finding Your Colours of Life' and 'Career Map'.
- (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 decided 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) With the fading out of S.5 (HKCEE level), manpower of the team can be diverted to other duties and programs.

## **D. Threats**

- (1) 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.
- (2) 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.
- (3) 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 2010-2011**

S.7:

- JUPAS Applications

S.6:

- Experimenting student-centered career exploration program - Career Research Project (UE) cum S.6 Mentorship Program

S.4 & S.5:

- Implementation of CRE programs under OLE
- To promote career planning among senior form students – ‘Career Map’ career planning workshop

S.3:

- To promote career planning among junior form students – ‘Finding Your Colours of Life’ career planning workshop
- Evaluation and revision of NSSC subject allocation exercise

### **3. Objectives**

- A. To enhance students’ awareness of career development and life planning and to prepare students to face the challenges of work life with greater confidence through:
  - (1) organizing school-wide career guidance activities
  - (2) facilitating learning experiences about work / outside world
  - (3) enabling Individual student planning (ISP) (also known as career planning)
- B. To evaluate and revise the S.3 streaming (subject allocation) mechanism
- C. To assist students and communicate with parents on preparation for public examinations and further studies
- D. To inform students of various scholarships offered by the Government or other institutions
- E. To determine the feasibility of the provision of Applied Learning

#### 4. Implementation Plan

Objectives	Implementation	
A. To enhance students' awareness of career development and life planning		
1. organizing school-wide career guidance activities	S7	<ul style="list-style-type: none"> <li>• Career workshops on HKALE &amp; JUPAS application</li> <li>• Visits to tertiary institutions</li> <li>• Mass talks on university programs</li> </ul>
	S6	<ul style="list-style-type: none"> <li>• Visits to tertiary institutions</li> <li>• Mass talks on university programs</li> <li>• University taster programs/camps</li> <li>• Junior Achievement programs</li> </ul>
	S4&5	<ul style="list-style-type: none"> <li>• Junior Achievement programs</li> </ul>
2. facilitating learning experiences about work / outside world	S7	<ul style="list-style-type: none"> <li>• Work Experience Scheme</li> </ul>
	S6	<ul style="list-style-type: none"> <li>• Career interest research project (collaborate with English Department &amp; integrate with Heart-to-Heart Mentorship Programme)</li> <li>• Job place visits</li> <li>• Job Shadowing</li> <li>• Work Experience Scheme</li> </ul>
	S4&5	<ul style="list-style-type: none"> <li>• HKTDC Education &amp; Careers Expo</li> <li>• Work Experience Scheme</li> <li>• Job place visits</li> <li>• Job Shadowing</li> </ul>
	S3	<ul style="list-style-type: none"> <li>• Junior Achievement – JA Management &amp; Economics Simulation Exercise</li> </ul>
	Whole School	<ul style="list-style-type: none"> <li>• Summer educational tour</li> <li>• Career Assemblies: Sharing of alumni / distinguished guests on career and life planning + follow up form / small class sharing</li> </ul>
	S7	<ul style="list-style-type: none"> <li>• S7 career counseling interviews</li> </ul>

	S7	<ul style="list-style-type: none"> <li>S7 career counseling interviews</li> </ul>
	S&5	<ul style="list-style-type: none"> <li><del>Career Planning Workshops – e-Care Mapping Skills Workshop</del></li> <li><del>Career Achievement research project</del></li> </ul>
	S3	<ul style="list-style-type: none"> <li><del>Career planning Workshops – ‘Diploma &amp; Careers of Life’</del></li> <li><del>Senior Heart Mentorship</del></li> </ul>
	Whole School	<ul style="list-style-type: none"> <li><del>Reference books on career</del></li> <li><del>Job placement for student loan</del></li> <li><del>Post Shadowing</del></li> <li><del>Work Experience Schemes</del></li> </ul>
B. To evaluate and revise the S.3 streaming (subject allocation) mechanism	N/A	<ul style="list-style-type: none"> <li>To evaluate the S.3 streaming mechanism 2009-10 with Curriculum Committee and VP (academic) and to make necessary revision</li> </ul>
C. To assist students and communicate with parents on preparation for public examinations and further studies	S3	<ul style="list-style-type: none"> <li>For S.3 students, Parents’ Night is organised for parents in assisting their children on streaming. Student interviews are arranged for advice and queries. Newsletters are issued for students and parents</li> </ul>
D. To inform students of various scholarships offered by the Government or other institutions	Whole School	<ul style="list-style-type: none"> <li>Dissemination of information and advice to students on the applications of various scholarships and grants</li> </ul>
E. To determine the feasibility of the provision of Applied Learning	Whole School	<ul style="list-style-type: none"> <li>Careers team is responsible for collecting updated information on the development of Applied Learning courses in school / outside school</li> </ul>

## 5. Evaluation

- Performance of individual programs to be evaluated in due course
- To be reported in Annual Report 2010-11

## 6. Budget

Membership Fee for The Hong Kong Association of Careers Masters and Guidance Masters	\$100.00
Souvenirs for guest speakers	\$100.00
Reference materials for students	\$1,200.00
S6 Mentorship programme	\$300.00
Life Planning Workshops	\$2,400.00
Total:	\$4,100.00

## 7. Careers Team (2010~11)

### Team Structure

<b>Careers Team</b>	
Chairperson:	Mr. J. Tsang (S.6/7 coordinator)
Advisor:	Mr. K.K. Cheng (VP-AC)
Secretary:	Ms. T.C. Goh (English) Mr. C.F. Wong (Chinese)
Members:	Mr. C.N. Chan (NSSC coordinator) Ms. M.Y. Siu (NSSC coordinator) Ms. W. Tong (S.3 coordinator) Mr. T.W. Au Yeung Ms. A. Chapman Mr. K.S. Chan Ms. Y.C. Lam Ms. M.Y. Lee Ms. Y.M. Sze Mr. T.C. Tsang <b>Mr. S.Y. Leung</b> <b>Ms. C. Leung</b> <b>Mr. Y.W. Lam</b>

<b>Career Planning Working Group</b>	
Convener:	Mr. J. Tsang
Secretary:	Mr. C.F. Wong
Members:	Ms. M.Y. Siu Ms. W. Tong Mr. C.N. Chan Mr. K.S. Chan Ms. M.Y. Lee Ms. Y.M. Sze <b>Mr. S.Y. Leung</b> <b>Ms. C. Leung</b> <b>Mr. Y.W. Lam</b>

# **Civic Education Programme Plan 2010-2011**

## **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 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

# Curriculum Committee

## Programme Plan 2010-2011

### 1. OBJECTIVES

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

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

### 2. ISSUES TO BE ADDRESSED

#### 2.1 Strength

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

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

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

## **2.2 Weakness**

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

## **2.3 Opportunities**

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

## **2.4 Threats**

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

## **3. OPERATIONS**

### **3.1 Duties and Responsibilities**

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

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

### **3.2 Membership**

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

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

### 3.3 Meetings

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

- 3.3.1 First Meeting:
  - 3.3.1.1 to be held in October, after individual KLAs' meetings and before the meeting of Academic Committee
  - 3.3.1.2 to report and coordinate the curriculum planning of individual KLAs
  - 3.3.1.3 to consolidate the annual curriculum planning
- 3.3.2 Second Meeting:
  - 3.3.2.1 to be held in January or February, in or after the period of the Mid-Year Examination
  - 3.3.2.2 to report on and follow up the curriculum implemented in the first term
  - 3.3.2.3 to discuss on possible change and new curriculum plans for the forthcoming academic year(s)
- 3.3.3 Third Meeting:
  - 3.3.3.1 to be held in June
  - 3.3.3.2 to report and evaluate the curriculum planned and implemented in the current academic year
  - 3.3.3.3 to make suggestions on the forthcoming academic years' curriculum planning and development

## 4. PLAN

The major concerns in this academic year will be:

- 4.1 to review and adjust the **arrangements and implementation of NSSC**
  - 4.1.1 To keep abreast of and prepare for the implementation of NSSC in the coming years
  - 4.1.2 To discuss the curriculum planning of individual NSS subjects with KLA coordinators and panel heads concerned
  - 4.1.3 To review the curriculum framework, especially the combinations of elective subjects in NSSC

- 4.1.4 To form a sub-committee on NSSC development to keep constant review of the curriculum
- 4.1.5 To collaborate with the Careers Team in the collection of students' opinions and allocation of elective subjects to students
- 4.1.6 To keep abreast of the implementation of OLE
  
- 4.2 to review the **junior form PSHE curriculum**
  - 4.2.1 To review the curriculum of Integrated Humanities and the future development of the junior form PSHE curriculum
  - 4.2.2 To discuss the implementation of a new PSHE curriculum as proposed by EDB
  
- 4.3 to promote **cross-curricular learning activities and collaboration** within and between KLAs
  - 4.3.1 To encourage panel heads and KLA coordinators to organize cross-curricular learning activities
  - 4.3.2 To encourage sharing of collaboration experiences
  
- 4.4 to co-ordinate **Project-Based Learning (PBL)**
  - 4.4.1 To review the current implementation of PBL in S2
  - 4.4.2 To form a sub-committee on PBL development to keep constant review on the implementation progress
  
- 4.5 to develop the **Through-train curriculum with Primary School**
  - 4.5.1 To hold regular meetings with the Primary School curriculum coordinator and panel heads of major subjects for the development of a Through-train curriculum and strategic plans
  - 4.5.2 To hold meeting with Primary School teachers to share information about students' learning progress; assessment results and bridging activities

## 5. PROPOSED BUDGET

Items	Budget	Remarks
Library books & Multi-media learning resources	\$ 3,000.00	For buying resources for Project-Based Learning (PBL)
Student activities in PBL	\$ 1,000.00	Activities such as project competition
Total	\$ 4,000.00	

# **Discipline Committee Programme Plan 2010-2011**

## **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 monitors and class captains.
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 school social workers, the police and other agencies.
9. To offer consultation to parents.

## **II. ISSUES TO BE ADDRESSED**

### **A. STRENGTHS**

1. Most members of Discipline Team are experienced, responsible and cooperative.
2. The Prefect Board is well established and prefects are capable and self-motivated.
3. Discipline Team and the Counselling Team are close partners.
4. Discipline Team can obtain professional advices and services from the School Social Worker and the CCC Educational Psychologist.

### **B. WEAKNESSES**

1. Most of the prefects are core members of the Student Council or chairman of various clubs and societies. They are too busy to carry out the duties of prefects.
2. Prefects (esp. S6 prefects) are inexperienced and may not be consistent in the standard of punishment.
3. The family support for some students was weaker than before. More of their families



are CSSA recipient, while parents are very busy and do not have time to be with their children.

4. Insufficient support of SEN students from EDB.
5. Heavy workload leaves discipline teachers less time and energy on doing precaution works against students' problems.
6. Experienced teachers are too busy and not able to join the discipline team.

#### C. OPPORTUNITIES

1. Long term and continuous programs can be planned and implemented together with Primary School Discipline Team.
2. Our school joined PATHS to Adulthood: A Jockey Club Youth Enhancement Scheme. Some class teachers have finished related seminars.

#### D. THREAT

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

### **III. OBJECTIVES**

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

#### IV. PROGRAM PLAN

<b>PROGRAM CONTENT</b>	<b>Schedule</b>	<b>RP</b>
Allocation of duties	Sept. 2010	LSK/SC/SKL
Collaboration with Moral Education Committee	Whole year	
Regular meetings	Whole year	LSK / SC/SKL
S1 Training Camp	22-23 Aug 2010	LSK
Prefect Workshop	18 Sept. 2010	YKC / LSK / SC
Class Captain and Monitor Workshop	9 Sept. 2010	LSK
Educational Talks	Assemblies	
Educational Programmes	November & March	
Case Investigation	Whole year	
New Leaf Program	Whole year	CYS
Demerits Record	Whole year	SC
Rewarding Merits	Whole year	LSK
Handling late-comers	Whole year	Prefects
Handling homework problems	Whole year	LSK / SC/SKL
Handling lost properties	Whole year	LSK / SC/SKL
Prefect Board Advisory	Whole year	YKC
Allocation of Lockers	Sept – Oct 2010	YKC
Fire Drill	Unforeseen date	YKC

#### V. BUDGET

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

#### 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

ADVISOR: Yuen Kwok Chu (Vice-Principal)  
CHAIRPERSON: Lam Siu Kuen (Discipline Mistress)  
VICE-CHAIRPERSON: Siu Chung (Senior forms Assistant Discipline Master)  
So Ka Lok (Junior forms Assistant Discipline Master)  
SECRETARY: Chu Kwok Yuen (Team 1 & 2)  
Ng Pik Wa (Team3 and Joint meetings)

### TEAM 1—Responsible for S1 discipline

Team leader: So Ka Lok  
Members: Lam Chun Yam Chan Yuk Shan  
Yu Hoi Jin

### TEAM 2—Responsible for S2 & S3 discipline

Team leader: Lam Siu Kuen  
Members: Tang Wai Chung Law Hon Leung  
Wan Wai Hon Wong Wing

### TEAM 3—Responsible for S4, S5, S6 & S7 discipline

Team leader: Siu Chung  
Members: Chan Suk Ching Lam Yan Wing  
Chu Kwok Yuen Ng Pik Wa

DETENTION CLASS Lam Siu Kuen  
Frank Wong

NEW LEAF PROGRAM Chan Yuk Shan

MERIT RECORD Lam Siu Kuen

DEMERIT RECORD Siu Chung

PREFECT BOARD Yuen Kwok Chu

# Other Learning Experiences Programme Plan 2010-2011

## I. Purposes

To help students to

1. promote whole person and balanced development
2. nurture positive values and attitudes
3. establish better relationships with teachers
4. enhance their sense of belonging to the school
5. develop their leadership qualities and social interaction skills
6. build up fine character and prepare themselves to be good citizens in society

## II. Issues to be addressed

### A. Strengths

1. Through years of development, the school is now providing a great variety of extra-curricular activities for the students.
2. The Student Council and House system are well structured.
3. The organisation of various clubs and societies is well established.
4. Most of the students possess a strong sense of belonging to the school and thus they tend to play active roles in extra-curricular activities.
5. Students are encouraged to organize and participate in inter-school competitions and functions.

### B. Weaknesses

1. There is still a shortage of space for holding a large-scale function.
2. Some Fifth and Sixth form students have taken up many posts and hence, they are incapable of carrying out their responsibilities effectively.

## III. Objectives

To help students to

1. make full use of their leisure through active participation in school activities
2. develop lifelong interests
3. develop their potentialities, build up their self-confidence and foster a sense of responsibility among them

4. establish a harmonious relationship with the teachers
5. develop their leadership qualities through organising school activities
6. prepare themselves for their future life and careers through cultural exchange programmes
7. contribute to the society by doing voluntary service to charitable organizations or institutions

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

1. Advise and assist the clubs and societies to recruit and orientate new members and to elect new officials.
2. Complete the recording and filing of the Officials List, Membership List, Budget Proposal and the Year Plan of each club.
3. Supervise the clubs and societies in making half-yearly reviews and financial reports.
4. Devise an award system for students taking active part in extra-curricular activities and inter-school functions.
5. Devise the OLE record form for students' participation in five areas in OLE, namely Moral & Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.
6. Encourage students to take part in Speech Festival, Music Festival, Drama Festival or other inter-school competitions.
7. Encourage students to do more voluntary service by organizing service projects through clubs and Student Council.
8. Encourage students to take part in cultural exchange programmes held by various organizations.
9. Build up a sustainable and trust abundant relationship with other community centres or organizations.
10. Set up IPortfolio accounts for senior form students through Broadlearning Company to store data of Other Learning Experiences records, awards outside school and self reflection of students in participation in OLE.

## V. Budget

Expenditure Item	Anticipated Expenditure	Source
1. Hong Kong School Speech Festival	\$8000	School Grant
2. Hong Kong School Drama Festival	\$6000	School Grant
	\$1300	H.K. School Drama Council
3. Joint School Science Exhibition	\$3000	School Grant
4. Summer Activities	\$10000	Hong Kong Jockey Club Fund
5. Special Function	\$4000	School Grant
6. Miscellaneous Expenses	\$1000	School Grant
7. OLE Expenses	\$2000	School Grant

## VI. Evaluation

School activities and Clubs' activities will be closely monitored and assessed. The performance of Clubs' officials will also be assessed as they have to submit the interim and final reports. An evaluation meeting will be held after the members of Other Learning Experiences Committee have gone through the reports.

Awards are given to students who are the best performers in ECA.

## VII. Programme Team

Mr. Chan Ip-cheung (Team Leader)

Mr. Tang Wai-chung

Mr. Book Kwok-chee

Mr. Lam Wai-hoo

Ms. Lam Yuet-chu

Ms. Chan Suk-ching

Mr. Au Yeung Tung-wah

Ms. Chao Yeuk Lan

Mr. Mar Shek Shing

**Information Technology in Education  
Co-ordination Committee  
Programme Plan 2010-2011**

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

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



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

Drafted by: KS Wang

Date: 10 June 2010

## Library Programme Plan 2010-2011

### Year Objectives:

- 1) Promote leisure reading
- 2) Promote resource-based learning through reading

	Strategies	Time Scale	People Responsible	Resources Required
<b>1. Monthly reading promotion</b>	<ul style="list-style-type: none"> <li>● Library prefects will be trained to promote reading, resource-based learning, the use of library, SAC &amp; the discussion room in the library through videos. Videos can be played to all students in the assembly every month.</li> <li>● Promote reading on different topics such as martial art novels by Jin Jong, popular detective stories, sports, EQ, chess, cooperating with Chess Club, or astronomy, cooperating with Astronomy Club.</li> <li>● Videos can be reviewed again at school website/ library website.</li> <li>● Monthly promotion can be supported by posters, book displays, boards, top ten book lists, top ten readers, etc.</li> </ul>	Oct - June	Coordinator: Teacher Librarian  Library assistant  Library prefects  IT technicians	IT support with a video camera
<b>2. Inter-class General Knowledge Competition</b>	<ul style="list-style-type: none"> <li>● <b>Question in the competition:</b> In the inter-class General Knowledge Competitions, about 50% of the MC questions will be based on current news and 50% on knowledge in recommended books of a subject such as IH, LS, Chinese, English and science. (Book titles, call no. &amp; the range of page numbers will be given).</li> </ul>	Two rounds per term (Oct, Nov,	Coordinator: Teacher Librarian  Library Assistant	Prizes: Snacks/ book vouchers/ others for

(班際常識大比拼)	<p>Questions will be uploaded to E-class system.</p> <ul style="list-style-type: none"> <li>● <b>Groups :</b> Competitions will be divided into 2 groups, junior and senior.</li> <li>● <b>Ways of competing:</b> Each student can answer the questions through E-class system. The total marks of each class will be calculated.</li> <li>● <b>Promotion period:</b> A poster with the questions will be posted by class teachers on the notice board for 3 weeks so that students can discuss about social issues &amp; books, search for more information or read more books if they are not sure about the answers.</li> <li>● <b>Results and answers</b> will be published within one week. <b>Awards</b> will be presented after two rounds in every term.</li> </ul>	Feb, April)	IT technician Class teachers	the winning classes (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ) in each term
<b>3. Supporting project learning</b>	Provide resources, advice and guidance to students for project learning, cooperating with other subject teachers, e.g. S2 teachers for S2 projects.	Whole year	Coordinator: Teacher Librarian  Other subject teachers	
<b>4. S1 Induction course of Library OPAC system &amp; Award scheme</b>	<ul style="list-style-type: none"> <li>● Hold S1 Induction Course to introduce the Online Public Access Catalog (OPAC) system of the school library</li> <li>● Introduce how they borrow and return books to the library</li> <li>● Promote the S1 award system: Students can collect one stamp if they come to the library and borrow at least one book. When they can collect three stamps, they can receive a snack.</li> </ul>	Oct-Dec	Coordinator: Teacher Librarian  Library assistant	Awards: snacks

<b>5. New Setting of the library</b>	<ul style="list-style-type: none"> <li>● Replace the old category signboard on top of bookshelves with an more eye-catching design.</li> <li>● Add “promotion cardboards” next to some recommended books of every subjects, top ten books, etc.</li> </ul>	Whole year	Coordinator: Teacher Librarian  Library assistant Parents	
<b>6. New Setting of Self Access Centre</b>	Set up different workstations labeled with different themes, for example, <ul style="list-style-type: none"> <li>● Master of English</li> <li>● Master of Science</li> <li>● Master of Putonghua</li> </ul> Computers will be set up with subject contents as the homepage/ equipped with related software. This setting will be promoted by videos mentioned in item 1.	Whole year	Coordinator: Teacher Librarian  Library assistant  Library prefects	New resources/ software related to subjects
<b>7. World Book &amp; Copyright Day (世界閱讀日)</b>	<ul style="list-style-type: none"> <li>● Join the writing competition held by Hong Kong Public Library, 「4 . 23 世界閱讀日創作比賽」, cooperating with Chinese subject teachers.</li> <li>● Set apart at least 20 minutes for early morning reading on a day in the week of 18-22/4/2010.</li> </ul>	2 <sup>nd</sup> term	Coordinator: Teacher Librarian  Chinese teachers Class teachers	
<b>8. Promoting the use of discussion room</b>	<ul style="list-style-type: none"> <li>● Students can practise their presentation skills in the discussion room.</li> <li>● Promote the use of discussion room by sharing of English and Chinese teachers, students sharing through videos and posters, etc.</li> </ul>	1 <sup>st</sup> term	Coordinator: Teacher Librarian  Library assistant  English & Chinese teachers	

<b>9. Career Education Corner</b>	<ul style="list-style-type: none"> <li>● Set up and maintain a Career Education Corner, which is requested by Career Counseling team, with pamphlets, magazines and books in the library.</li> </ul>	Whole year	Coordinator: Teacher Librarian Library assistant Career Counseling team	
<b>10. Supporting English ERS</b>	Provide resources (book report worksheets/ reading logbooks) to English teachers in order to guide junior form students to comment on different (story) elements, aligning with SBA.	Sept	Teacher librarian English teachers	
<b>11. Library prefects</b>	Recruit, give training, on-site practice and tests to library prefects and set up Library Prefect Committee to promote resource-based learning.	Whole year	Teacher librarian Class teachers (recruitment)	
<b>12. Coordinating with parent volunteers</b>	Contact with PTA and maintain the parent volunteering system	Whole year	Teacher librarian	
<b>13. Managing basic operation of the library</b>	Catalog, build and maintain collections	Whole year	Coordinator: Teacher Librarian Library assistant	
<b>14. Managing automated library system</b>	Manage the automated library system and update Library Master interface contents	Whole year	Coordinator: Teacher Librarian  Library assistant	

# Staff Development Committee Programme Plan 2010-2011

## 1. Aims

### A. For the individual :-

#### ◆ Professional development

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

#### ◆ Personal development

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

#### ◆ Careers development

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

### B. For the School :-

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

## 2. Issues to be addressed

### A. Strengths

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

### B. Weaknesses

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

### C. Opportunities

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

### D. Threats

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

### 3. Objectives

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

### 4. Implementation Plan and evaluation

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



**5. Budget**

\$ 1,000

**6. Programme Team**

Mr. Cheung Ka-Wa, Simon (Committee leader)  
Mr. Roger Lee (P)  
Mr. KC Yuen (VP)  
Mr. KK Cheng (VP)  
Ms. Winnie Kwok (Secretary)  
Mr. Joseph Tsang  
Ms. Doris Leung  
Ms. Karen Wong  
Mr. Frank Chan  
Ms. Bonnie Tse  
Ms. SF Li  
Mr. K.C. Ling

# **Student Guidance Team Programme Plan 2010-2011**

## **1. Purposes**

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

## **2. Issues to Address**

### **(A) Strengths**

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

**(B) Weakness**

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

**(C) Opportunities**

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

**(D) Threats**

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

### 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(2010-2011)**

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 next year:**

Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
Case conference with teachers and social worker in primary school	June, 2010	<ul style="list-style-type: none"> <li>● Early intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Comment from teachers</li> </ul>	Vice principal, guidance team, school social workers and discipline team	N/A
Orientation talks for S.1 new students	Mid July 2010	<ul style="list-style-type: none"> <li>● To help S.1 new comers cope with the new learning environment.</li> <li>● To help S.1 new comers familiar with the services given by social workers and guidance team.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of students' performance in lesson</li> <li>● Comment from teachers</li> </ul>	Vice principal, guidance team and social workers.	N/A
S.1 Orientation camp	Mid Aug.2010	Set up goals and class rule	<ul style="list-style-type: none"> <li>● Observation of students' performance in lesson</li> <li>● Comment from teachers</li> </ul>	Moral education committee, Discipline team, guidance and social workers	I, II, IV, V, VI, VII
Peers counseling/ supporting scheme (溫馨校園計劃) for S.1 students	Whole year	<p>Equip big brothers with social and programming skills</p> <p>Build up peers relationship</p>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Observation of students' performance in lesson</li> <li>● Comment from teachers</li> </ul>	Social Worker and Guidance Team	V, VI, VII
S.1 Adjustment workshop	Late Sept., 2010	<ul style="list-style-type: none"> <li>● To promote school social work service.</li> <li>● To provide an opportunity for S.1 students to share new school life and their adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of students' performance in lesson</li> <li>● worksheet collected</li> </ul>	Social Workers	N/A
Sex education for S.1	Nov., 2010	<ul style="list-style-type: none"> <li>● To help students clarify the misunderstanding of sex</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of students' performance in lesson</li> </ul>	Guidance Team	I, IV, VI

		message from internet and the method to handle.	● Comment from teachers		
“Life education” for S.1 students	March 2011	● Learn problem solving skills ● Treasure their lives.	● Comment from teachers and students	Guidance Team and Social workers	IV, VI
“Social skills training group” for S.1 students	mid Sept., 2010	● Learn social skills ● Preventive program for bullying.	● Observation of students’ performance	Social workers and guidance team	VII, V, I
To visit “The society of rehabilitation and crime prevention, HK” S.1 students	To be confirmed	● to promote the essence of crime prevention ● to understand the importance of life planning	● Comment from teachers ● Questionnaire	Social Workers and Guidance Team	I, IV
Sex education for S.2	March., 2010	● To help students clarify the misunderstanding of sex message from internet and the method to handle.	● Observation of students’ performance in lesson ● Comment from teachers	Guidance Team	I, IV, VI
Workshop on “Cyber-bullying” for S.2 students	Oct., 2010	● To help students clarify the misunderstanding of Cyber-bullying and the method to handle.	● Observation of students’ performance in lesson ● Comment from teachers	Social workers and guidance team	VII, VI, iV
Training group for S.2 low self-esteem	Whole year	● To help students set goals ● To enhance students’ motivation	● Observation of students’ performance in lesson ● Comment from teachers	Social workers and guidance team	I, II
“Life education” for S.2 students	April 2011	● Stress handling skills ● Treasure their lives.	● Comment from teachers and students	Guidance Team and Social workers	IV, VI

S.3 program (更新先鋒計劃) This program is supported by the Correctional Services Department (CSD).	24th Sept., 2010 and Feb., 2011	<ul style="list-style-type: none"> <li>To help students stand against criminal</li> <li>To help students understand the consequence in committing criminal</li> </ul>	<ul style="list-style-type: none"> <li>Comment from CSD</li> <li>Comment from teachers and students</li> </ul>	Social workers and guidance team	IV
“Say no to drugs” education for S.3	17 <sup>th</sup> Nov., 2010	<ul style="list-style-type: none"> <li>To provide an opportunity for students to clarify their doubt on drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Comment from teachers</li> <li>Questionnaire</li> </ul>	Department of Health and Guidance Team	IV
To visit “The society of rehabilitation and crime prevention, HK”	To be confirmed	<ul style="list-style-type: none"> <li>to promote the essence of crime prevention</li> <li>to understand the importance of life planning</li> </ul>	<ul style="list-style-type: none"> <li>Comment from teachers</li> <li>Questionnaire</li> </ul>	Social Workers and Guidance Team	I, IV
Sex education for S.4	Part I 22 <sup>nd</sup> March, 2011 Part II 24 <sup>th</sup> March, 2011	<ul style="list-style-type: none"> <li>To promote students build up positive values in sex.</li> <li>Learn contraception knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students’ performance in lesson</li> <li>Comment from teachers</li> </ul>	Guidance Team, Department of Health	I, IV, VI
Adventure based program for one S.4 class (The class with the most low achievers)	Whole year	<ul style="list-style-type: none"> <li>Enhance students’ motivation</li> <li>Life planning</li> <li>Improve teachers-students relationship</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Comment from teachers</li> </ul>	Social Workers, Guidance Team	I, IV, VI
Sex education for S.6	To be confirmed	<ul style="list-style-type: none"> <li>Realize the roles of gender</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students’ performance in lesson</li> <li>Comment from teachers</li> </ul>	Social workers and Guidance Team	I, II, IV, VI
Class teacher period for S.1 to S.3 : “P.A.T.H.S.”	Whole year	<ul style="list-style-type: none"> <li>Enhance students’ personal growth</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students’ performance in lesson</li> <li>Comment from teachers</li> </ul>	Vice Principle, Social Worker, S.1, S.2 and S.3 Class Teachers and Guidance Team member.	I, II, IV, V, VI



Sex education group for S.1-S.4 (Target students)	To be confirmed	<ul style="list-style-type: none"> <li>To help students clarify the misunderstanding about sex and the method to handle sex related challenge</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in group gathering</li> <li>Comment from teachers</li> </ul>	Social workers	I, IV
Adventure based group for students with low motivation S.1 to S.4	To be confirmed	<ul style="list-style-type: none"> <li>To help students experience success</li> <li>To help students set up mini tasks</li> <li>To enhance students' motivation in study and life planning</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students' performance in lesson</li> <li>Comment from teachers</li> </ul>	Social Workers and Guidance Team	I, II
Developmental and preventive programs for low achievers with financial problem	Whole year	<ul style="list-style-type: none"> <li>To broaden students' horizon</li> <li>To enhance students sense of achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' comment</li> <li>Students' attendances</li> </ul>	Vice Principle, Life Workshop and Guidance Team	I,II, VI
Reinforcing positive behaviors awarding scheme 『積極校園獎勵計劃』	Whole year	<ul style="list-style-type: none"> <li>Teachers give cards to the outstanding students.</li> <li>Students realize that the school values the positive behaviors.</li> <li>Good behaviors of easily neglected students can be recognized.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' responses</li> <li>Teachers' comment</li> </ul>	Guidance and Moral committee	II, IV, V, VII
Assembly talks given by the school social workers and guest speakers (2-4 sessions)	Whole year	<ul style="list-style-type: none"> <li>Enhance students' awareness in various aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance</li> <li>Comment from teachers</li> </ul>	Guidance Team and Social Workers	I, IV
Family education workshops and day camp for parents by the school social workers, and implemented by the PTA	March to April 2011	<ul style="list-style-type: none"> <li>Parents understand their children and learn skills in handling their children's emotion</li> <li>To promote mutual support</li> </ul>	<ul style="list-style-type: none"> <li>Comment from parents</li> </ul>	Social Workers and PTA	III

		<ul style="list-style-type: none"> <li>● among parents</li> <li>● To enhance communication skill for parents</li> </ul>			
<p>Thank you card writing activities</p> <p>1. Parents day 『全英華人心語』</p> <p>2. Mothers' day 『母親節心意咭』</p>	<p>1. Feb., 2011</p> <p>2. May, 2011</p>	<ul style="list-style-type: none"> <li>● Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Comment from teachers</li> <li>● Comment from students</li> </ul>	Guidance Team	III, IV, VII
『親親兒女心』 family education talk	April, 2011	<ul style="list-style-type: none"> <li>● Parents understand their sons' needs</li> <li>● Parents learn skills in handling children's problem</li> <li>● Parents understand the pos and cons of their parenting methods</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Comment from parents</li> <li>● Comment from teachers</li> </ul>	Guidance, social workers and social service association	III, IV, V, VI
Supporting measures for SEN students and their parents	Aug. to Oct., 2010	<ul style="list-style-type: none"> <li>● Meeting with social workers and education psychologist of primary school</li> <li>● Meeting with students and their parents</li> </ul>		Guidance team	VII

	Aug. to Oct., 2010	<ul style="list-style-type: none"> <li>● Meeting with all S.1 teachers</li> <li>● Discuss the needs of SEN students with S.1 and S.2 teachers</li> <li>● Realize the general handling skills and modification skills for SEN students.</li> <li>● Given general guideline for teachers teaching SEN students</li> </ul>		<p>Guidance team, Social workers and education psychologist</p> <p>Staff-in-charge of the S.1 bridging program</p>	VII
Supporting measures for SEN students and their parents	To be confirmed	<ul style="list-style-type: none"> <li>● Staff training workshop.</li> <li>● Program to support students with ADHD, including teachers training, classroom support and preparation of teaching aids.</li> </ul>	<ul style="list-style-type: none"> <li>● Students comment</li> <li>● Teachers comment</li> </ul>	Social workers and Guidance team	VII
	Whole year	<ul style="list-style-type: none"> <li>● Case conference of SEN students</li> </ul>		<p>Guidance team, Education psychologist, social workers, Class teachers and Vice principle</p>	VII

Other programs through out the year:

1. Case work and case conference
2. Group and individual counseling after internal and public examinations
3. Staff development program

**7. Budgets for 2010-2011**

**Estimated Expenditure**

1. Activities for students' personal growth	5,000
2. Activities for family life education	1,000
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
6. 英華積極校園獎勵計劃	<u>400</u>
	9,400

**8. Team Members**

Guidance team members	School Social Workers:
Mr. Chan Moon-kin ( <b>Guidance Master</b> )	Ms. Hui Pui-shan, Adeline
Mr. Book Kwok-chee ( <b>Assistant Guidance Master</b> )	(Tuesday & Thursday)
Ms. Wong Siu-yan, Winnie	Ms. Lam Oi-ying, Lum
Mr. Lee Ka-kit	(Wednesday & Friday)
Ms. Chan Yuk-yin	
Ms. Wong Shiu-ying, Karen	
Ms. Lau Ying	
Mr. Tsang Wan-keung ( <b>SEN Support group</b> )	
Ms. Li Siu-fei ( <b>SEN Support group</b> )	
Ms. Crystal Chao ( <b>SEN Support group</b> )	
Ms. Tang Suk-man ( <b>SEN Support group</b> )	
Mr. Yip Chak-leong ( <b>SEN Support group</b> )	
New members	
Mr. Ling Kai Cheong	

## **Gifted Education Programme Plan 2010-2011**

### **A. Mission statement:**

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

### **B. Goals**

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

### **C. Intended outcomes**

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

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

#### **D. Definition of gifted and talented**

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

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

#### **E. Methods used to identification of gifted and talented students**

There are four steps to identify the gifted students:

##### **Step 1: Nomination step**

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

##### **Step 2: Screening Ability**

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

##### **Step 3: Selection**

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

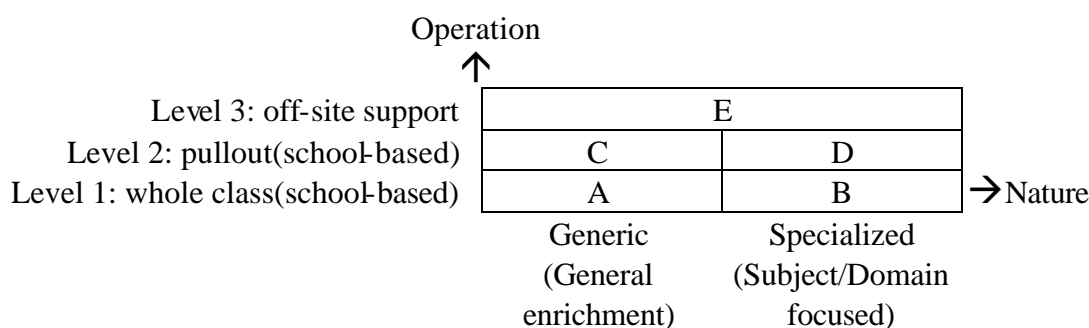
**Step 4: Placement**

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

**F. Proposed approach**

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

The proposed approach has the following structure:



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

Explanation of sections C to E:

- Section C: pullout program of generic nature conducted outside the regular classroom to allow systematic training of a homogeneous group of students.
- Section D: pullout program of specific nature (e.g. maths, art, etc.) conducted outside the regular classroom to allow systematic training of students with outstanding performances in specific areas.
- Section E: Individualized educational arrangement for the exceptionally gifted who requires resource support outside the regular school (e.g. Counseling, mentorship, early entry to advanced class, etc.)

**G. Committee members**

- Chairperson: *Mr. K. T. Choi*
- Secretary: *Ms. Y. L. Chao*
- Members: *Ms. C. Leung*      *Ms. Y.F. Chung*      *Mr. K. L. So*  
*Mr. C. N. Chan*      *Ms. M. Y. Siu*      *Mr. S. S. Mar*  
*Ms. S. Y. Leung*      *Ms. S. Y. Wong*

## H. Implementation plan 2010-2011

Task	Objective	Task Description	Person in Charge	Means of evaluation
1	To coordinate subject-based gifted education programme	To coordinate gifted education programme in their subjects	All committee members	Report in meetings
2	To select the gifted students	To update the nominating system to select students with different talent	S1:SY Wong S2:YF Chung S3:YF Chung	The nominating system is updated before the year end
3	To coordinate the mentoring program	To mentor the students who took the 4X in NSS	SS1:KL So	Evaluate the method at the year end
4	To provide leadership training for the gifted	To mentor the gifted students joined the "Creative and Critical Thinking Club"	Mr. KT Choi Ms. YL Chao Ms. C Leung	Evaluate at the year end
5	To invite students to join competition and provide mentoring	To mentor students when there are any competitions or programmes	All committee members	Report in meetings
6	To collect data from S.1 gifted student record	To collect data from the S1 gifted students	Mr. KT Choi	Data collected
7	To make the S.1 admission leaflet	To make a leaflet about academic excellence for the S.1 admission leaflet	Ms. YL Chao Mr. KT Choi	Leaflet is made
9	To promote the gifted education in school	To promote the gifted education by showing their achievement using different methods	Ms. YL Chao Mr. SS Mar Mr. KT Choi	Promotion boards or articles are made in PTA / Torch
10	To nominate students to the HKAGE	To coordinate nominating students to enter the HKAGE programmes	Ms. MY Siu Mr. KT Choi	12 Students are nominated yearly
11	To promote gifted education by means of I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	Ms. KT Choi	Gifted information updated effectively
12	To enrich the gifted students to get good results in public exams	To organize a target groups of SS2 gifted students (around 5 students) and tailor-made tutorials meetings for them to help improving their standards of their language subjects	Chi: Ms. SY Leung Eng: Mr. CN Chan Ms. C Leung	Evaluate the effectiveness at the year end



## **Programme Plans of Subject Panels**

### **A. Languages and Social Sciences Subjects**

# English

## Programme Plan 2010-2011

### Aims

As in last year, the aims of the English Department in the academic year 2010-2011 are:

- a) Coping with Learner Diversity and
- b) Achieving Academic Excellence.

The only difference lies in the way we would employ to achieve these aims.

### Objectives

#### a) Coping with Learner Diversity

- Split classes
- After school Public Speaking Workshops
- Drama Workshops & Performances

#### b) Achieving Academic Excellence

- Departmental planning and implementation of L & T policy
- Promotion of teachers' evaluation & self-reflection on L & T
- Guided lesson planning & implementation of teaching strategies (with support from EDB-SBSS)
- Promotion of Peer Observation
- Promoting Extensive Reading through new webpage and other means
- Making full use of the 334 Curriculum to stimulate students' interest in English
- Utilizing SBA Oral Activities to improve students' speaking skills
- Training up students' speaking skills through Debating & Public Speaking Activities

### Implementation Plans

#### COPING WITH LEARNER DIVERSITY

##### 1. Split Classes to cope with Learner Diversity

To cope with the students' learner diversity, we would have split classes for students in Forms 1 to 3. In these 3 forms, the stronger students will be put into Class A and Class B. These will be full classes. These elite classes can be taught at a faster pace and more challenging tasks would be given to the students so as to stretch their potential.

The three other classes left (i.e. Classes C, D and E) will be split equally into 6 groups. Since each group will have only about 20 students, each student will receive more individual care. Students can have more opportunities for interaction with both the teacher and their peers

## 2. After School Public Speaking Workshops

### Remedial Public Speaking Courses for Weaker Students

In the first term, 30 students with the weakest English would be selected from F.2. They would be asked to attend compulsory Speaking Workshops after school. It is hoped that this would help them catch up with the rest of the students.

In the second term, 30 students with the weakest English would be selected from F.1. They would have to attend compulsory Speaking Workshops after school.

1 <sup>st</sup> Term	F2 weakest 30	4:00-5:00 once per week	10 lessons
2 <sup>nd</sup> Term	F1 weakest 30	4:00-5:00 once per week	10 lessons

### Enhancement Public Speaking Workshops for Elite Students

In both terms, two Elite Public Speaking Workshops would be run for the students, one for the Junior Forms, and one for the senior forms. Each group would cater for about 20-30 students.

In Both Terms		
Junior Group F.1 & F2	4:00-5:00 once per week	8 lessons
Senior Group F.3 –F.7	4:00-5:00 once per week	8 lessons
Senior Group F.3 –F.7	4:00-5:00 once per week	8 lessons

## 3. Teaching English through Drama

The programmes mentioned above are specially designed for either the weaker students or for the elite students. The Drama Club, however, is for *all* students. Both elite students and the less academically inclined would be able to find a role for themselves here.

Our NET teacher Ms Chapman is going to set up the Drama Club this year. The Club will give our students a chance to experience drama and theatre arts. They will be able to experiment with script writing and acting. Throughout the process, they will learn how to work as a team and their language skills will be developed. In a word, they will learn through having fun.

The Drama Club's Plan for this academic year:

- To stage a small-scale show for the students and staff only before the Christmas holiday.
- To stage a larger production towards the end of the Academic year that we would open to parents and friends.
- To participate in the EMI drama fest competition.

Ms. Chapman will run workshops for the students and will be the regular drama coach for them. The school will also hire Mr. Andy Burt, drama specialist and theatre technician, to train our boys in theatre sports, acting techniques and technical know-how.

## **ACHIEVING ACADEMIC EXCELLENCE**

### **1. Departmental planning and implementation of L & T policy**

Teachers of the same forms are encouraged to hold regular meetings to discuss teaching methods to cater for learner diversity. Collaboration in the design of teaching materials, particularly for NSSC, will be promoted.

### **2. Promotion of teachers' evaluation and self-reflection on L&T**

The English Department will design a Student Feedback Form so as to collect students' feedback on their learning and the teachers' teaching. It is hoped that, by doing so, teachers can know more about students' learning needs and could better assess their own performance in their teaching. We believe that improvements would come from self-reflection.

### **3. Guided lesson planning & implementation of teaching strategies (with support from EDB-SBSS)**

Experts from EDB would give us some guidance and advice as to how to plan our lessons and implement new teaching strategies. This year, pilot schemes will be conducted in S.1 & S.2. This will be followed by evaluations.

### **4. Promotion of Peer Observation**

As in last year, there will be peer observation this year. But, in order to reap the full benefit of this practice, this year, the following points should be noted:

- a) All English teachers will be asked to conduct a pre- and post-observation meeting before going into the classroom for observation.
- b) Teachers (2-4) can do peer observations in groups. Each teacher must observe one lesson and be observed once within this school year (before mid March).
- c) After the lesson observation, the observing teachers should give comments (on both the good and weak points) by filling out the record form. This form should be returned to the teacher being observed. A copy should be given to the Panel Chair for school record.

## 5. **Promoting Extensive Reading through the New Webpage & various other means**

### New English Webpage

Scholarly journals have confirmed that it's much harder to lure boys than girls to engage in extensive reading. Thus, in order to make extensive reading more attractive to our boys, the Reading Club is going to create a new English Webpage. Boys would be encouraged to use this as a platform to read and write and play games in English. Good works of the boys would also be posted on the webpage so as to instil in them a sense of ownership.

Besides this, the Reading Club, under the leadership of Ms. LeBon, is also going to hold many other reading activities. (Appendix 1)

### The Read with NETs Programme

The *Read with NETs Programme* was introduced last year. It proved to be very popular among the students. This year, the NET teachers will continue to go to different classes to share their reading experience with the students during Morning Reading Sessions. (For details, please see Appendix 2)

### Bookworm Digging Programme

This programme has been welcomed by many boys, especially those who are eager to collect English Learning Passport stamps. Each month, a Bookworm Digging Article will be distributed to students. Those who are interested can read the passage, write down their response and then be awarded one or 2 stamps (based on the quality of their writing) for their English Learning Passport.

## 6. **Making full use of the 334 Curriculum to stimulate students' interest in English**

After conducting a survey among our students, the English Panel has decided to select the following three as the Electives for the NSS Curriculum:

Teaching English through Poems & Songs  
Teaching English through Social Issues  
Teaching English through Workplace Communication

Instead of teaching these electives as separate entities, we would like to integrate them into our core curriculum. Employing the thematic approach, we would make use of songs, poems, social issues and workplace scenarios to arouse students' interest in English learning.

#### **7. Utilizing SBA Oral Activities to improve students' speaking skills**

Quite a number of students are rather shy in speaking up in English. Luckily, HKEAA's requirement of SBA Oral Activities provides a very good incentive for them to overcome this psychological barrier. To make full use of this golden opportunity, we have drawn out a plan for the students to follow (Appendix 3) and we would guide them along each step of the way.

It is hoped that the oral practice in the classroom and the experience of being videotaped would help to boost the students' confidence in speaking up.

#### **8. Training up students' speaking skills through Debating**

The Debating Club was set up in the year 2008-2009. Since then, it has attracted a batch of students with good English. To our delight, those participants who were originally quite eloquent has made great strides in their oral skills. Even more heartening is the sight of quiet achievers blossoming into confident debaters. It is evident that debating has helped all the participants move forward.

Ms Daswani has done a marvellous job coaching the boys and leading them through a succession of debate contests throughout the year.

Building on this good foundation, this year, we are going to hold regular Debating Workshops for both beginners and more experienced debaters. Thanks to the financial support from PTA, we would also be able to hire a debate coach to prepare our students for friendly debates with other schools. (Appendix 4)

**A Summary of the Development Plans for the English Department (2010-2011)**

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

英華書院  
二零一零至二零一一年度  
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。

**目標**

1. 長期目標：

- a. 在課堂上透過老師的身教言教，歷代敦品勵學的名篇，培育學生的品格，令學生成為一個勤學守禮的人。
- b. 透過中學部與小學部之間的協商，制定一些切合本校學生程度之教學設計及工作安排。
- c. 透過聽、講、讀、寫的訓練，提高本校學生的語文能力。
- d. 提高本校（中、小學部）學生的程度。
- e. 提升中學部學生公開試之成績。

2. 短期目標：

- a. 增潤初中的教學內容，以致同學更能順利銜接新高中課程。
- b. 關注學生的學習差異，致力於同學之功課輔導工作（尤其是初中級）。
- c. 加強中學部及小學部之間的溝通。
- d. 充分運用評估資料以改善教學質素。
- e. 利用考績制度、同儕觀摩及評估方法以提高教學質素。
- f. 加強初中級學生朗讀、口語溝通及成語運用之訓練。
- g. 令本科之「增值」情況更理想。

**本科之現況**

經本科同工之研究及檢討，本科之「強」、「弱」、「機」、「危」大致如下：

1. 強：

- a. 本科老師經驗豐富，大部分同事平日亦多能就教學問題交換意見。
- b. 老師都樂意精進自己的普通話，以配合學校之發展需要。



- c. 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。
- d. 自從政府推行廣泛閱讀計劃後，學校圖書館之藏書量亦隨之增加。

2. 弱：

- a. 近年初中同學的紀律及秩序較差。
- b. 近年初一同學入學時的中文水平比較差（尤其在寫作及閱讀能力方面）。
- c. 初中學生之說話能力較弱。
- d. 學生一般自學能力都較弱。
- e. 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。
- f. 初三同學考TSA的成績未如理想。
- g. 本科之「增值」情況並不理想。

3. 機：

- a. 本校一直積極推行普通話教學，小學部同工尤以此項目為重點工作，因此本校近年的中一同學的普通話水平（尤在聽及說的能力不俗）。
- b. 初中及高中各級在每一單元完結時本科都會進行統一測驗，因此學生普遍之溫習態度有改善。
- c. 本校有幸於2001年開始獲撥款聘請中文科教學助理，讓本科同工在課程剪裁及設計、教學資料整理、文書處理、課外活動及本科之資訊科技發展等方面均得到極大幫助。
- d. 本校老師及教學助理在設計本校之單元課程時能採用集體備課，集體設計之模式，而完成每一個單元之教學工作後亦會立即檢討。
- f. 本校由2000-2001年開始推行考績制度，老師透過互相觀課以交流經驗，互相幫助，大部分中文科同工認為此舉令大家無論在學問及士氣方面都有所提升。
- g. 2002-2003開始，本校推行有校本特色之課後輔導補底班。
- h. 自2003-2004年度開始，本校實施一條龍教學，令同工嘗試新挑戰之餘，又可拓寬教學視野，更容易了解中小學中國語文科之課程。
- i. 自2003-2004年度開始，本科老師利用學生參與評估計劃以提高自己教學質素。
- j. 高中在2006-2007年開始實施分組教學，讓老師能把每一班學生照顧得更好。
- k. 在2007-2008年度開始，中一級亦推行相似之計劃，中一級除了水平較高的兩班外，其中有兩班分三組上課，而其中能力較弱的一班則分兩組上課。
- l. 由2008-2009年度開始，本校推行同儕觀摩制度，中文科同工有機會接觸其他學科同工之所長，對自己的教學內容及方法亦有所提升。

4. 危：

- a. 由於本校實施一條龍教學，因此本科同工忽然增加了許多合作夥伴，溝通及適應方面都比以往複雜。

- b. 在「銜接中學課程測試」中，同工發現小六同學的「語文知識」、「讀」及「寫」三方面的水平未如理想。
- c. 小六同學在中、英、數三科中以中文科的表現最不理想。
- d. 本科之「增值」情況仍欠理想。

#### 2010-2011年度中文科之工作重點

1. 增潤初中的教學內容，以致同學更能順利銜接新高中課程。
2. 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）。
3. 加強同學之普通話拔尖工作，尤其加強朗誦、演說及辯論之拔尖培訓。
4. 加強與小學部之溝通及聯絡。
  - 增加雙方老師之溝通機會。
  - 雙方交換每年的教學計劃、報告、進度表及測考試題等資料。
  - 雙方老師可列席有關之會議。
5. 加強部門內及跨科的同儕觀摩的工作。
6. 加強初中級同學說話能力、語文運用及成語運用之訓練。
7. 加強初中級同學之古文基礎訓練。
8. 加強高中同學之說話能力訓練。
9. 加強高中同學之閱讀能力訓練
10. 積極參予校外的各項比賽及活動。
11. 全面推行學生參與評估以提升教學質素之方法。

#### 2010-2011年度之特別計劃

##### 1. 中國語文科：

##### 加強成語運用訓練計劃

對象：

中一至中三級學生

目標：

- a. 加強同學對中國成語的認識。

推行方式：

- a. 本校自行編印教材。
- b. 該套教材作為測驗及考試之考材。
- c. 改良測試方式。

負責人員：

高中及初中科主任

評估方法：

- a. 由老師觀察學生之表現，在科務會議蒐集老師之意見。

成功指標：

- a. 學生在測驗及考試中考查成語部分表現理想。

完成時間：

2010-2011年學年終結。

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：

- a. 10-11 年度中一級額外採用一本文言選讀教材（《初中文言文閱讀能力步步升》匯知出版社）。
- b. 中三升新高中一年級及高二升高三同學在暑假期間都需要做一些有關古文的理解與欣賞之練習。

負責人員：

高中及初中科主任。

評估方法：

- a. 在科務會議中蒐集老師之意，逐年檢討。

閱讀計劃

目標：

培養學生閱讀之興趣。

推行方式：

- a. 初中同學可在本校圖書館或公共圖書館借閱圖書，然後做讀書報告。初中各級全年做四次讀書報告（10月中、12月中、2月中提交短篇報告，新年假後提交長篇讀書報告）。
- b. 新年假後提交之長篇讀書報告會配合相關之讀書報告比賽。
- c. 高中同學配合說話能力訓練計劃。
- d. 高中學生須按課程要求大量閱讀，學生須將平日之閱讀情況紀錄在閱讀紀錄表然後儲存在「學習歷程檔案」內。閱讀紀錄以書刊為單位，每項紀錄須包括該本書刊之簡單資料及扼要記述讀後的感受或評論。學生在兩年做兩至三次口頭讀書報告（自選其中一次作為呈交分數之依據），與說話能力訓練計劃配合。

負責人員：

高中及初中科主任。

評估方法：

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

等級	分數
A	8-10 分
B	6-7 分
C	4-5 分
D	2-3 分

E	1 分
F	曾欠交兩次或以上

c. 由於近年同學的水平每況愈下，得到 9-10 分的同學愈來愈少。老師可酌情給予得到 8 分的同學 A 等。

d. 高中學生則由老師按學生之表現給予評語，同學之間亦可提出自己對其他同學之評價。

e. 高中學生須將已評改之課外閱讀報告儲存在「學習歷程檔案」內。

成功指標：

a. 初中每班都有同學在學期終結前獲獎狀一張。

b. 大部分高中級學生都在說話能力測試中取得合格的成績。

完成時間：

2010-2011年學期終結前。

#### 寫作訓練計劃

對象：

初中及高中學生

目標：

鼓勵學生多讀及多寫文藝作品及實用文

推行方式：

a. 要求學生以「隨筆」方式，每月創作文藝作品兩次（高中同學每月一次），希望增加學生寫作之機會。

b. 中一及中二級同學利用隨筆做課文綜合能力練習的寫作部份，增加同學練習機會。

c. 中三級同學會額外多做實用文寫作，全年須溫習所有在初中曾學過之實用文格式。

d. 高中同學基本上每月交一篇隨筆，但老師亦可按同學之能力多要求學生交功課，甚至可以規定體裁，寫作手法及修辭。

負責人員：

高中及初中科主任

評估方法：

a. 由老師觀察學生之表現，在科務會議蒐集老師之意見。

成功指標：

a. 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》或家教會出版的特刊內。

完成時間：

2010-2011年學年終結。

#### 說話訓練計劃

初中：

兩分鐘個人短講及小組討論訓練計劃

目標：

a. 提高本校初中學生之說話能力。

對象：

中一至中三學生

推行方式：

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

高中：

說話能力訓練計劃（口頭讀書報告）

目標：

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

對象：

高中學生

推行方式：

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

負責人員：

高中科主任。

評估方法：

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

成功指標：

同學能按時完成報告。

完成時間：

2010-2011年學年終結。

專題研習計劃

目標：

配合單元教學

對象：

中一級學生

推行方式：

- a. 配合單元教學之課程。
- b. 配合新高中之選修單元。
- c. 以探究方式進行專題研習。

- d. 老師先作出指導，而學生則在學期完結前就研習所得分組作報告，而該報告亦作說話能力測試之項目。
- e. 每班分三至八組（輔導班為兩組，大班為五組），每組五至六人。
- f. 由老師分配若干題目，學生準備後分組匯報。
- g. 匯報之分數作為說話能力考試之分數。
- h. 10-11 年之專題為「香港的中國傳統節日」。

負責人員：

初中科主任。

評估方法：

- a. 老師按學生之表現給分，然後用作計算學生之中文科話能力測試之成績。

成功指標：

- a. 有過半數學生表現良好。

完成時間：

2010-2011 年學期終結。

#### 學生參與評估計劃

目標：

提升教學質素

對象：

中一至中七級學生

推行方式：

分兩類：

- a. 單元教學檢討問卷

中一至中五級學生在完成一個單元後，老師將發出問卷，蒐集同學對課程設計，教學資料，教學方法等方面之意見。

- b. 教師自我評估問卷

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

負責人員：

高中及初中科主任。

評估方法：

- a. 中一至中五級學生在完成每一個單元後填寫單元教學檢討問卷，由教學助理作出統計及分析。
- b. 中一至中七學生在學期終結前完成教師教學評估問卷，老師可按自己的需要自行處理，作自我提升及自我完善之用，老師不必一定要將問卷交予科主任或其他老師。

成功指標：

- a. 有過半數學生認同本科之教學方針及老師之表現。

完成時間：

2010-2011 年學期終結前。

#### 輔導教學計劃

目標：

對程度不足的中一至中三學生進行輔導及補底的工作。

推行方式：

- a. 在 10-11 年中二及中三級選取在 09-10 中一及中二期終考試成績最差的 25 位同學，在 10 年 9 月開學後第二個星期開始上課，在考期中試前一星期課程終結，以便同學準備考試。
- b. 期中考試後，同樣選出在該次期中考試成績最差 25 位同學，在下學期期中試後第二個星期開始上課，同樣在考期終試前一星期課程終結，以便同學準備考試。
- c. 每級每星期上課日數兩天，每級每天上課時間為 4:00 - 5:30。
- d. 校方發信通知需上輔導班同學的家長，信中明確告知家長輔導課為課程一部分，缺席者需補回家長信，否則作曠課論。
- e. 輔導課教材需完善整理並存檔，以備外評考查。

負責人員：

初中科主任曾定祥老師。

評估方法：

- a. 初中科主任定期巡視輔導班同學上課情況。(每級每兩星期各一次)
- b. 任教老師於期中及期終試後就同學考試成績作一簡單報告，如輔導前及輔導後考獲全級名次有否改變，以備學期完結檢討之用。

成功指標：

- a. 學生之課堂表現及功課表現理想。

完成時間：

2010-2011年學期終結前。

#### 以普通話作為中國語文科之教學語言

目標：

提高學生之語文能力及普通話水平。

推行方式：

- a. 10-11年度之中一新生註冊後，將會應考分班試，合資格之學生將會被編進以普通話教授中國語文科之班別。
- b. 該批學生升讀中二時，校方會按他們之表現考慮他們是否適合在中二同樣在以普通話教授中國語文科之班別中學習。
- c. 10-11年度之中三級普教中班別由兩班增至三班。
- d. 以普通話作為教學語言之班別，其中國語文科之教學內容、教學進度及考試範圍和形式與其餘各班一樣。

負責人員：

高中中文科主任、普通話科主任及校務處鍾小姐。

## 2. 中國文學科：

### 宗旨：

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

### 新高中及高考班：

#### 文學作品分享及小組導修計劃

### 目標：

- a. 增加同學之閱讀量。
- b. 提高同學對中國文學之興趣。

### 推行方式：

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

### 負責人員：

有關任教老師

### 評估方法：

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

### 成功指標：

- a. 大部分學生表現良好。

### 完成時間：

2010-2011年學期終結前。

## 3. 中國語文及文化科：

### 宗旨：

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

### 目標：

- a. 銜接初中之教學目標。
- b. 以「學術思想」、「傳統文化」為本科之核心，通過「閱讀理解」、「聆聽理解」、「說



話能力」及「課外閱讀」之課程規劃，互相配合呼應，鞏固學生的知識及概念。

c. 提高學生運用資訊科技的能力。

以多媒體方式設計專題功課計劃

推行方式：

a. 學生以多媒體方式呈交專題設計功課然後分組報告。

負責人員：

2010-2011年任教中七中國語文及文化科之老師。

評估方法：

專題設計功課佔卷五 2/10 分。

成功指標：

a. 所有學生都能以多媒體方式製作專題功課。

完成時間：

a. 2010-2011年上學期終結前。

10-11年度之中文科教師名單

1. 中國語文科

任教中一級之老師--李小飛 1A、1C 施玉妹 1X、1B 羅漢良 1D

鄧淑敏 1E 曾定祥 1Y

任教中二級之老師--唐? 2A 黃正夫 2B、2C 葉澤亮 2D 葉澤亮 2E、2R

任教中三級之老師--唐? 3A、3B 李小飛 3C 施玉妹 3D 林少娟 3E

葉澤亮 3R

任教中四級之老師--黃正夫 4A 王穎 4B、4Y 鄧淑敏 4C、4D 朱國源 4E

梁秀燕 4X

任教中五級之老師--吳碧華 5A 朱國源 5B 林少娟 5C、5E 曾定祥 5D

梁秀燕 5X、5Y

任教中六級之老師--吳碧華 6A (ASL) 歐陽東華 6B、6C (ASL)

任教中七級之老師--歐陽東華 7A (ASL) 吳碧華 7B、7C (ASL)

2. 中國文學科

中四級任教老師--朱國源

中五級任教老師--唐?

中六級任教老師--梁秀燕

中七級任教老師--袁國柱

3. 普通話科

中一級任教老師--李小飛 1A、1C、1D、1E 施玉妹 1B

中二級任教老師--李小飛 2A 黃正夫 2B、2C 李小飛 2D、2E

中三級任教老師--唐? 3A、3B 王穎 3C、3D、3E

**財政預算**

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

英華書院  
二零一零至二零一一年度  
中國歷史科  
分級課程宗旨、教學目標及教學計劃

(1) 本校現況：

(甲) 長處、優勢

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

(乙) 困難、不足

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

中一至中三

(甲) 課程宗旨

- 一．掌握中國歷代重要史事、歷代人物的嘉言懿行及文化知識，為新高中課程的「歷代發展」及「歷史專？」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？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? 運用時間? 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? 任課老師在課堂上隨機? 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? 運用時間? 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? 任課老師在課堂上隨機? 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? 運用時間? 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? 任課老師在課堂上隨機? 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? 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，全年設計三次教學活動(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．測驗考試：題目設計須形式靈活生動、多元化

1. 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。
2. 全年考試兩次，期中試成績佔學期總分 80%，期考成績佔學期總分 70%

二．學期總分

1. 上學期：測驗 20%，期中試 80%，合計 100%
2. 下學期：考察/專題活動或設計 10%，測驗 20%，期考 70%，合計 100%

(戊) 獎勵計劃

1. 每班選取課堂表現優異之同學三名，給予獎品。
2. 每班選取最佳之專題設計習作一份，給獎品予該小組（或個人）。
3. 測驗成績平均分最高之三名同學，給予獎品。

中四至中五

中四（SS1）及中五(SS2) 行高中新課程，中六及中七則仍行舊課程。

(甲) 課程宗旨

讓學生能夠：

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

(乙) 本年教學目標

- 一．建構歷史知識：了解中國政治歷史的面貌與治亂因由、社會和民族的發展狀況與演進關鍵；掌握歷史與文化的承傳變化，從而對當前生活

的背景有更深刻的體會。

- 二．掌握研習歷史的技能：以訓練同學思辨及論析史事能力為主，藉此深化歷史評論能力。
- 三．培養積極的態度和價值觀：建立優良的品德和公民意識。

### (丙) 教學計劃

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

### (丁) 評估方法

#### 中四至中五

採用校? 評估及校本評核：

校? 評估：

#### 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。

二. 學期總分

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%

校本評核 :

本年度中四? 不必做校本評核功課，待升中五後才呈交學習及評核計劃。

中五之學習及評核計畫必須完成二個項目，學期完結前向考評局呈分

中六至中七

(甲) 課程宗旨

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

(乙) 本年教學目標

- 一. 中六、中七級以鞏固同學史學專題評議論辯能力為主，結合時事、知人論世、鑒古知今，評論個別歷史事件、史家立論、史家地位及評價歷史人物以深化史識，並加強公民教育。
- 二. 由中六同學領導，組織課外國學學會活動，舉辦比賽，培養同學學習國史興趣及豐富本科課外知識。

(丙) 教學計劃

- 一. 任課老師須清楚指示學生作課前預習，以掌握新章節的基本概念。
- 二. 向學生介紹蒐集資料的各種途徑與方法，引導學生閱讀不同類別的資料如史籍、史學論著、文史期刊、雜誌、論文、檔案等，奠定學生研究國

史的基礎。

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

#### (丁) 評估方法

- 一．課堂表現：根據學生下列幾方面表現評定，最高可給 10 分。
  1. 有備課，準時完成資料研讀，準時繳交報告論文。
  2. 投入課堂學習，如認真聽講、抄筆記，積極參與討論發言。
  3. 口頭報告清晰、簡潔、明確。
- 二．作業水準：根據下列原則評定學生作業成績，每次作業最高可給 25 分，取其平均成績。
  1. 資料詳贍、論據充實
  2. 申論明切扣題
  3. 分析力強，評論中肯，更佳者能有創見
  4. 結構嚴謹，論述有條理，層次分明
  5. 行文清暢
- 三．測驗、考試
  1. 中六：定期測驗(上、下學期最少兩次)，以 50 分為滿分，取其平均成績。全年考試兩次，期中試及期考均以 100 分為滿分。
  2. 中七：定期測驗(五次)，以 50 分為滿分，取其平均成績，作為上學期成績的依據。模擬考試則以 100 分為滿分。
- 四．學期總分
  1. 中六：測驗 20%，考試 80%，合計 100%。
  2. 中七：上學期：課堂表現 10%，測驗 90%，合計 100%  
下學期：模擬考試 100%



### 功課及教學活動安排：

#### 中一至中三

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

#### 中四(SS1)至中五(SS2)

1. 筆記編寫、歷史地圖繪製
2. 專題討論分析、評論題練習
3. 定期測驗，每學期至少一次

#### 中六及中七

1. 資料研習
2. 論文寫作、專題討論、報告
3. 定期測驗，全年不少於四次

### 評改標準及成績考查

1. 功課作業：按成績優劣，給予等第  
甲等：優異      乙等：良好      丙等：常  
丁等：可      戊等：劣
2. 考試及測驗評分：給予分數，再按分數評定等第

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

可根據整體考試結果，作適當調整。

中一至中三全級不及格百分比，不宜超過百分之十五。

### 課外活動

1. 鼓勵同學積極參與本科課外活動
2. 紀錄片或電影播放：播放與本科有關的紀錄片或電影，輔助本科課堂教學的不足。
3. 參觀博物館，可於試後活動期間舉行。

## 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/DVD

VCD/ 1.「絲綢之路」專輯

2.「黃河」專輯

DVD 3.「細說當年」

4.「血淚鐵證」

5.「南京大屠殺」

6.「文革三十年」

7.「六四天安門民運事件」專輯

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」

10.「孫中山的

11.「敦煌石窟」

12.「敦煌再發現」

13.「中國世界遺產」系列

14.「歷史長河」——交流篇

15.「辛亥革命」

16.「回首家園」精華版

17.「世紀中國」

### 電視劇集

18.「三國演義」

### 電影

19.「華陀與曹操」

20.「畢昇」

21.「成吉思汗」

22.「林則徐」

23.「甲午風雲」

24.「孫中山」

25.「秋瑾」

26.「血戰台兒莊」

27.「開國大典」

28.「我的一九一九」

29.「黃土地」

六．電子教材：配合課程之電腦教學光碟、電腦教學簡報 (Powerpoint) 中史練習題庫

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. 秦始皇：從戰國到一統天下 (上下冊)

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. 圖說中國通史

8. 漢代貿易與擴張：漢胡經濟關係研究

# **Economics**

## **Programme Plan 2010-2011**

### **A. PURPOSES**

Senior Forms (SS1 & SS2)

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

Advanced Level (S6-S7)

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

### **B. ISSUES TO BE ADDRESSED**

Strengths

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

### Weaknesses

1. Some students are not able to apply their knowledge of economics analysis to practical problems.
2. Some students of upper forms are weak in organizing their study plans. They are busily involved in extra-curricular activities. They are not able to manage their studies well.
3. Students of senior forms concentrate on examinations syllabus and they have little interest in involving activities outside school e.g. visits and seminars.
4. Some students lack confidence and thus have low motivation in self-learning e.g. in current economic issues.
5. Some students of senior forms do not hand in their homework on time.
6. Some SS1 students are poor in English.

### Opportunities

1. Old boys are willing to serve as tutors.
2. Social Science Society is willing to organize extra-curricular activities for economic students.

### Threats

1. The attitudes of learning and the academic ability of students have been deteriorating in recent years.
2. The class size is great, e.g. 42 students in a class. This is not a good environment for the NSS students. It is more difficult to cater for individual needs particularly doing SBA.

## **C. OBJECTIVES**

### Senior Forms (SS1– SS2)

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

manner, illustrating answers with simple diagrams and examples.

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

Advanced Level (S6-S7)

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

## **Action Plan**

### **1. Integrating Moral and Civic Education**

To work in accordance with the school annual plan, the development of good conduct and good attitude in students will be promoted throughout the year in all forms.

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

In-class discussion of current social, political and economic issues.

Project-based learning and class presentation will be emphasized.

### **2. Academic Excellence**

Students with learning problems will be found out in the mid-term examination.

They will be advised to join the tutorial classes.

To nurture gifted-students to get an excellent results from Public examination by providing extra lessons.

### **3. Self Discipline**

In order to arouse students' interest in Economics and up-lift the ability to self-study, S.6 students are stimulated to read more when preparing the projects.

They will be encouraged to search for reading materials related to the learning topic from the Internet, books and magazine.

Students are encouraged to list book references used in doing their reports.

S.6 students are required to form themselves into groups and investigate in one of the topics in the textbook. They are required to present their project in the class.

Students should hand in their work on time.

#### 4. Global Vision

Students should be aware of current international social, political and economic issues. They will be encouraged to read more newspaper. Talks and activities relating to international issues will be organized.

#### 5. IT Implementation

Colleagues are encouraged with the participation in IT talks, seminars and courses organized by different institutions within this year.

Students are encouraged to collect information on topics through Web sites so as to facilitate IT in teaching.

Students' projects are to be prepared in IT format.

#### 6. Student's feedback on teaching effectiveness.

Lesson Evaluation form will be given to students. Their feedback will enhance our teaching effectiveness.

#### 7. Peer Observation

Teachers will make arrangement for lesson observation at least one lesson in the first term. We will have another lesson of observation for Appraisal.

### D. IMPLEMENTATION PLAN

Task	Objectives	Task description	Person in charge	Monitoring	Success criteria	Date of completion
1	Integrating Moral and Civic Education	In-class discussion.	S.6 teacher	Form teacher is required to guide the students to select suitable topic for the discussion	Students can present their ideas in the class discussion	May, 2011
2	Academic Excellence	Tutorial lessons	subject teachers	SS2 teacher will provide tutorial classes for low-achiever and Gifted-students	Academic results of the students improved	Nov to March
3	Self Discipline	Students will be encouraged to search for reading materials from the Internet,	S.6 teacher SS1 and SS2 teachers	SS1 and SS2 students need to subscribe(校園經濟).	Students found the experience on data collection.	Sept 2010 May 2011

		books and newspaper.  S.6 students are encouraged to list book references used in doing their projects. Purchase teaching aids, reference books and library books		Teachers are required to guide the students to select suitable topic for the project, check the progress of students in data collection, skills development.	Students can present their finding by diagrams and analysis the results.	
4	Global Vision	Students should be aware of current international social, political and economic issues.	All panel members	Subject Panel responsible for checking the purchases of reference books and library books  Talks and activities relating to international issues will be organized	Students attend the related activities.	May 2011
5	IT Implementation	Colleagues are encouraged to take some IT talks, seminars, and workshops.  Students are encouraged to collect information from Web sites and hand in their projects in IT format.	Subject coordinator All panel members	Evaluation of the work performed through appraisal system.	Members develop tools to evaluate the effectiveness of various assessment methods in enhancing students to develop various learning skills.	Whole term June 2011
6	Students' feedback on teaching effectiveness	Lesson evaluation form	All panel members	All panel members are responsible for checking the students' comment	Enhance teaching effectiveness	End of Dec 2010 for S.7.  End of May 2011 for

						SS1 & SS2
7	Peer Observation and Lesson of observation for Appraisal	<p>To encourage teacher to share good pedagogical skills</p> <p>To promote the practice of mutual support and appreciation among teachers</p> <p>To promote a culture of professional development of teachers through continued learning and sharing</p> <p>Each teacher observes and being observed at least one lesson each</p> <p>Group of 2 to 4 teachers, teaching the same form if possible, to be arranged by KLA coordinators</p> <p>Pre- and post-observation meeting to be held</p>	Panel chairperson	<p>All teachers complete Peer Observation Forms and return them to panel chairperson</p> <p>Record from with appreciation as well as suggestion to be used by observers and kept as school record</p>	<p>The enthusiasm of teachers to get professional development.</p> <p>The development of a culture of sharing.</p>	Dec 2010 March 2011

## E. 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.

## **F. PERFORMANCE STANDARD**

1. School Examinations  
78% of SS1 to S.7 students should pass the Mid-year, Final and Mock Examinations.
2. Public Examinations  
85% of students should pass the public examinations. The credit rates for HKAL should be 35%.
3. 80% students will use the reference materials in the libraries and search information from the internet.

## **G. BUDGET**

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

## **H. PROGRAMME TEAM**

Mr. Lam James, teacher of SS1 and SS2

Ms. Brenda Chung, teacher of SS1, S6 and S.7

James Lam

# Geography

## Programme Plan 2010-2011

School Major Concern : Enhancement of Classroom Learning and Teaching

- Subject-based classroom learning and teaching
- Peer observation
- Induction of new teachers and mentorship programme

### 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
2. They show enthusiasm in teaching.
3. Most students show interest in environment surrounding them.

#### B. Weaknesses

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

### C. Opportunities

1. Current issues are used for discussion in class to arouse the interest of students.
2. Better career opportunities in the related field attract more students to study this subject.

### D. Threats

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

### III. Implementation plan

Task	Objectives	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1	Staff development through empowerment of panel members to increase competence and ownership	Division of labour and sharing of responsibilities among panel members	HOD	Evaluation of the job performed through appraisal system Evaluation of the effectiveness of empowerment through panel meetings	Panel members with increased competence and ownership	Whole year	--
2	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2010-2011	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
3	Enhance student learning and teaching effectiveness	Review and revise assessment methods	All panel members	HOD and members develop tools to evaluate the effectiveness of various assessment methods in enhancing students to develop various learning skills	Academic results of the students improved	On-going job	--

4	Enhance student learning	Bridging programme	S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
5	Enhance student learning	Bridging programme	S.4 teacher	Form teacher are required to give a bridging programme to NSS1 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
6	Enhance student learning	Geography Project 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.-Apr.	--
7	Enhance student learning	Geography Project for NSS2 (Field trips to Tai Po New Town	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Jan. – Apr. 2010	--
8	Enhance student learning	Geography Project for S.6 (Field trips to Mai Po Marshes and Hong Kong Wetland Park	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Jan. – Apr. 2010	--
9	Enhance student learning	News Report S.3-S.6	Mrs. Ho	Teacher is required to check the news report of students	Reading and writing abilities of students improved. Students learnt about the current issues	Sept. 2010-May 2011	--
10	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	Mrs. Ho and Miss Siu	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr. 2011	

#### IV. Evaluation

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

#### V. Performance standard

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

#### VI. Budget

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

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

#### VII. Programme team

- Mrs. Ho Chan Suk-ching (Team leader)
- Miss Siu Man-yee
- Miss Kwok Wing Yiu
- Mr. Chan Tsz Fai
- Miss Ho Ching Han

# History

## Programme Plan 2010-2011

### **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 for 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 : Ms Alice Lee(S.3)  
Ms Chan Yuk Yin (S.4-7)  
Subject Teachers : Ms Chan Yuk Yin  
Ms Alice Lee  
Mr. Chan Ka Shing  
Mr. Chan Yik Yeung  
Mr. Joe Jim

#### **Teaching Duties**

CLASS	TEACHER(S)
S.6 & S.7	Ms Chan Yuk Yin*
S.4 & S.5	Ms Chan Yuk Yin* / Mr. Chan Yik Yeung
S.3	Ms Alice Lee*, Mr.Chan Ka Shing, Mr. Chan Yik Yeung and Mr. Joe Jim

\* 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, cassette tapes, 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.

### **Weaknesses/Threats**

1. Most students have a language barrier in studying the subject. This makes teaching as well as the learning process time-consuming, boring and unrewarding;
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, which affected their learning in the upper forms.
3. Students are examination-oriented, focusing only on those topics pertaining to the examination. Most of the students are not very eager to know what is happening around them in the modern world;
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**

**Seven Areas** of history learning and teaching will be promoted in the academic year 2010–11.

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

- 1.1 Teachers will be encouraged to attend courses on classroom teaching and learning organized by EDB or other relevant organizations.
- 1.2 Peer observations will be conducted to encourage sharing of experiences.
- 1.3 The use of various stimulating teaching strategies to conduct lessons so as to cater for different learning style of students.



## **2. Peer Observation**

- 2.1 Peer observation will be conducted for the new teachers; one in each term respectively.
- 2.2 The number of peer observation conducted is subject to the need of teachers.

## **3. Catering for learning diversities**

- 3.1 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 and a shorter syllabus allow teachers to cater more for students' needs over the subject.
- 3.2 Tutorial classes will be organized during summer time by the old boys to share study methods and strategies. Both classes for low achievers and high achievers will be organized.
- 3.3 For the senior form students, special allowance may give to some who have language problems to use Chinese in their learning
- 3.4 Chinese version of textbooks will be bought to motivate students of different ability in their learning.

## **4. Preparation for the NSSC**

- 4.1 Teachers are encouraged to attend NSSC refresher courses organized by the EDB to keep themselves abreast of the new educational trend related to History.
- 4.2 New teaching pedagogy and examination module will be practiced in S.3 and 4 to get both students and teachers familiarize with the new requirements.

## **5. Project learning**

- 5.1 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 present the materials with the help of power point in front of the class in the second term.
- 5.2 Mini project will also be conducted in S.4 so as to develop students' initiative and interest in the history learning process. This is a way to develop students' enquiry learning skills and to form a reading habit.

## **6. Intra-KLA Collaboration**

- 6.1 Collaboration will be made with the Department of Integrated Humanities in the form of Reading projects for S.2 students during the summer vacation.

## 7. Life-wide learning

- 7.1 Talks, visits and field trips related to History learning in daily life will be encouraged among students so as to broaden their horizons.
- 7.2 S.4 students are required to make visits to museum or monuments in HK in the First Term. Reports are to be made after the visit.

### **Evaluation**

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

1. Exercises and tests will be used throughout the school year to assess students' understanding of the historical knowledge taught and their ability to use what they have learnt.
2. Students' choice of history books for leisure reading and the quality of the book reports returned.
3. Students' ability in preparing an individual project on selected topics.
4. Students' performance in internal and external examinations
5. Students' feedback by the end of the school term.

### **Budget**

History Budget Proposal 2007-08

Items	Budget (\$)
Students' reference books*	2,000
Audio-visual aids	500
Total	\$2,500

## Liberal Studies and Integrated Humanities Programme Plans 2010-2011

School Major Concern: Enhancement of Classroom Learning and Teaching

- \* Subject-based classroom learning and teaching
- \* Peer observation
- \* Induction of new teachers and mentorship programme

Major Concern	Objectives	Implementation Plans	Person(s) in-charge	Means of evaluation	Criteria of Success	Date of Completion	Evaluation	Budget
Through Train	To enable academically weak students to reach basic competence in their studies and attain constant improvement	<ul style="list-style-type: none"> <li>➤ Split classes in L.S. and I.H.</li> <li>➤ Tutorial classes as implemented by Learning Diversity Programme</li> <li>➤ Tutorial classes for L.S. when community resources are available</li> <li>➤ Enrichment activities and collaboration with gifted education</li> <li>➤ Change in pedagogies to raise students' motivation</li> <li>➤ Adjust assessments e.g. adjust percentage allocation of difficulty levels of questions in tests and examinations; extra questions in</li> </ul>	Joyce Siu Crystal Chao	<ul style="list-style-type: none"> <li>- Questionnaire and feedback from students</li> <li>- Teacher feedback</li> <li>- Records</li> <li>- Curriculum review and development documents</li> <li>- Staff development record</li> <li>- WiseLearning subscription</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from students and teachers</li> <li>- Tutorial classes and enrichment activities carried out</li> <li>- Curriculum review and development carried out</li> <li>- Teacher training attained</li> <li>- 40% of S.1 to S.5 students subscribe WiseLearning</li> </ul>	July 2011		/

		<p>examinations on news for bonus marks</p> <ul style="list-style-type: none"> <li>➤ Adjust breadth and depth of L.S. curriculum and constant review of curriculum</li> <li>➤ Teacher training</li> <li>➤ Promotion of subscription of WiseLearning for IH and LS learning in S.1, S.2, S.3, S.4 and S.5</li> <li>➤ Bonus mark given for participation in extra-curricular activities (IH) to increase student motivation</li> </ul>						
	To cater for the needs of SEN students	<ul style="list-style-type: none"> <li>➤ Timely review of student needs and formulation of measures which support student learning</li> <li>➤ Sharing within panel and between panels</li> <li>➤ Teacher training</li> </ul>	Joyce Siu	<ul style="list-style-type: none"> <li>- Teacher sharing</li> <li>- Formulation of supporting measures</li> <li>- Teacher training record</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing carried out</li> <li>- Teacher training done</li> <li>- Measures set to support SEN student learning</li> </ul>	July 2011		/
	To enhance students' discipline and sense of belonging: (i) establishment of	<ul style="list-style-type: none"> <li>➤ formal curriculum:</li> </ul> <p>IH: Rights and Duties module</p>	Joyce Siu	<ul style="list-style-type: none"> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration of improvements of student discipline</li> </ul>	July 2011		/

	norms of student behaviour inside and outside classroom students' respect to peers and teachers, school		LS: Self and Personal Growth module					
(ii)								
	To ensure students of smooth transition from YWPS curriculum to YWC curriculum	<ul style="list-style-type: none"> <li>➤ Information transfer</li> <li>➤ Panel meetings and informal meetings</li> </ul>	Joyce Siu & Crystal Chao	<ul style="list-style-type: none"> <li>- Record Information exchange</li> </ul>	<ul style="list-style-type: none"> <li>- Information exchange done</li> <li>- Meetings held</li> </ul>	July 2011		/
	To develop paradigm shift in pedagogies and enhance classroom management to cater for students with mixed ability	<ul style="list-style-type: none"> <li>➤ Collaborative lesson planning and sharing</li> <li>➤ Peer observation</li> <li>➤ Teacher training</li> <li>➤ Appraisal system: self-reflection</li> <li>➤ Student feedback</li> <li>➤ Mentorship</li> </ul>	Joyce Siu Crystal Chao	<ul style="list-style-type: none"> <li>- Attendance Record</li> <li>- Peer observation record form</li> <li>- Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>- All panel members join collaborative lesson planning</li> <li>- Peer observation done</li> <li>- Teacher training done</li> <li>- Positive student feedback</li> <li>- Peer observation in groups of 2-4 within KLA done before Mid March</li> </ul>	July 2011		/

					- Staff appraisal of new panel members both in first and second terms - Mentorship completed			
NSSC	To develop and implement Liberal Studies curriculum	<ul style="list-style-type: none"> <li>➤ Reading programme in IH <ul style="list-style-type: none"> <li>* book report</li> <li>* news report</li> <li>* S.2 summer reading programme</li> </ul> </li> <li>➤ S.2 IH: Consolidation of PBL as a pioneer of LS I.E.S.</li> <li>➤ Close watch on the development of <i>Life and Society</i> as to strengthen students' foundation knowledge as related to LS</li> <li>➤ LS: development of curriculum</li> <li>➤ LS: teacher training</li> </ul>	Joyce Siu & Crystal Chao	<ul style="list-style-type: none"> <li>- Record</li> <li>- Book report</li> <li>- News report</li> <li>- Project</li> <li>- Teacher training record</li> <li>- Curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li>- All S.2 students complete a book report</li> <li>- S.1 and S.2 students complete news reports</li> <li>- All S.2 students complete summer reading programme</li> <li>- All S.2 students finish a project</li> </ul>	July 2011		/
	To equip teachers with capabilities to deal with demands brought by paradigm shift in	<ul style="list-style-type: none"> <li>➤ Collaborative lesson planning and sharing</li> <li>➤ Peer observation</li> <li>➤ Teacher training</li> <li>➤ Appraisal system:</li> </ul>	Joyce Siu	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- Peer observation record form</li> <li>- Record</li> </ul>	<ul style="list-style-type: none"> <li>- All panel members join collaborative lesson planning</li> <li>- Peer observation</li> </ul>	July 2011		/

	teaching and learning	<ul style="list-style-type: none"> <li>➤ self-reflection</li> <li>➤ Mentorship</li> </ul>			<ul style="list-style-type: none"> <li>- done</li> <li>- Peer observation in groups of 2-4 within KLA done before Mid March</li> <li>- Staff appraisal of new panel members both in first and second terms</li> <li>- Mentorship completed</li> </ul>			
	To handle learning diversity in face of demand of public examinations	<ul style="list-style-type: none"> <li>➤ Collaborative lesson planning and sharing</li> <li>➤ Promotion of subscription of WiseLearning for LS</li> <li>➤ Student familiarization of examination-oriented assessments</li> <li>➤ Implementation of SBA</li> </ul>	Joyce Siu, Crystal Chao and YW Lam	<ul style="list-style-type: none"> <li>- Attendance</li> <li>- WiseLearning subscription percentage</li> <li>- Documents</li> </ul>	<ul style="list-style-type: none"> <li>- All panel members join collaborative lesson planning</li> <li>- 50% of students subscribe WiseLearning</li> <li>- Smooth implementation of IES</li> </ul>	July 2011		/
	To enhance the performance of high achievers / gifted students	<ul style="list-style-type: none"> <li>➤ Enrichment activities and collaboration with gifted education</li> </ul>	Joyce Siu, Crystal Chao and YW Lam	<ul style="list-style-type: none"> <li>- Record</li> </ul>	<ul style="list-style-type: none"> <li>- Student participation in enrichment activities</li> </ul>	July 2011		/

## **Business, Accounting and Financial Studies Programme Plan 2010-2011**

### **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. BAFS is an elective subject which students would opt for their first or second choice. Students should be more enthusiastic in their study of the subject.
2. IT equipment is well provided. More web resources and other mode of teaching can be incorporated in lessons.

#### **Weaknesses**

1. Time is very tight. There are 4 lessons in SS1 and 5 in SS2 which is quite inadequate as compared to other schools where normally 6 lessons are allocated for each level. This will be especially difficult when it comes to SS2 when students are engaged in School-based assessment (SBA).
2. The curriculum is heavily language-based, especially the Business Management Module. Students are required to do oral presentation and essay writing extensively. Boys in this area are generally less advantaged.
3. Students are of mixed ability and they ranged from quite able to low achievers and many had low motivation in many subjects.



4. 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.

### **Opportunities**

1. Seeing better career opportunities in accounting and business sectors, students are willing to take the subject seriously.
2. Under the new curriculum structure, students are no longer streamed into Arts or Science. Students taking the subject will continue up to S6, instead of a lack of continuity from HKCEE to HKAL in the past, students should be more motivated.
3. There are different resources offered outside school that the school can make good use of. Programmes and workshops such as the Junior Achievement sponsored by the HK Bank are free and students are encouraged to take advantage of such opportunities to broaden their horizon and to develop their potentials in the business world.
4. Many old boys of Ying Wa are working in different professions in the business sector. They are valuable resources that the school can consider in organizing seminars, talks, workshops and experience sharing for students.

### **Threats**

1. Students have to study up to S6, more students who are less able will have to struggle through, unlike in the case of HKCEE, where students who had difficulties would not further their studies in HKAL.
2. Individual difference is great. It is more difficult to cater for individual needs with a large class size.

### C. IMPLEMENTATION PLAN

Objectives	Strategies	Date of completion	Means of Evaluation	Resources
Developing students' knowledge and understanding	- Curriculum guidelines, assessment requirements and syllabus outline are given to students so that they can clearly understand what are expected from them.	- At the beginning of term	-	- Curriculum and Assessment Guide (S4 - 6)
	- Reading assignments are given, mostly from current news. After reading, students will form judgments and make comments	- Throughout the terms	- Class discussion to check students' understanding	- newspaper articles
	- Teacher will help students to identify key points in questions and draw ideas from them to work out solutions.	- Throughout the terms	- Class discussion to check students' understanding - Assignments are collected to check their accuracy	-
	- Class activities, quizzes and tests are given to check progress	- Throughout the terms	- Results of quizzes, tests and exams	-
	- Where appropriate, talks, visits and workshops will be arranged	- first term and post exam period	- Students feedback on the activities - Evaluation from activities' personnel or organizations	- Business-School Partnership Programme (BSPP) - Business organizations - Service providers

<b>Objectives</b>	<b>Strategies</b>	<b>Date of completion</b>	<b>Means of Evaluation</b>	<b>Resources</b>
Developing students' generic skills	- Students extract useful information from the Internet, magazines and newspaper	- Throughout the terms	- Students' written report and presentation	- Internet, magazines, newspaper
	- Reading assignments are given, mostly from current news and recent development. After reading, students will form judgments and make comments, some of which will be done in groups to flourish students' communication and presentation skills	- Throughout the terms	- Students' written report and presentation	- Newspaper articles
	- Self-learning through PowerPoint presentations	- Beginning of S4	- Student's assignment	- eClass
	- Introducing the use of spreadsheets and accounting software in S5	- S5 end of term	- Students' reporting and presentation - Class observation and students' and teachers' feedback	- Computer room - Service providers
	- Introduction of SBA (though it will not be a requirement of the HKDSE until year 2016)	- S5 trial	- Students' reporting and presentation - Class observation and students' and teachers' feedback	- eClass
	- Students have to do oral and written reports throughout the term	- Throughout the terms	- Class observation and students' and teachers' feedback	
Cultivating students' values and attitudes: to be socially responsible and caring	- Discussion on newspaper clips of mis-conduct or unethical behaviour of businesses	- Throughout the terms	- Students' written report and presentation	- Internet, newspaper
	- Good examples of ethical and socially responsible acts are discussed with student	- Throughout the terms	- Class observation and students' and teachers' feedback	

<b>Objectives</b>	<b>Strategies</b>	<b>Date of completion</b>	<b>Means of Evaluation</b>	<b>Resources</b>
Classroom discipline	- Students are encouraged to participate in class activities in an active and controlled manner and observe classroom regulations	- Throughout the terms	- Disruption of classroom discipline will not be tolerated. Students will be punished accordingly	
	- Students should duly hand in their assignments	- Throughout the terms	- Penalty is given to discourage late submission of work	
Catering for learning diversity	- various learning activities should be design to meet students' individual needs. (see table below) - Tasks of higher difficulty are assigned to more eager students. - Tutorial classes are offered to less able students. - collaborative learning activities are assigned to encourage students with different abilities to work together and learn from each other.	- Throughout the terms	- Students' homework - Students' test and exam results - Students' reports and presentation - Students' feedback - Classroom observation	-
Peer observation	- observation within the subject seems impossible - observation can be done within the same KLA	- in the first term	- evaluation from teachers concerned	-
Implementation of OLE	- Students are encouraged to participate in visits, workshops, seminars and competitions	- Throughout the terms - during post exam period	- Students' evaluation - Feedback from the organisation	- Business-School Partnership Programme (BSPP) - Business organizations

The following are various possible learning activities to meet students' individual needs and 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. Role-play	✓	✓					✓	✓	✓
4. Simulation game				✓			✓	✓	✓
5. Field visit				✓	✓	✓			
6. Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Reading newspapers /business journals/ articles	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Information technology (IT) applications				✓	✓	✓			

#### **D. Budget**

Item	\$	Source of fund
Library books	2000	School

#### D. E. Programme Team

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

## **Programme Plans of Subject Panels**

### **B. Sciences Subjects**

# Biology

## Programme Plan 2010-2011

### 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	Field trips to look at biodiversity	April 2011 (for S6) October 2010 (for NSS2)
2	Students develop observational, manipulative and experimental skills	Practical work in lab. periods	Whole academic year
3	Students develop their awareness and concern for biological issues in personal, social, environmental and technological contexts	Students attend seminars	July 2011
4	Students think creatively, analyze critically and scientifically on biological issues	Students carry out a small project	From October onwards
5	Students know how to retrieve appropriate information from proper sources	Students use the internet for finding teaching materials	Whole academic year
6	Staff development	Teachers are encouraged to attend seminars, workshops and visits	Whole academic year
7	Coping with learning Diversity	Enrichment course for students	Christmas holidays

#### 5. Evaluation

- we have the Teacher Assessment Scheme to evaluate the performance of the sixth formers in the following aspects:

- ability to design and conduct an experiment
- ability to write an experimental report
- ability to make biological drawings
- ability to conduct rat dissection

- other kinds of assessment include: test, projects, homework

#### 6. Performance Standard

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



## 7. Budget

	<i>Items</i>	<i>Amount (\$)</i>	<i>Remarks</i>
1	Chemicals, glassware and other consumable for experiments	3,500	- for S6 - S7 - TAS fund
2	Apparatus for experiment	3,600	for S4 (NSS1) - S7
3	Chemicals and other consumable for experiments	8,400	for S4 (NSS1) - S7
4	Biology intensive course tutor fee	3,000	for S5 (NSS2) and S7

Total: \$18,500

## 8. Team Members

Mr. S. S. Mar (Team leader)

Miss. S.Y. Wong

# Chemistry

## Programme Plan 2010-2011

### 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. 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 SS2 and S6 students devote the majority of their times in organizing extra-curricular activities, or in participating in inter-school activities. They will find great difficulty in catching up the pace of studying later.
3. Some students are reluctant to hand in their homework promptly. Plagiarism of homework are found.
4. The workload of teachers are heavy, one NSS chemistry class has students above 36, teachers find difficulty in supervising their laboratory works and in carrying out SBA job.

#### 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.

- The learning incentive of students in EMI school are better, their self-esteem are high, their aim are high, too.

#### D. **Threats**

- Learning diversity in class becomes prominent when NSS is implemented in academic year, 2009. More students can study S6 Chemistry now. A minority of senior form students find difficulties to understand the abstract ideas of chemistry. Teachers find it difficult to discuss the lesson in a deeper approach, high achievers are sacrificed.
- The implementation of “through train” programme with primary school in academic year, 2007, the diversity of students in learning ability, in language handling, and in discipline are wide
- Teachers will find difficulties to maintain the academic standards as before.

#### 3. **Objectives :**

- 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 for senior form students ;
- 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 ;
- Students acquire an appreciation of the relevance of chemistry in daily life ; S6 Post-reading task on selected topics (Modern materials, fuel cells, fireworks)
- 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 ;
- Ways to achieve excellence in public examination.

#### 4. **Implementation Plan and evaluation**

<b>Objectives / Tasks</b>		<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>
<b>Strategies / Tasks</b>	<b>Focused Generic Skills / Values</b>			
1. S6 & 7 Students propose solution plans for scientific problems by devising hypotheses and procedures to carry out scientific investigations (assisted by technician)	Problem solving skills Critical thinking skills Eagerness to learn Excellence & quality	85% of the chemistry experiments done with planning by students individually / group	<ul style="list-style-type: none"> <li>By recording in the lab. report</li> <li>Evaluation meeting held at the end of school year</li> </ul>	S. Cheung MK Chan. D. Leung, KT Kwan (technician)

<p>2. To cater for learning diversity S5 &amp; S4 – tutorial classes will be launched in pre-exam. period, students of medium ability are welcome. (i) answering exam. papers with depth, (ii) high order, scientific thinking.</p> <p>S5 &amp; S4 – all low achievers will be asked to do more practice exercises in core session of past CE exam. questions.</p>	<p>Problem solving skill</p> <p>Eager to learn</p> <p>Perseverance</p> <p>Excellence &amp; quality</p> <p>Confidence</p>	<p>In pre-exam. period.</p> <p>show improvement in credit % and pass % in HKDSE examination</p>	<ul style="list-style-type: none"> <li>• Observations by teachers</li> <li>• Evaluation by students</li> </ul>	<p>S. Cheung MK Chan, D. Leung.</p>
<p>3. To promote spirit of competition among students – brilliant students are praised in lesson. – brilliant students are praised in lesson.</p>	<p>Excellence &amp; quality</p> <p>Confidence</p>		<ul style="list-style-type: none"> <li>• by recording in classroom</li> </ul>	<p>S. Cheung MK Chan, D. Leung.</p>
<p>4. Peer observation – colleagues are required to observe lesson teaching.</p>	<p>meta-cognitive teaching skills</p>		<ul style="list-style-type: none"> <li>• Observations by teachers</li> </ul>	<p>S. Cheung MK Chan, D. Leung.</p>

#### 5. Budget

\$ 23,000 (consumable items in lab., lib. books)

#### 6. Programme Team

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

# Computer & Information Technology Programme Plan 2010-2011

## 1.1 Program Team

1.1.1 Panel Chairperson: Mr. Wang Kin Sen

1.1.2 Honorary Secretary: Mr. Wan Wai Hon

1.1.3 Form Co-coordinators: Mr. Chan Wai Chun (S1)

Ms. So Ka Lok (S2)

Mr. Wang Kin Sen (S3)

Ms. Wan Wai Hon (S4)

Mr. Wan Wai Hon (S5)

Mr. Wang Kin Sen (S6)

Mr. Wang Kin Sen (S7)

1.1.4 IT Technician: Mr. Chiang Wai Fung, Wilson; Mr. Yeung Ngo Tin, Onew

## 1.2 Teaching Allocation

S7 Computer Applications	Mr. Wan Wai Hon, Mr. Wang Kin Sen
S6 Computer Applications	Mr. Wan Wai Hon, Mr. Wang Kin Sen
S5 ICT	Mr. Wan Wai Hon
S4 ICT	Mr. Wan Wai Hon
S3A Computer Literacy	Mr. Wang Kin Sen
S3B Computer Literacy	Ms. Yu Hoi Jin
S3C Computer Literacy	Ms. Chan Yuk Shan
S3D Computer Literacy	Ms. Yu Hoi Jin
S3E Computer Literacy	Ms. Chan Yuk Shan
S2A Computer Literacy	Ms. Kung Shin Yuk / Mr. So Ka Lok
S2B Computer Literacy	Ms. Kung Shin Yuk / Mr. Lam Chun Yam
S2C Computer Literacy	Mr. So Ka Lok / Mr. Ling Kai Cheong
S2D Computer Literacy	Ms. Kung Shin Yuk / Mr. Ling Kai Cheong
S2E Computer Literacy	Mr. So Ka Lok / Mr. Ling Kai Cheong
S1A Computer Literacy	Ms. Chan Wai Chun / Mr. Leung Sai Yung
S1B Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1C Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1D Computer Literacy	Ms. Kung Shin Yuk / Mr. Leung Sai Yung
S1E Computer Literacy	Ms. Chan Wai Chun / Mr. Leung Sai Yung

## 1.3 Subject Aims

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

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

- 1.3.2 equip students with problem-solving and communication skills, and encourage them to think critically and creatively.
- 1.3.3 develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning.
- 1.3.4 provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.

## 1.4 Issues to be Addressed

### 1.4.1 Strengths

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

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

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

#### 1.4.2 Weaknesses

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

#### 1.4.3 Opportunities

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

#### 1.4.4 Threats

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

## 1.5 Implementation Plan

S1-01	Story Book Edition	Ms. WC Chan Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students produce a certificate with the Word Processor	End of Sep 2010
S1-02	e-Class Services & Briefing on School IT environment	Ms. WC Chan 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 2010
S1-03	File Transfer	Ms. WC Chan 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 2010
S1-04	Christmas Card or Lunar New Year Card Production	Ms. WC Chan Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can produce a greeting card.	End of Dec 2010
S1-05	Multimedia Presentation	Ms. WC Chan Ms. SY Kung Mr. SY Leung	- lab performance - project work	Students can produce a power point presentation.	End of Nov 2010
S1-06	Use of Game Factory	Ms. WC Chan Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can edit a simple game.	End of May 2011
S1-07	Chinese Input	Ms. WC Chan Ms. SY Kung Mr. SY Leung	- task on Chinese characters Input.	All students can finish the inputting task within given time limit.	End of Mar 2011
S2-01	Java Script Programming	Ms. SY Kung Mr. KL So Mr. CY Lam Mr.. KC Ling	- worksheet inspection - test/exam performance	All students can write an application with the looping feature of programming.	End of Dec 2010
S2-02	Spreadsheet Application	Ms. SY Kung Mr. KL So Mr. CY Lam Mr.. KC Ling	- worksheet inspection - practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2010
S2-03	Flash with Action Script	Ms. SY Kung Mr. KL So Mr. CY Lam Mr.. KC Ling	- worksheet inspection - project work	Students can produce an animated presentation with action Script element.	End of May 2011
S2-04	Video Editing Workshop	Ms. SY Kung Mr. KL So Mr. CY Lam Mr.. KC Ling	- worksheet inspection - class work	Students can manipulate the script production and special effect feature on video clips.	End of May 2011
S2-05	Hardware and Software	Ms. SY Kung Mr. KL So Mr. CY Lam Mr.. KC Ling	- homework assignment - exam performance	Students finish all home assignment and pass in examination.	End of May 2011
S3-01	Webpage Authoring	Mr. KS Wang Ms. HJ Yu Ms. YS Chan	- project work - exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2010
S3-02	Networking Concept	Mr. KS Wang Ms. HJ Yu Ms. YS Chan	Workbook Exercise	Students can distinguish the difference between LAN, WAN, and compare different network media.	End of Dec 2011



S3-03	Database Workshop	Mr. KS Wang Ms. HJ Yu Ms. YS Chan	- lab performance - practical exam	Students can make query, report and label with the use of database package.	End of Jun 2011
S4-01	Info Processing	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students finish all HW assignment and pass the examination.	End of May 2011
S5-01	Database Basics & Relational Databases	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students finish all HW assignment and pass the examination.	End of May 2011
S5-02	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students finish all HW assignment and pass the examination.	End of May 2011
S5-03	Internet and its Applications	Mr. WH Wan	-Inspection and Collection of Lab Sheet. -Homework assignment - Quiz & Exam	Students finish all HW assignment and pass the examination.	End of Dec 2010
S6-01	Multimedia Presentation & Desktop Publishing	Mr. WH Wan Mr. KS Wang	- workshop output - practical / written exam	All students work out the task and pass the exam.	End of Dec 2010
S6-02	Databases Management	Mr. WH Wan	- workshop output - practical / written exam	All students work out the lab task and pass the exam.	End of May 2011
S6-03	SOHO network	Mr. KS Wang	- workshop output - practical / written exam	All students work out the lab task and pass the exam.	End of May 2011
S7-01	Project Assignment on Database Management	Mr. WH Wan	- HKEAA Inspection	Students complete a project assigned by HKEA and develop a prototype of the application to demonstrate the design.	End of Mar 2011
S7-02	Computer System	Mr. WH Wan	- homework assignment - quiz and mock exam	All students work out the lab task and pass the Mock exam.	End of March 2011
S7-03	Spreadsheet	Mr. KS Wang	- workshop output - practical / written exam	All students work out the task and pass the exam.	End of Jan 2011
S7-04	Drilling on Public Exam	Mr. WH Wan Mr. KS Wang	Review and practice on past HKASL papers.	95% passing rate in HKASLE 2008	End of Feb 2011
Sub-01	PC Hardware Replacement	Mr. KS Wang	Replace 43PCs in C602 with DuoCore CPU, 4GB RAM, 250GB HDD and Windows 7	Completion of Tendering and installation. Acceptance Test completed	End of Mar 2011
Sub-02	LCD Projector Replacement	Mr. KS Wang	-Replacement of LCD Projector in C602	Completion of Tendering and installation. Acceptance Test completed	End of Aug 2010
Sub-03	Professional Development	Mr. KS Wang	-Encourage panel members attend workshops and CPD	-Attendance record -Peer observation -Poll Survey	End of May 2011

			courses. -Conduct staff appraisal		
Sub-04	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 update carried out.	End of May 2011
Sub-05	Staff Appraisal	All	-Appraisal Form	-Finish appraisal according to school policy	End of May 2011
Sub-06	Train up elite student in IMO	Mr. KS Wang Gifted Ed ITCS	-Attendance rate. -Competition result	-Student participants successful enter the semi-final.	End of Feb 2011

## 1.6 Financial Budget

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

## 1.7 SVAIS Analysis

### 1.7.1 S5 Computer & IT

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

#### General Comment:

- Positive value-added index 6 is noted in 2006.
- Value-Added index dropped from 7 to 5.
- School performance is above similar intake schools and schools from the same district.
- Diversity of performance is noted in 2008.
- Negative value-added index is noted in 2009.

#### Follow-up:

- Two teachers are involved in the teaching of CIT subject to share the burden in C programming.
- Students should be encouraged to read IT weekly magazine to familiarize them with

the current trend of CIT.

- (c) Structural questions and conventional questions training will be reinforced.
- (d) Review on past papers for the preparation of coming examination.

#### 1.7.2 S7 Computer Applications

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

General Comment:

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

Follow-up:

- (a) Students are required to finish through all past papers of 2003-2008.
- (b) Reading assignment/report should be implemented to alert students of the current development of computer applications.
- (c) Collection of reference web sites should be posted on school Intranet to expose students to the current trend of Computer Applications.
- (d) In view of the revised syllabus, pass in HKCEE CIT subject should be a prerequisite for taking Computer Applications in S6.
- (e) Students would be advised to drop the subject, if they failed in S6 final examination as well as the make-up examination.
- (f) Full review on past papers for the preparation coming examination.
- (g) Exchange mock exam paper with other secondary schools.

# Integrated Science Programme Plan 2010-2011

## I. Purposes

To aim for students to:

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

## II. Issues to be addressed:

### A. Strengths:

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

**B. Weaknesses:**

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

**C. Opportunities**

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

**D. Threats**

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

**III. Programme Team**

**Integrated Science Panel Members:**

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

1C Ms. S. Y. Wong (S1 coordinator)

1A/1E Ms. O. M. So

1B/1D Mr. S. Y. Leung

2A/2D Ms. Y. L. Chao  
 2C Mr. K. W. Cheung  
 2B Mr. S. S. Mar (S2 coordinator)  
 2E Ms. O. M. So

3A/3B/3C/3D/3E (phys) Mr. K. T. Choi (S3 coordinator – phys)  
 3A/3C/3E (chem) Ms. T. S. Leung  
 3B/3D (chem.) Mr. K. W. Cheung  
 3B/3E (bio) Ms. Y. L. Chao  
 3A/3D (bio) Mr. S. S. Mar  
 3C (bio) Ms. S. Y. Wong

Lab Technicians  
 Mr. T. L. Yiu  
 Mr. W. T. Kwan  
 Mr. K. M. Leung

#### IV. Objectives:

Objectives	Area concerned
1. Modify subject handbook	Subject development
2. To collaborate with science teachers in primary school	Through train collaboration
3. To employ diverse teaching methods to enhance students' learning	I.T. in education Civic education
4. To promote project learning in science	Project learning
5. To promote reading to learn to arouse the students' interest in Science	Reading to learn
6. To reform all S.1 and S.2 I.S. syllabus	NSS
7. To promote science atmosphere in school campus	Subject development
8. To have more sharing of teaching experience	Experience sharing
9. To improve the working environment in laboratory	Subject development
10. To provide extra training to students who are gifted in science	Learning diversity
11. To cater for diversified students	Learning diversity
12. To mentor new teachers	Subject development
13. To avoid mark mistakes	Subject development

## V. Implementation plan and evaluation:

Task	Objective	Task Description	Person in Charge	Means of evaluation
1	To modify subject handbook	To modify a subject handbook (a new version 3) for all science teachers	SY Leung	The handbook is up-to-dated
2	To collaborate with the science teachers in the primary school	To discuss with the science session about the syllabuses and teaching strategies to be used	KT Choi S1 teacher (to be confirmed in the meeting)	Report in the meetings
3	To employ diverse teaching methods to enhance students' learning	To use teaching aids such as ETV, web-sites and computer software in suitable ways (S1 students)	SY Leung	Lists of suggested ETV, websites or software in the syllabus outline
4	To promote project learning in science	To plan the project: e.g. model making, report, design experiments (fair test), role play, inquiry-based expt.	S.1 OM So S.3 KT Choi S.3 TS Leung	To be assessed in panel meetings
5	To promote reading to learn to arouse the students' interest in Science	To select suitable STS articles and set appropriate questions for students	S.1: SY Wong S.2: YL Chao S.3. TS Leung / KT Choi / YL Chao	At least 2 STS worksheets will be distributed to the students as homework (Prepared in September)
		Buying library books	KT Choi YL Chao	Booklists will be reported in the meeting
6	To reform S.1 and S.2 I.S. syllabus	New syllabus will be set for the junior students	S.1: SY Wong S.2: SS Mar KT Choi	Setting the new syllabus
7	To promote science atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)	KT Choi OM So KW Cheung TS Leung	To be evaluated in the last panel meeting
8	To have more sharing of teaching experience	To share teaching experience during IS form meetings	KT Choi	Sharing materials to be distributed in 2 <sup>nd</sup> and 3 <sup>rd</sup> meeting

9	To improve the working environment in the laboratory	To set new computer in lab. To post science notices in different lab. To follow up all new suggestion	Mr. KT Choi Lab Technician	Report to be done in the meeting
10	To provide extra training to students who are gifted in science	To hold gifted education in Science accelerating programme after school	KT Choi OM So SY Leung SS Mar	To be evaluated at the year end
11	To cater for diversified students	To set remedial classes during the post-exam period	SY Leung	To be assessed at the year end
		To join the pilot scheme for strengthening the classroom management (provided by academic committee)	All S.1 and S.2 teachers	Assessment will be made in school level
13	To mentor new teachers	To help the new members to develop their profession	SY Wong > SY Leung YL Chao > OM So	To be evaluated at the year end
14	To avoid mark mistakes	To make the EXCEL template for S.1 and S.2 daily marks	KT Choi	To be evaluated at the year end

### Work allocation of the 2009-2010 year plan

**SY Wong:** At least 2 STS worksheets will be distributed to all S.1 students as homework  
Reform S1 syllabus including deciding common homework  
Mentor of Mr. SY Leung  
Join the pilot scheme to strengthening the classroom management S1

**YL Chao:** At least 2 STS worksheets will be distributed to all S.2 students as homework  
At least 2 STS worksheets will be distributed to all S.3 students as homework (Biology)  
Buying I.S. library book  
Mentor of Ms. OM So  
Join the pilot scheme to strengthening the classroom management S2

**SS Mar:** Science training programme after school  
Reform S2 syllabus including deciding the common homework  
Join the pilot scheme to strengthening the classroom management S2



- KT Choi:** Collaborate with the science teachers in the primary school  
 Planning and coordinate the S.3 project for the year  
 At least 2 STS worksheets will be distributed to all S.3 students as homework (Physics)  
 Reform S1 and S2 syllabus  
 Preparing sharing materials in the 2<sup>nd</sup> and 3<sup>rd</sup> meeting  
 Scienceland coordinator  
 Follow up all suggestion of the laboratory improvement  
 Set new computer in lab.  
 Science training programme after school  
 Buying I.S. library books  
 Make the EXCEL template of the daily marks
- TS Leung:** Planning and coordinate the S.3 project for the year  
 At least 2 STS worksheets will be distributed to all S.3 students as homework (Chemistry)  
 Hold a section in Scienceland
- SY Leung:** Modify Subject handbook if necessary  
 Lists of suggested ETV, websites or software in the syllabus outline  
 Science training programme after school  
 Post-exam period coordinator  
 Join the pilot scheme to strengthening the classroom management S1
- KW Cheung:** Hold a section in Scienceland  
 Join the pilot scheme to strengthening the classroom management S2
- OM So:** Planning and coordinate the S.1 project for the year  
 Scienceland coordinator  
 Set up remedial classes for S.1 students  
 Science training programme after school  
 Join the pilot scheme to strengthening the classroom management S1/S2
- Lab. Tech.** Technical help in Scienceland  
 Follow up all suggestion of the laboratory improvement  
 Set new computer in lab.

**VI. Performance Standard:**

1. 80% of S3 students are able to pass the tests and examinations.
2. All students of S1 to S3 are able to complete their assignments.
3. 85% students can make use of the library books and web-sites in their project work and assignments.

**VII. Budget Proposal (2010-2011) to be discussed**

Library books, CD Rom	\$
-- Apparatus -- Consumable items	\$
Total	

# Mathematics

## Programme Plan 2010-2011

### 1. PURPOSE

#### 1.1 General Purpose

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

#### 1.2 Junior Forms (S1 – S3)

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

#### 1.3 Senior Forms (SS1 – SS2, S6 – S7)

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

- outside the school to enrich their learning experience
- 1.3.10 To nurture Mathematically gifted students
- 1.3.11 To help low-achievers by providing remedy and arousing their interest in learning Mathematics

## 2. ISSUES TO BE ADDRESSED

### 2.1 Strength

- 2.1.1 Most students show great interest in Mathematics.
- 2.1.2 On the whole, the Mathematics standard of the students is high.
- 2.1.3 Most students have relatively higher achievement in public examinations.
- 2.1.4 Able students are usually eager to participate in various inter-school Mathematics competitions and assessments.
- 2.1.5 Many panel members are dedicated to their own work. They are willing to help students in studying Mathematics and provide remedy after school.
- 2.1.6 There is good rapport among panel members, favoring collaboration in the department.
- 2.1.7 Mathematics Society has been established for many years. It organizes extra-curricular activities and enhances Mathematics learning.
- 2.1.8 Extra resources from school, such as funding from CEG, have been allocated to S1 and S2 remedial classes. Remedial work is strengthened.
- 2.1.9 IT equipments are adequate for Mathematics teaching.

### 2.2 Weakness

- 2.2.1 In lower forms, some students' learning attitude and working habit is not good enough. (e.g. They do not hand in their homework on time.)
- 2.2.2 Some students are weak in algebraic manipulation.
- 2.2.3 Some students are too dependent on calculators. Number sense is weakened and they have no idea in determining whether a numerical answer is reasonable.
- 2.2.4 Although a lot of students are skillful at doing exercise, many of them are short of ways in logical proving. It can be observed from their performance in geometrical problems.
- 2.2.5 Some students, even in senior forms, have difficulties in understanding questions, especially geometry problems. In lower forms, diagrams are given in nearly every geometry problem. However, students lack the ability to construct diagrams from literal description.
- 2.2.6 Senior form students concentrate on examination syllabus and they have relatively little interest in Mathematical problems outside the syllabus.
- 2.2.7 Since set theory and logic are not included in the curriculum, students are not good enough in analytical thinking.
- 2.2.8 S5 to S7 Arts students' Mathematics standard is not satisfactory.

### 2.3 Opportunities

- 2.3.1 In recent years, more and more old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors and assistants in holding activities.
- 2.3.2 Mathematics Society is ready to organize extra-curricular activities in Mathematics learning and assist the department to organize *?Life-wide Learning?* activities.

- 2.3.3 More and more organizations outside the school (such as HKAME, HKASME) and publishing companies provide professional training and other life-wide learning opportunities to teachers and students.
- 2.3.4 Old boys who are experts in Mathematics education and curriculum studies are willing to give advice and help in curriculum development and staff development. This is especially good to the school-based through-train curriculum development as well as the curriculum change in secondary section.
- 2.3.5 Student Self-Access Centre will provide opportunities to enhance student's learning in Mathematics.
- 2.3.6 With the change to DSS mode, more students of higher academic ability can be selected as new S1 students.

## **2.4 Threats**

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

## **3. OBJECTIVES**

### **3.1 For Students:**

- 3.1.1 To acquire basic concepts and skills in the 3 Main Learning Dimensions, as stated in the syllabuses for secondary school Mathematics(CDC, 1999): Number and Algebra Dimension; Measures, Shape and Space Dimension; Data Handling Dimension
- 3.1.2 To develop number sense
- 3.1.3 To acquire higher analytical power and develop logical mind
- 3.1.4 To develop better strategies and methods in problem-solving
- 3.1.5 To connect and apply Mathematics to real-life situations
- 3.1.6 To develop good studying attitude and habit in learning Mathematics
- 3.1.7 To enrich Mathematics learning experience outside the classroom through *?Life-wide Learning?*, *?Project Learning?* and *?Learning through Reading?*, as proposed by *Learning to Learn* (CDC, 2001)

### **3.2 For Teachers:**

- 3.2.1 To equip, enrich and strengthen themselves in teaching skills and pedagogy
- 3.2.2 To have a better understanding of the new Mathematics curriculum and the key learning area
- 3.2.3 To be knowledgeable in the current trend of Mathematics education

3.2.4 To collaborate with other teachers for the improvement of learning and teaching, as well as the quality of Mathematics education

#### 4. IMPLEMENTATION PLAN

- 4.1 The Implementation Plan this year will basically follow the work in the last year.
- 4.2 One of the major concerns in the school's Annual Plan this year is on the enhancement of classroom learning and teaching. In response to it, panel members are highly encouraged to make use of some measures in order to cater for the learning diversity issue happened in the classes they teach. Some possible measures are suggested:
  - 4.2.1 prepare sets of test papers with different levels of difficulties
  - 4.2.2 prepare classwork/worksheets with different levels of difficulties
  - 4.2.3 assign homework of different levels of difficulties at different frequencies
  - 4.2.4 give helpful feedback on students' work for improvement
  - 4.2.5 use IT, models and other appropriate teaching aids
- 4.3 The implementation of NSSC enters its second year. We will continue to explore the change in pedagogies on the core part and those extended modules. First year's experience gained by panel members are shared:
  - 4.3.1 learning diversity among students is slightly reduced as topics in the core part are relatively basic and simple.
  - 4.3.2 application on real life examples is more emphasized than proof of the mathematical concepts taught in M1.
  - 4.3.3 M2 can be treated as a simplified version of Pure Mathematics. Students at the time being cannot be demanded too much, compared with S6 students taking Pure Mathematics. It will be more desirable to teach those mathematical concepts in a less rigorous way.
- 4.4 Peer observation will continue to be conducted this year. Emphasis will be put on the pre- and post-observation sharing.
- 4.5 Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback about their learning.

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

#### 5. EVALUATION

##### 5.1 Student's Assessment

###### 5.1.1 Formative Assessments

5.1.1.1 **Classwork**, as a kind of formative assessment, will be given to students during the lessons in order to help students consolidate the knowledge and skills just learned. Direct and immediate feedback of students' learning can be obtained and remedy can be made for improvement.

5.1.1.2 **Homework** is also a kind of formative assessment. After teaching each topic or sub-topic, suitable frequency, quantity and quality of homework will be given to students according to the homework guideline of the department. Detailed marking of homework gives both teachers and students valuable feedback.

- 5.1.1.3 **Supplementary Exercise** for each chapter are given to every student for consolidation and drilling.
- 5.1.1.4 **Quizzes and Tests** are given to students after finishing one or two topic(s)/sub-topic(s). **Uniform Tests**, given once at the mid-time of each term in S1 to S3, are used for evaluation, providing feedback and planning remedial work.
- 5.1.1.5 **Projects** and **Reading Reports** reveal students' content-knowledge, generic skills and interests. Through the feedback from teachers, students are likely to have improvement and enrichment in the above aspects.
- 5.1.1.6 **Informal Assessments** such as participation and performance in class, follow-up discussion and questioning after school are valuable in evaluating students' ability and interest in Mathematics.
- 5.1.2 Summative Assessments
  - 5.1.2.1 **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
  - 5.1.2.2 **Public Examinations** (HKALE, HKDSE) serve as important indicators of students' individual performance and school performance in Mathematics.
  - 5.1.2.3 **Attainment Tests** in S1 and S3 indicate the ability of students in Mathematics in junior form. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.
- 5.1.3 Other Kinds of Assessments
  - 5.1.3.1 **Mathematics Competitions and assessments** (individual and grouped) reveal the ability of Mathematics elites and also the standard of Mathematics of the school. Inter-school competitions also enable school comparison, which encourages school improvement.
  - 5.1.3.2 **Participation in Extra-curricular Activities** such as joining Mathematics Society and taking part in activities reveals students' enthusiasm and interest in Mathematics.

## 5.2 Evaluation of Implementation Plan

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

## 6. PERFORMANCE STANDARD

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

### 6.1 School Examinations

90% of S1 to S7 students should pass the Mid-year, Final and Mock Examinations.

### 6.2 Public Examinations

Over 95% of S7 students should pass the public examination. For HKAL Pure Mathematics and HKASL Applied Mathematics, both the credit rate should be over 50% while that of and Mathematics & Statistics should be over 30%.

Improved SVAIS indices should also be achieved in the above subjects.

### 6.3 Mathematics Competitions and assessments

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

- 6.3.1 Entering final in HKMO
- 6.3.2 Achieving individual award in IMO-HK Selection Contest

## 7. BUDGET

Regular annual budget:

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

## 8. PROGRAMME TEAM

Team members	Special Duty
WC CHAN	Subject Chairperson(Assistant), Coordinator of S2 Mathematics
YS CHAN	Coordinator of S1 Mathematics, Coordinator of S4 (NSS1) Mathematics (Module 1),
KK CHENG	Coordinator of S5 (NSS2) Mathematics (Module 1), S7 Applied Mathematics
CY LAM	
KC LING	Coordinator of S4 (NSS1) Mathematics (Module 2), S6 Pure Mathematics
YM SHING	Subject Chairperson, KLA Coordinator, S6 Applied Mathematics, S7 Mathematics & Statistics
KL SO	Subject Chairperson (Assistant), Coordinator of S5 (NSS2) Mathematics (Core), S6 Mathematics & Statistics
WC TANG	
WH WAN	Coordinator of S4 (NSS1) Mathematics (Core)
KS WANG	Coordinator of S5 (NSS2) Mathematics (Module 2), S7 Pure Mathematics
OP WONG	Subject Representative of Learning Resources Committee, Coordinator of S3 Mathematics
HJ YU	Subject Representative of Language Learning Enhancement Committee

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



## REFERENCE

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APPENDIX I

**Ying Wa College  
Mathematics Department 2010 – 2011  
Implementation Plan**

Task	Objective	Task Description	Person - in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
<b>Curriculum Development</b>	To get familiar with the design, perspective, learning and teaching of the curriculum, including NSSC and Through-train curriculum	-Attending related seminars and workshops -Holding sharing session within the department -Encouraging collaboration among panel members on the implementation of the new curriculum -Continuing to study and prepare for the NSSC, with focus on the NSS2 Core and Elective Parts -Work closely with the Primary School on Through-train curriculum	YM SHING KL SO WC CHAN	-Attendance record -Observation on collaboration	-Every panel member attending seminars/workshops -Sharing session held -Collaboration observed -Meeting of NSSC held and relevant decision made -Primary-Secondary joint meeting and activities held	10/7/2010	Nil
<b>Learning &amp; Teaching</b>	To improve the quality of learning and teaching	-Conducting peer observation and promoting insight sharing on L&T (#) -Promoting teachers' self-reflection through collecting feedback from students (#) -Continuing to explore the change in NSSC pedagogies on Core, M1 and M2 (#) -Seeking and applying suitable teaching aids -Promoting students' self-learning through * reading (please refer to Learning through Reading) * doing group projects (please refer to Project Learning) * using IT software -Building up a bank of past UT and Exam papers -Strengthening the departmental web-page	YM SHING KL SO WC CHAN	-Peer observation and sharing record -Meeting and sharing records -Frequency of usage of the SALC and CAL Room -Performance in using IT software to solve simple mathematical tasks -Performance in school and public examinations	1. -Positive feedback from peer observation and sharing 2. -Effective and helpful ways of feedback collection shared 3. -Effective NSSC pedagogies shared. 4. -Students response in the lesson improved 5. -Suitable teaching aids obtained and applied  -High frequency of usage of SALC and CAL room observed -Good performance in using IT software to solve simple mathematical tasks observed -Subject web-page further developed -A bank of UT and Exam paper built -Performance in internal and external examinations improved	10/7/2010	\$1,000
<b>Catering for Learning Diversity</b>	To help low-achievers and to nurture Mathematically gifted students	-Holding three S1 and two S2 split / remedial classes -Organizing Summer Remedial Classes -Organizing Remedial/Tutorial Classes after 1 <sup>st</sup> UT -Refining departmental assessment policy -Developing subject-based classroom measures (mentioned in 4.2) (#) -Organizing training sessions for Mathematically high-achievers -Recommending students to various external gifted programmes -Taking part in various competitions and assessments outside school	YM SHING KL SO WC CHAN	-Performance in tests and examinations -Attendance record -Performance in competitions, assessments and examination	-Departmental assessment policy refined -Effective classroom measures developed. -Learning attitude improved -Performance in internal and external examinations improved -80% of attendance rate of training -Performance in outside-school competitions and assessments improved	10/7/2010	Extra funding from CEG

<b>Project Learning</b>	To develop generic skills, apply knowledge and learn how to learn	-Involving in S2 Project-Based Learning	YM SHING WC CHAN	-Handing in projects -Quality of projects	-90% handing in projects on time -1/3 of the projects graded well	10/7/2010	Nil
<b>Learning through Reading</b>	To develop reading habit and broaden knowledge outside syllabus	-Promotion of reading Mathematics books in S1 -Recommended Mathematics book list given to classes	YM SHING WC CHAN	-Handing in book reports	-90% reports received are of good quality -1/3 of the students having positive attitude on reading	10/7/2010	\$2,000 for library books
<b>Life-wide Learning</b>	To provide learning experience outside classrooms	-Holding talks, visits, ...etc. -Extra-curricular activities (e.g. Math Week)	YM SHING KL SO	-Activity record -Attendance record	-Activities held successfully -Satisfactory attendance rate -Positive feedback from students	10/7/2010	\$1,000
<b>Professional Development</b>	To equip panel members in skills, pedagogy, insight and current trend of Math education	-Encouraging panel members to attend seminars, workshops and training courses -Holding sharing session within the department -Conducting staff appraisal (HW book checking)	YM SHING KL SO WC CHAN	-Attendance record -Checking HW book	-All panel members attend seminars -Sharing session held -HW books checked with feedback	10/7/2010	Nil

Remark: (#) Tasks echoing school's major concern of enhancement of classroom learning and teaching

APPENDIX II

**Ying Wa College  
Mathematics Department 2010 – 2011  
Allocation of Teaching Lessons**

Teachers and no. of periods		WC CHAN	YS CHAN	KK CHENG	CY LAM	KC LING	YM SHING	KL SO	WC TANG	WH WAN	KS WANG	OP WONG	HJ YU	Total No. of Periods	
MATH	1A												6	6	
	1B											6		6	
	1C1											6		6	
	1C2				6									6	
	1D1		6											6	
	1D2				6									6	
	1E1		6											6	
	1E2												6		6
	2A		5											5	
	2B												5		5
	2C					5									5
	2D								5						5
	2R(DE)	5													5
	2E1	5													5
	2E2					5									5
	3A						6								6
	3B								6						6
	3C								6						6
	3D												6		6
	3E												6		6
	4A(C+M1)						6								6
	4B(C+M2)					6									6
	4C(C/M1)														6
4D(C/M1)	6		6											6	
4E(C/M1)										6				6	
5A(C+M1)				6										6	
5B(C+M2)											6			6	
5C(C/M1)								6						6	
5D(C/M1)										6				6	
5E(C)	6													6	
PURE MATH	6B/C					7								7	
	7B/C										7			7	
APPLIED MATH	6C						5							5	
	7C			5										5	
MATH & STAT	6A							4						4	
	7A						4							4	
Total no. of periods		22	23	11	12	23	21	22	5	12	13	24	17	205	

APPENDIX III

**Ying Wa College  
Mathematics Department 2010 – 2011  
Allocation of Duty**

Subject	Class	Teacher	Form Co-ordinator	1 <sup>st</sup> term U-test Setter	1 <sup>st</sup> term Exam Setter	2 <sup>nd</sup> term U-test Setter	2 <sup>nd</sup> term / Mock Exam Setter	Make-up Exam Setter	Remarks
MATH	1A	HJ YU	YS CHAN	HJ YU	OP WONG CY LAM	HJ YU CY LAM	YS CHAN		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	1B	OPWONG							
	1C1	OPWONG							
	1C2	CY LAM							
	1D1	YS CHAN							
	1D2	CY LAM							
	1E1	YS CHAN							
	2A	YS CHAN	WC CHAN	WC CHAN	YS CHAN KC LING	WC TANG	HJ YU WC CHAN		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	2B	HJ YU							
	2C	KC LING							
	2D	WC TANG							
	2R(DE)	WC CHAN							
	2E1	WC CHAN							
	2E2	KC LING							
	3A	YM SHING	OP WONG	ALL	ALL	ALL	ALL		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
	3B	KL SO							
	3C	KL SO							
	3D	OP WONG							
	3E	OP WONG							
	4A(CORE+M1)	YM SHING	CORE: WH WAN M1: YM SHING M2: KC LING		WC CHAN (C) YM SHING (C) YS CHAN (C)		WH WAN (C) KC LING (C)	WH WAN (C) YS CHAN (M1) KC LING (M2)	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination
4B(CORE+M2)	KC LING								
4C(CORE/M1)	YS CHAN								
4D(CORE/M1)	WC CHAN								
4E(CORE/M1)	WH WAN	CORE: KL SO M1: KK CHENG M2: KS WANG		KK CHENG (C) KS WANG (C)		WH WAN (C) WC CHAN (C)	WC CHAN (C) KL SO (M1)	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination	
5A(CORE+M1)	KK CHENG								
5B(CORE+M2)	KS WANG								
5C(CORE/M1)	KL SO								
5D(CORE/M1)	WH WAN								
5E(CORE)	WC CHAN								
PURE MATH	6B/C	KC LING	KC LING		KC LING		KC LING	KC LING	
	7B/C	KS WANG	KS WANG				KS WANG		
APPLIED MATH	6C	YM SHING	YM SHING		YM SHING		YM SHING	YM SHING	
	7C	KK CHENG	KK CHENG				KK CHENG		
MATH & STAT	6A	KL SO	KL SO		KL SO		KL SO	KL SO	
	7A	YM SHING	YM SHING				YM SHING		

Subject Chairpersons: YM SHING, KL SO (Assistant), WC CHAN(Assistant)  
Subject Representative of Learning Resources Committee: OP WONG

Subject Representative of Curriculum Committee: YM SHING (KLA Coordinator)  
Subject Representative of Language Learning Enhancement Committee: HJ YU

# Physics

## Programme Plan 2010-2011

### A. Subject aims

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

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

1. arouse students' interest, motivation and a sense of achievement in their study of physics ;
2. develop an appreciation of 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 ability. They show curiosity to new ideas. They acquire new concepts and complicated theories fast.
- 1.2 Students have acquired basic scientific knowledge and concepts in lower forms integrated science.
- 1.3 Teachers are creative and energetic. They are willing to adopt new ideas and approaches in teaching to motivate the students. e.g. using newly developed software to make our own teaching aids.
- 1.4 Teachers are patience, responsible, having good communication skill able to spot the weakness of students. They are willing to adopt different teaching methods to help the less able students.
- 1.5 Teachers are experienced (at least ten years teaching experience) and able to maintain a good learning atmosphere inside the classroom.
- 1.6 Computer software/animations and audio visual aids are provided to assist in explaining abstract concepts.

## **2. Weaknesses**

- 2.1 Some students are impatient and flippant when doing practical works.
- 2.2 Some students are incompetent in using English as a means of communication.
- 2.3 Some students prefer memorize model answers rather than understanding.
- 2.4 Some students are weak in flexible use of concepts, knowledge and skills in different other contexts.
- 2.5 Some students are poor in time management and they spend too little time in doing revision at home.
- 2.6 Some students are not confident in expressing their idea 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.
- 2.8 Some students are poor in doing presentations. Their materials are not well organized and some are not confident in speaking in front of the class.

## **3. Opportunities**

- 3.1 With the use of new sensors and data loggers, more experiments can be introduced to arouse students' interests in using data loggers during experiments.
- 3.2 With the introduction of project work, students can develop better communication and presenting skills.
- 3.3 With the introduction of project work, some students are invited serve the lower form students and serve as a role model to the junior form students.
- 3.4 With the introduction of newly purchased software, students will have more opportunity to do self-learning at home and teachers will have more time to drill their problem solving skill.

## **4. Threats**

- 4.1 Due to "Through Train" effect, the learning diversity is widen.
- 4.2 More administrative work is assigned to teachers and this distracts their focus, which should have on teaching.
- 4.3 Students, having less public examination experience, are not mature enough to manage such a long and deep syllabus.
- 4.4 More students will have poorer learning attitude, thus teachers will have more time to handle students' problems.

## C. Subject objectives

### 1. Knowledge and understanding

Students should be able to recall and show understanding of

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

### 2. Practical skills

Students should be able to

- i. comply with safety regulations;
- ii. manipulate common laboratory materials and apparatus;
- iii. perform common laboratory techniques with control and precision.
- iv. perform experiment 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 strength 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 science learning process

SVAIS 2007-2009

	2005	2006	2007	2008	2009
HKAL	7	5	8	5	4
HKCEE	5	5	6	5	6

#### HKCEE

The results are encouraging and can be maintained at a high standard. Panel members are sharing our precious opinion from time to time to help maintain pleasant standard of work.

#### HKALE

The results are unsatisfactory; it may be due to the following reasons,

- a. Change of banding from 5 to 3 which wider the learning diversity.
- b. Students having good results in HKCEE tend to choose other school (e.g. Heng Seng School of Commerce) to further their study in stead of studying in Ying Wa.



- c. Students over-estimated their ability and spent too much time on organizing extra-curricular activities in order to maintain the Ying Wa Culture that Ying Wa Boys are all-rounded.

#### D. Implementation Plan 2009

Task	Objective	Task Description	Person in Charge	Evaluation						
1.	To Promote Self-learning	<ul style="list-style-type: none"> <li>With several lectures &amp; self-learning materials, students are expected to study some chosen topics at home.</li> </ul>	KK Lee KT Choi (12/10 – 04/11)	Students' performance in assessment. Feedback from the students						
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"> <li>Revise the SS1 and SS2 syllabus to help students learn more effectively.</li> <li>Revise the S.3 syllabus by putting more foundation concept. (e.g. graphical analysis of motion and equation of motion.)</li> </ul>	KK Lee KT Choi (09/10)	Feedback from the students Questionnaire						
3.	To cope with learning diversity	<p>More Self-learning materials will be prepared by using the "Screen Recorder for the following purposes:</p> <ul style="list-style-type: none"> <li>Part of the syllabus in "Mechanics" (From "circular motion", projectile motion, to "gravity") will be taught in SS2. The high achievers can study by themselves in SS1 at home using the materials provided in the "Eclass".</li> <li>Students can do the revision anytime at home.</li> </ul>	KK Lee KT Choi (09/10 – 10/10)	Feedback from the students 6. Questionnaire						
4.	To develop new experiments for NSSC.	<ul style="list-style-type: none"> <li>There are 3 sets of experiments with a total 15 (3X5) experiments. They are carried out according to the schedule shown below:</li> </ul> <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>SS2</td> <td>5A+1C</td> </tr> <tr> <td>SS2</td> <td>4A+1B+1C</td> </tr> <tr> <td>SS3</td> <td>3A+2B+1C</td> </tr> </tbody> </table>	SS2	5A+1C	SS2	4A+1B+1C	SS3	3A+2B+1C	KK Lee (10/10)	7. Assessed by all panel members Feedback from the students
SS2	5A+1C									
SS2	4A+1B+1C									
SS3	3A+2B+1C									

		<p>A: Brief Report, B: Full Report, C: Practical Skill Assessment</p> <p>Each class will be divided into 15 groups, with 2 to 3 members in each group. Each student should hand in 3 Full Report after completing SS3. All brief report should be handed in next working day. Full report should be handed in after 3 working days. The practical skill of each student should be assessed at least once in each cycle. Each report will be marked by the one teacher in order to make marking more fair.</p>		
5.	Promotion of teachers' evaluation and self-reflection on learning and teaching	<ul style="list-style-type: none"> <li>Questionnaire will be prepared by the Form co-ordinator to collect feedback on learning and teaching from the students after mid-year examination and final examination.</li> </ul> <p>A sharing session between panel members will be held to discuss the data of the questionnaire during the panel meeting.</p>	Panel Members (01/11)	Questionnaire Sharing session between panel members
6.	To carry out continuous assessment	Students' performance is assessed in multiple ways such as practical skill, homework, workbook and quizzes. They will all be counted in final term score.	Panel Member (09/10 – 06/11)	Observation by all panel members in students' attitude towards learning.
7.	To train presentation skill of S.6 students	Students are selected to choose a science related topic and prepare a presentation of around 15 minutes. The target audience is S.3 students. S.6 students also need to prepare a quiz to assess their understanding.	KT Choi KK Lee (03/11 – 04/11)	S.3 students' performance and feedback Feedback from S. 3 science teachers.
8.	To encourage students to seek help from their classmates and to arouse students' interests in studying in groups.	Students of low achievement are invited to join the study group after school. Special self-learning materials are designed to help them learn and do revision at home.	KK Lee KT Choi (11/10 – 04/11)	Assessed by students' feedback

9.	To promote the culture of sharing teaching experience among teachers.	Peer Observation <ul style="list-style-type: none"> <li>● Groups of 2 to 4 teachers, teaching the same form if possible, to be arranged by KLA coordinators.</li> <li>● Pre- and Post-observation meeting has to be held during each lesson observation.</li> <li>● Peer observation is expected to be conducted before the mid-of-March.</li> </ul>	Panel members (03/11)	Teachers' self-evaluation
10.	To widen students' horizons in physics and encourage them to exchange experience with students from other school.	8 students are selected from different form (4 in S.5, 4 in SS1) to participate in the Physics Olympia 2010. Several lectures are offered before the competition and self-learning materials are prepared to help them study at home.	Panel Members (03/11 – 15/11)	Assessed by students' performance students' feedback

#### E. Performance Standard

1. More than 95% of students are able to pass HKAL.
2. More than 50% of students get credits or distinctions in HKAL.
3. More than 70% of students show interest in learning Physics in the lesson.
4. Most students work well with their group members in the project learning.
5. Students work well with others through study group.
6. Students work well independently using the self-learning materials.

#### F. Budget

Expenditure	Amount (HK\$)
Library books	1,000
Consumable goods	2,000
Recording System	2,000
Apparatus	10,000
Subsidy for students' activities	1,000
Total	16,000

#### G. Program Team

Mr Choi Kam To  
Mr Lee Ka Kit  
Mr Siu Chung

## **Programme Plans of Subject Panels**

### **C. Cultural Subjects**

## Visual Arts Programme Plan 2010-2011

### A. Aims/ Purposes:

- Enrich Students' aesthetics and arts experience;
- To develop creativity and critical thinking, mature aesthetic sensitivity, and build up cultural awareness and effective communication;
- For lower forms (S1-S3)  
To develop self-discipline, skills, art appreciation aspect, knowledge and positive values and attitudes in the visual arts;
- For upper forms (S4-S7)  
Strengthen students' abilities to appreciate 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 and man power to do the media arts and help in tidy-up the art room and prepare for the NSSC visual arts development;
- Enhance multiple perspectives, and cultural and cross cultural understanding through exploration of the visual arts of diverse cultures, especially in western arts and eastern arts;
- Cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- For upper forms :Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries.
- To gain delight, enjoyment and satisfaction through participating in arts-making activities;
- To pursue a life-long interest in the visual arts and broaden the vision of each students.
- Educate the others (parents and colleagues) the fair and beauty society of future.

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

#### Strength

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

- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talk, museum tour and computer graphic.
- Art teachers of YWC can share the work load and take care for the different kind of students, but it becomes difficult in these years.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers.
- Many students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education association that help 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.
- 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. The work load is only on one teacher.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe some of 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.
- 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 art, 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 of VISUAL ARTS in YWC, we need to have more man power to help in many art competitions and activities. We don't understand why we don't have the balanced development in Sport, Music and Visual arts out of the verbal support.

### **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 mind 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. Moreover, the OBA members will also support our art development as well as the academic growth.
- 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 are invited to be guest and participant of exhibition schools of Chinese painting study trip and the art creativities training held by the professor of HKIED and HKSEA.

### Threats

- Our class lessons don't have enough time for the students to finish their works, especially for the upper form. The form six and form 7 students and teacher need to have lessons on Friday after school and public holiday, therefore, we need more man power to support them. Actually, we have very good result these years in HKCEE and AL Visual Arts Public Examinations.

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

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

- School don't have extra budget for the fee of artist in-resident to widen students' vision, don't like the other two streams of extra-curriculum and departments, but unluckily, our school expected to have the same rewards.
- Encourage to promote environmental protection and cultural concern in activities and curriculum.
- We don't have enough space for the storing of art pieces and studio for art making.

### **C. Objectives:**

#### **■ Developing Creativity and Imagination**

- Develop ideas from observation, imagination and experiences
- Interact with others 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.
- Try to Combine the drama and visual art , 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.
- 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
  - 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 work by cooperation with others: Group Work.
- 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
  - Enable to handle different kind 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 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

■ For teachers

- Co-operated to plan the curriculum
- We always have lesson-observation in each term.
- 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 development in HK
- Concern the development in new curriculum and other changes.

■ 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

■ For the new curriculum

- Believe visual arts is a professional subject in school and society that can contribute to the quality of life (embody physical, cultural and spiritual aspects of life)
- Highly concern the development of the senior school curriculum in creative industrial development in 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

■ For the school

- Decorate the new campus
- Build up “Art Path” in school, focus on mural paintings and sculptures and art criticism:  
Build up the art history circle on each floors(1/F to 4/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
- Photographic competition and painting competition
- Broaden eye-view of people, not only for the students
- Let the others to understand visual arts are not only entertainment and decoration
- To build up self-esteem for students

■ For the YWP

- Help them to fire the ceramics
- Help them to broaden the art presentation, like drama
- Co-operation the activities ,performances and competitions
- Work closely to develop the new curriculum

**E. Evaluation:**

- students should finished their works and respect to their studying.
- 80% student can reach the standard of quality
- 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
- Students understand art is not only entertainment and playing or decorations
- Raise the result in HKCEE and AL public exam.

**F. Performance Standard:**

	<i>objective</i>	<i>process</i>	<i>Requirement</i>
1	Finished the curriculum	Evaluate the standards of all art works	Enough class lessons and students should finished their works
2	Environmental protection value should	Introduce the environment protection idea to students and	Whole school space

	add into lessons and concerns about the fully used of the new campus	fully used the campus' 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 activities	YWP
10	Finished the decoration of YWC and art room	Input some students' 3-D art works and continue to build up the art path	Finical support and the other teachers and helpers support
11	Re-open the ceramics class	More materials for the new classes and more display area for 3-D art works	Pup-mill, Vacuum cleaner



Art Teacher Mr. Book Kwok Chi

(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

“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-S7 Mosaic making or 3-D sculpture
- For S4 students, can have mural paintings for their individual portfolio and school decoration
- S1 floating and some rock painting can place on the floor of the path
- Water protection frame for the acrylic paintings
- Ask school helper to finished the works in summer holiday

Place:

- Beside the canteen and main gate

Budget:

- Acrylic paint and materials \$2000

■ Frames	\$2000
■ Other materials	\$1000

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Total: \$5000

### “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 6/F

#### Budget:

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

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Total: \$6500

# **Music**

## **Programme Plan 2010-2011**

### **I. Purposes**

This programme aims at providing students with opportunities:

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

### **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 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.

### V. Budget(Proposed)

1. Piano Tuning	\$10,000
2. Laser Discs	\$3,000
3. Music Score (Orchestras)	\$5,000
4. Orchestra Conductors	\$140,000
5. Transportation for HK Music Festival	\$6,000
6. Entry fees for HK Music Festival	\$12,000
7. Repair Orchestra Instruments	\$4,000

8. Purchase New Instruments	\$20,000
9. Library Books	\$3,000
Total	\$203,000

**VI. Evaluation**

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

**VII. Programme Team**

Mr. B. LI

# Physical Education and Sports Programme Plan 2010-2011

## 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 positive interpersonal relationships among students through the nature of games and sports
3. to stress the students' responsibilities in Ying Wa PE and Sports domain
4. to promote students' sense of belonging to Ying Wa through sports participation.
5. to implement the NSS (PE) public exam.

## B. Issue to be addressed

### Strength

1. Most senior students show interest in physical activities and they are to a great extent active when they are attending the PE lessons.
2. The facilities and resources for the subject of P.E. are sufficient to teach a wide range of sport activities. (Fitness Room incl.)
3. The P.E. teachers are self-motivated and enthusiastic in teaching and coaching.

### Weaknesses

1. The indoor facilities are limited when there is an inclement weather condition.
2. About 35% of the students are poor in general fitness and body coordination.
3. Many junior students are weak in focusing and self-centred.
4. Many students are weak in academic as well as in physical domain.

### Opportunities and Threats

Ying Wa College has a grand campus that is capable to maintain the range of physical activities.

On the other hand, the average household income of Sham Shui Po is the lowest in Hong Kong. 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 achievers make the PE teaching and sports coaching more difficult.

### **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 own 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 so as 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 organise inter house competition;  
to maintain the superiority in Inter-school competitions.

**Table Tennis**

to enhance students footwork;  
to organise All Ying Wa Individual Challenges;  
to upkeep the high spirit of the school teams.

**Tchoukball**

to teach tchoukball basic skills;  
to educate students the philosophy of the game.

**Volleyball**

to motivate students' interest;  
to organise inter competitions.

**Implementation Plan**

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

/PE NSS classes

/Implementing Secondary One Sports Development Program on Saturdays

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

/Organizing seminars or talks on PE and sports

/Organizing friendly matches

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 15 sports in the HKSSF;

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

**Performance Standard**

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

**Skill**

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

sport activities.

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

### **Fitness**

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

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

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

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

### **Attitudes**

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

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

### **Achievement**

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

## **Methods of Evaluation**

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

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

## **Sports Advisors**

<b>Athletics:</b>	<b>Mr. H.L. LAW</b>	Mr. W.C. TANG	
<b>Badminton:</b>	<b>Mr. H.L. LAW</b>	Mr. W.C. TANG	
<b>Basketball:</b>	<b>Mr. H.L. LAW</b>		
<b>Beach Volleyball:</b>	<b>Mr. W.C. TANG</b>		
<b>Cross-country:</b>	<b>Mr. T.Y. MAK</b>	Mr. K.K. LEE	
<b>Fencing:</b>	<b>Mr. K.C. YUEN</b>		
<b>Football:</b>	<b>Mr. I.C. CHAN</b>	Mr. K.C. YUEN	Mr. K.L. SO
<b>Handball:</b>	<b>Mr. Y.W. PONG</b>		
<b>Lifesaving:</b>	<b>Mr. T.Y. MAK</b>	Mr. Y.W. PONG	
<b>Squash</b>	<b>Mr. Y.W. PONG</b>	Mr. W.M. WONG	
<b>Swimming:</b>	<b>Mr. T.Y. MAK</b>	Mr. Y.W. PONG	Ms. W. WONG
<b>Table Tennis:</b>	<b>Mr. W.M. WONG</b>		
<b>Tchoukball:</b>	<b>Mr. Y.W. PONG</b>		
<b>Tennis:</b>	<b>Ms. W. TONG</b>	Mr. W.M. WONG	
<b>Volleyball:</b>	<b>Mr. W.C. TANG</b>		

#### **D. Budget**

1. Sports assistant :	\$138,600
2. Team Uniform Subsidy:	\$ 8,000
3. Swimming Gala :	\$ 8,000
4. Athletics Meet:	\$ 13,000
5. Equipment, stationary:	\$ 22,000
6. Transportation:	\$ 5,000
7. Trophies:	\$ 2,000
8. Library Books / Software:	\$ 500
9. Sports entry fee/ HKSSF registration fee/ Student registration fee/ Venue fee of LCSD	\$ 30,000
<b><u>TOTAL:</u></b>	<b><u>\$227,100</u></b>

#### **E. Programme Team**

##### **PE lessons allocation:**

PONG Yiu Wing	S.1 x 10, S.6 x 6 and S.7 x 6 NNS 5: 5	Total: 27
LAW Hon Leung	S.2 x 10, S.4 x 6 and S.5 x 6	Total: 22
TANG Wai Chung	S.3 x 10, S.4 x 4 and S.5 x 4 NNS 4: 4	Total: 22

PONG Yiu Wing  
Secretary

**英華書院**  
**二零一零至二零一一年度**  
**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
    - 配合宗教事務委員會和校園團契的各類福音工作
    - 福音預工：以 1 教節安排，可包括：
      - i: 堂上參觀書展：2009 年上學期
      - ii: 安排學兄或老師講信主經歷
      - iii: 安排觀賞福音電影或電視節目



- 負責聯絡同工：宗教科老師
  - b) 邀請就讀大學一年級的學兄回校，主持午間團契，分批認識中一的同學
- 2) 教學形式：
- a) 有關資訊科技的教材，以提高學生的學習興趣和促進教學效能之程度
    - 對象：中二、中三級學生
    - 負責同工：中二、中三任教同工
  - 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
    - 對象：中一至中四學生及中四中五級會考宗教科學生
    - 負責同工：中一至中五班任教同工
- 3) 與其他部門合作：
- a) 與輔導組合作，推動學生撰寫心意咭，發揚感恩之宗教情操
    - 對象：待定
    - 負責同工：科主任 及 輔導主任
- 4) 增加人力：
- a) 鼓勵同學積極參與他們對本科的服務和推動同學參與本科各課外活動
    - 對象及人數：中一至中四，中六級學生
    - 負責同工：科主任

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

**弱項：**

- 1) 出版商提供學校宗教教育的教學資源種類不多，難以配合本科發展（如影音、圖片、幻燈、光碟等教材）。

**機會：**

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

**危：**

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

**2010-2011 各同工任教宗教科教節數目**

	總數	中一班 / 堂	中二班 / 堂	中三班 / 堂	中四班 / 堂	中五班 / 堂
李詠儀	25	5×1	5×1	5×1	5×1	5×1

**財政預算**

<b>R.E. &amp; R.S.</b>	Audio-video Aids	\$1,000.00
	Activities	\$100.00
	Library Books	\$1,000.00
	Miscellaneous Expenses	\$150.00

宗教教育科科主任  
李詠儀老師

**英華書院**  
**二零一零至二零一一年度**  
**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. 本科有兩位具豐富 D&T 教學經驗的老師任教，兩人的熱誠形成密切的團隊關係；而新加入的余老師對機械工程學亦甚有心德。
3. 本科不設考試，採用持續評估方法（平時評分法），這樣可減輕學生考試的壓力；
4. 本科的工場是標準工場，無論是環境及可用空間，都比較優勝。

**弱點**

1. 作為一門科技科目，一般學生甚至家長，均不甚重視本科，故教學成效亦會受影響；
2. 資深教師離任而未獲替補，本科人力資源深感不足。

**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 21 台多媒體電腦及機械人套件，可望使課堂變得更多姿多彩。

## 障礙

1. 市面上，關於本科的課本或參考書籍，還是有限的，對本科的發展會有影響；
2. 市面上有關本科的多媒體教材仍然非常缺乏；若自製教材，要動用的人力資源是很龐大，支援也欠缺；
3. 隨著新高中課程的改革，本科暫時仍未被列為高中選科。科技教育在教改過程中前景未明，對本科長遠發展構成障礙；
4. 本年度中一收生質素不如以往，更摻雜有部份「特殊需要」學童，其學術水平、學習興趣均與舊日收生有別。

## 【參】 目標

本科於 2010-2011 年度的教學目標：

### 中一教學目標

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

### 中二教學目標

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

### 中三教學目標

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

## 【肆】 教學策略

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

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

### （甲）家居環境：

家居環境就是每一個人首先接觸及開始學習的起點，而家居環境就包含了大大小小的有待解決的「問題」，中一習作的設計，就大部分與家居生活的問題有關，（參看具體方法）我們要求學生為這些問題提供可行的解決方案，以達致改善生活質素的目標。去實踐設計，就從家居環境開始。

家居環境設計	習作主題	目標	負責人	評核準則
中一	i. 字母匙扣 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、圖象及其他繪畫技巧，可以有效地將意念表達及傳輸； 3. 讓學生接觸不同的產品，使認識「設計」的基本元素；	中一統籌老師	i. 學生可利用圖及文字將自己的意念表達，提交設計圖冊； ii. 學生最後提交一份與設計相符的製成品。 iii. 學生利用提供的材料及家居廢物設計成有創意及有用產品。

### （乙）社會與科技：

科技日新月異，它對社會帶來巨大的轉變，這些轉變有些是正面的，能夠改善我們的生活。例如電力的發明，便促使各類的電器產品及電力設施的發明及廣泛使用，大大改善及改變人類生活質素及模式；但電力的使用，也帶來負面的影響，造成不少問題，如污染空氣及影響生態等。我們希望同學對科技有正確的認識，亦明瞭科技對社會的正面價值及負面的影響。所以我們在課程以外，安排同學訪問或參觀與電力有關的機構或環保組織，了解電力的使用情況，對環境及生態的影響，加強同學們對電力在科

技上發展及對社會帶來各方面的影響。

同學除可從課堂去認識一些科技的實例外，還可透過 Lego 的活動套件及訪問、調查等親身體驗去獲取。

	目標	負責人	評核準則
訪問或參觀與電力有關的機構或環保組織	概括了解電力的使用情況，對環境及生態的影響	科主任	以專題報告形式提交學習報告
砌 Lego	i. 認識機械運動的種類及原理 ii. 認識機械運動的應用 iii. 認識機械運動對科技發展的影響	中二、三統籌老師	完成指定砌積木活動及有關工作紙要求

(丙) 興趣與設計：

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

「夢想成真」活動	目標	負責人	評核準則
四足步行機械大賽	i. 認識步行機械原理 ii. 製作自己設計的步行機械 iii. 參加短跑比賽	中二統籌老師	i. 完成製作步行機械 ii. 以最短時間完成指定跑道
橋樑模型設計比賽	i. 認識簡單結構原理 ii. 製作自己設計的橋樑 iii. 測試橋樑的最大效益		i. 完成製作橋樑 ii. 承托最大效益
太陽能車大比拼	i. 認識太陽能發電原理 ii. 製作自己設計的太陽能發電車 iii. 參加太陽能車大比拼		i. 完成製作太陽能車 ii. 參與比拼及完成指定項目
電子定力遊戲	i. 認識基本數碼電路原理 ii. 製作自己設計的電子遊戲	中三統籌老師	i. 完成製作電子定力遊戲 ii. 與分享遊戲

## 具體教學方法

### 中一教學安排

1. 首先讓學生學習基本表達技巧：
  - i. 認識基本繪圖技巧及標誌方法
  - ii. 認識徒手繪畫之平面（2D）及立體（3D）繪畫方法
2. 讓學生認識基本材料及明白到物料可循環再用
  - i. 塑膠--PMMA 亞加力膠片、吸塑膠片
  - ii. 木材--白楊夾板
  - iii. 紙張
3. 讓學生認識基本材料接合方法：
  - i. 黏合法：白膠漿、化膠水、熱熔膠
4. 讓學生認識及欣賞市面上不同的產品設計，從而可以自行設計下列產品：
  - i. 字母匙扣
  - ii. 掛檯鐘
5. 讓學生認識基本手工具及機械運用，並注意工業安全。

### 中二教學安排

1. 讓學生認識更多繪圖表達技巧
  - i. 第一角投影法（三視圖）
  - ii. 均角圖（立體圖法）
  - iii. ProDesk Top V8 基本 3D 及工程圖電腦繪圖
2. 讓學生認識設計過程及技巧
  - i. 何謂「設計」
  - ii. 「多元法」及「綜合法」的應用
3. 讓學生應用「設計過程」於下列問題：
  - i. 太陽能車
  - ii. 模型橋樑創作
4. 讓學生認識更多材料：
  - i. 鋁片、金屬線
  - ii. 櫟木棒
5. 讓學生認識更多材料接合法及變形法
  - i. 金屬冷屈曲法
  - ii. 木榫
  - iii. 各類黏接法
6. 讓學生認識簡單機械運作原理及簡單力學
  - i. 槓桿原理
  - ii. 齒輪原理 及簡單結構原理

7. 利用專題研習了解香港的電力及電池的使用情況
  - i. 產電原理
  - ii. 常用電源-----市電及電池
  - iii. 再生能源
  - iv. 產電的利與弊及對環境的影響
8. 認識能源再生的種類及太陽能發電的原理

### 中三教學安排

#### A. 習作部分

1. 深化「設計過程」的應用
  - i. 設計「電子定力遊戲」
2. 讓學生認識更多繪圖表達技巧
  - i. ProDeskTop V8 電腦繪圖:包括零件組合方法
3. 混合使用不同材料及其接合法
  - i. 白膠漿黏合法
  - ii. 熱熔膠接合法
  - iii. 機牙螺絲接合法
  - iv. 木牙螺絲接合法
  - v. 電子零件及電線焊接法

#### B. 理論部分

1. 加強認識不同材料特性及其連接方法
  - i. 金屬
  - ii. 木材
  - iii. 塑膠
  - iv. 電子學及數碼電路
2. 配合以下 LEGO 套件，學習不同的能量傳輸及省力方法
  - i. 槓桿與連桿原理
  - ii. 氣動原理
  - iii. 齒輪原理
  - iv. 輪軸與滑輪原理

#### 資訊教學

本科按著本身的需要，會循序漸進的引進資訊科技於教學中。本年度（2010-2011）本科續將有若干比例的教學內容使用資訊科技，務使教學吸引及使學生有興趣學習：

1. 使用已購置的教學光碟於相關課題上；
2. 利用 Powerpoint 或網頁設計，製作單元教材，將教學內容更多元化，更有趣味；
3. 利用實物投影機，將繪圖、示範、實物或作品清楚展示給學生觀看或欣賞；
4. 利用互聯網的尋搜器，尋索與教學內容及活動有關資料，開拓學生視野；



### 跨科協作

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

### 本年度關注事項

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

### 一條龍及特殊需要學生的安排

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

### 【伍】本科之評核準則

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

	上學期		下學期	
	繪圖/理論	習作	繪圖/理論	習作
中一	50%	50%	50%	50%
中二	60%	40%	40%	60%
中三	理論	習作	理論	習作
	60%	40%	50%	50%

註：以上各級之評分方法及比例表，會因教學進展及實際情況而作出調整。

### 【陸】檢討

為使預定之教學目標及內容達致預期效果，以及評估學生在學習的承載能力，我們預定全年最少有三次科會議，主要商討有關教學進展及困難，這些中期檢討有助我們計劃及調節後期的教學目標及內容，以期達致最佳效果。另一方面，讓學生清楚知道自己在設計習作的強弱點，我們設計了一份習作評估表（參看附錄一），使他們在以後的習作作出改善。有關繪圖習作的評估標準參看附錄二。

## 【柒】財政預算

1.	圖書館圖書	\$ 2,000.
2.	消耗性材料	\$ 65,000.
3.	維修或增補工具 / 設備	\$ 15,000.
4.	推廣本科活動 ( 如比賽、參觀等 )	\$ 2,500.
5.	添置教具或教材	\$ 5,000.
	總計 :	\$ 89,500.

## 【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	S3x2x3	26 課節
麥德祥	S1x2x2	S2x5x2	S3x3x3	23 課節
余靄欣	S1x3x2	-	-	6 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：

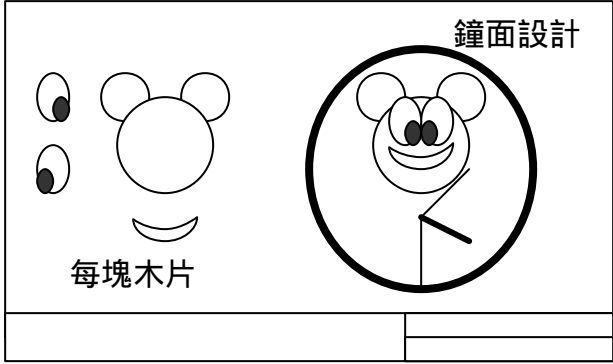
- 中一級----- 麥泰元老師
- 中二級----- 麥泰元老師
- 中三級----- 麥德祥老師

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

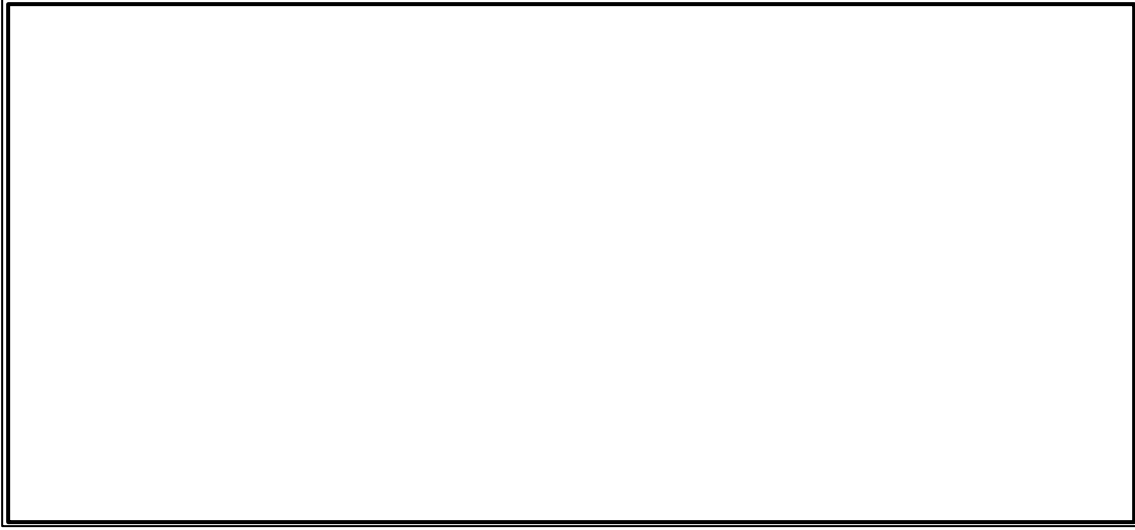
評分項目		滿分	得分
設計過程	<b>設計方案</b> （必須使用方格紙或 A4 紙，圖文並茂作答並塗上木顏色。）	5	
	1. 傳意技巧（包括封面設計，可使用電腦。）		
	2. 資料搜集 及 問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	<b>製作習作</b>		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

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

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(b) 描述解決困難的方法或策略

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(四) 改良：你認為可以怎樣改良設計？

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(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

	Income \$	Expenditure \$
BALANCE B/F (DSS FUND) AND (SCHOOL FUND)	2,557,436.61 4,601,258.18	
<b>1. EDUCATION BUREAU FUND</b>		
(a) Direct School Subsidy (General Expenses) - including salary payment, curriculum, functional & administrative expenses etc.	50,760,037.80	48,403,825.05
<i>Sub-total :</i>	<i>50,760,037.80</i>	<i>48,403,825.05</i>
(b) <b>Special Domain from EDB</b>		
Capacity Enhancement Grant	518,661.00	658,651.72
Diversity Learning – Other Programme	35,000.00	4,883.40
<i>Sub-total :</i>	<i>553,661.00</i>	<i>663,535.12</i>
(c) <b>Other Grants</b>		
EMI Grant	-	99,198.00
Crown Rent & Rates	590,250.00	590,250.00
Green School Project	6,600.00	7,055.00
Mortgage Interest Scheme Subsidy	5,132.10	5,132.10
Home-School Co-operation Project	9,325.00	9,325.00
Jockey Club Life-wide Learning Fund	29,220.00	35,415.00
SB After-school L&S Programmes	19,600.00	1,954.00
Grant Upgrade Websams-DSS	-	13,724.00
HIS Grant Mitigation PH0910	3,000.00	3,000.00
Promotion of Academic Supp Excellence	-	442,460.00
<i>Sub-total :</i>	<i>663,127.10</i>	<i>1,207,513.10</i>
<b>2. SCHOOL FUNDS (GENERAL FUNDS)</b>		
School Fee	1,383,000.00	160,800.00
Tong Fai & Council	313,686.60	
Use of School Accommodation	115,289.50	17,600.00
Donations (Speech Day Prizes, 百元一章, etc)	166,749.50	174,652.60
190 <sup>th</sup> Anniversary Fund	179,250.00	96,658.40
Special Collection Fund	1,863,730.00	2,038,000.00
Specific Funds	1,341,479.80	1,145,841.09
Others	406,135.06	379,089.98
<i>Sub-total :</i>	<i>5,769,320.46</i>	<i>4,012,642.07</i>
<i>Total surplus/(deficit) for 09/10 school year</i>	<i>3,458,631.02</i>	
<b>Accumulated Surplus/(Deficit) of Y2009/2010</b>	<b>10,617,325.81</b>	

Subject to audit report 2009/2010

## **CHAPTER IV**

### **Plans on Using the School Development (Capacity Enhancement) Grant 2010-2011**



**Plans on Using the School Development (Capacity Enhancement) Grant  
2010-2011**

<b>Departments and Areas of Concern</b>	<b>Plans and Strategies</b>	<b>Budget</b>
Departments of Chinese, Putonghua and Chinese History - Curriculum Development and Effective Teaching and Learning	To recruit two full-time Teacher to share the workload of teaching Junior Form Chinese lessons and remedial classes and help supporting teachers of the Chinese Department who will engage in curriculum development in senior form Chinese and Chinese History.	<b>\$303,912 x 2</b> <b>= \$607,824</b> Salary + MPF(5%) MPS Pt.18
Department of English	To employ two native-speaking English teachers/tutors to help creating a language-rich environment in the school.	\$346,920+288,000 <b>= \$634,920</b> (salary+ MPF) K: Pt. 21 A: 23,000
Departments of English- Effective Teaching & Learning	To employ one full-time teacher so as to reduce class size in S.4 and S.5 English, and to make teachers' workload in school-based assessment manageable.	<b>\$301,440</b> (salary + MPF) * MPS Pt.18
NSSC Curriculum Development	To recruit two full-time Assistants Teachers to help in curriculum development in KLA of PSHE &/or Science/Mathematics for the NSSC and to substitute absent teachers (sick leaves or attending training courses)	<b>\$157,500 x 2</b> <b>= \$315,000</b> (salary+ MPF)
<b>Total:</b>		<b>\$1,859,184</b>

Capacity Enhancement Grant to be received:	\$505,362
Top-up fund from <b>Special Collection</b> of TF Accounts:	\$634,920
Estimated Deficit for AY10-11	<b>(\$718,902)</b>

YING WA COLLEGE

Programme Plans on using the Capacity Enhancement Grant 2010-2011

Number of operating classes: 31

Means by which teachers have been consulted: Opinion survey followed by Academic Committee Meeting and Staff Meeting

Plan 1: Recruiting two Chinese Language Teachers to cope with increasing workload of Chinese Language teachers and curriculum development

項目	關注重點	工作	預期之好處	時間表	所需資源	成功準則	評估方法	負責人
輔導及保底	<ul style="list-style-type: none"> <li>協助本科在中二及中三級 開辦輔導及保底班。</li> <li>協助本科增潤單元教材。</li> <li>協助本科推行各項評估工作。</li> </ul>	<ul style="list-style-type: none"> <li>任教中二及中三級輔導及保底班。</li> </ul>	<ul style="list-style-type: none"> <li>加強輔導及保底工作。</li> </ul>	<ul style="list-style-type: none"> <li>由 09/2010 起至 08/2011。</li> <li>往後再按實際情況考慮是否延續。</li> </ul>	<ul style="list-style-type: none"> <li>合約教師之薪酬另加強積金。全年共需港幣 \$607,824。</li> </ul>	<ul style="list-style-type: none"> <li>能成功開辦輔導及保底班。</li> </ul>	<ul style="list-style-type: none"> <li>由科主任觀察及評估。</li> </ul>	<ul style="list-style-type: none"> <li>初中科主任。</li> </ul>
單元教學	<ul style="list-style-type: none"> <li>各級單元教學之教學設計。</li> </ul>	<ul style="list-style-type: none"> <li>協助老師重新修訂各級單元教學之教學設計。</li> <li>協助老師整理各級單元教學之教材及資料。</li> </ul>	<ul style="list-style-type: none"> <li>增潤本科之校本單元教材。</li> </ul>	<ul style="list-style-type: none"> <li>同上</li> </ul>		<ul style="list-style-type: none"> <li>完成各級之資料蒐集及整理。</li> </ul>	<ul style="list-style-type: none"> <li>由科主任觀察及評估。</li> </ul>	<ul style="list-style-type: none"> <li>初中及高中科主任。</li> </ul>
評估	<ul style="list-style-type: none"> <li>協助老師評估本校單元教學之果效。</li> </ul>	<ul style="list-style-type: none"> <li>在每個單元結束卷調查方式檢視單元之教學成效。</li> </ul>	<ul style="list-style-type: none"> <li>協助本科推行各項評估工作。</li> </ul>	<ul style="list-style-type: none"> <li>同上</li> </ul>		<ul style="list-style-type: none"> <li>完成各級之問卷調查之整理工作。</li> </ul>	<ul style="list-style-type: none"> <li>由科主任觀察及評估。</li> </ul>	<ul style="list-style-type: none"> <li>初中及高中科主任。</li> </ul>

**Plan 2: Recruitment of Native-speaking Teachers to help creating a language-rich environment and promoting language art**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/ Tasks</b>	<b>Benefits Anticipated</b>	<b>Time scale</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Persons in Charge</b>
Learning and Teaching (English)	Improvement of English language environment in school	Continue to employ the two native-speaking English teachers to help creating a language-rich environment in the school.	With these 2 NETS, we can have more split classes to cater for the diversity in students' abilities. They can also help us to provide more English activities for students outside of the classroom e.g. in the English Corner. They can help run more language art activities such as debating and English drama, and help promoting reading.	One year	\$634,920 Salary + MPF	Response and feedback from students	Panel Chairs' observation while they are conducting English activities outside the classrooms  Lesson observation by Panel Chairs	Panel Chairs (Ms. B. Tse and Mr. R. Tsang) and Vice-Principal (Mr. KK Cheng)

**Plan 3: To continue in recruiting one additional English Teachers so as to operate split classes and get better prepared for SBA**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/ Tasks</b>	<b>Benefits Anticipated</b>	<b>Time scale</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Persons in Charge</b>
Teaching and Learning (English)	Manageable class size in S.4 and S.5  Reasonable workload of English language teachers with the introduction of SBA in senior forms.	To operate split classes in English language lessons from S.4. to S.5 and to recruit the additional teacher (1) to take up extra English lessons brought by split classes. (2) to reduce average number of teaching lessons of English language teachers so as to make teachers' workload in School-based Assessment manageable	Teachers will have more reasonable number of teaching lessons. Students will get more attention from teachers in smaller class size Teachers will have enhanced capacity to deal with extra work brought by the new SBA system. An extra remedial English class can be introduced in S.3.	From Sept., 2010 to August 2011	\$301,440 Salary and MPF of a GM teacher (MPS Pt. 18)	Better Teacher - Students interaction in English lessons;  Teachers manage extra work of SBA smoothly  Improvement in students' performance in English in S.4 and the S.3 remedial English class	Lesson observations  Performance of students in English Language in examination	Panel Chairs of English

**Plan 4: Recruiting two Assistant Teachers (PSHE/Science/Mathematics) for releasing teachers to attend courses for the preparation of curriculum changes, and for substituting absent teachers**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/ Tasks</b>	<b>Benefits Anticipated</b>	<b>Time scale</b>	<b>Resources Required</b>	<b>Performance Indicators</b>	<b>Assessment Mechanism</b>	<b>Persons in Charge</b>
Curriculum Development	To strengthen teachers' understanding of the new curriculum reform initiated by EMB and to help teachers to get well-prepared for the changes.  Absent teachers (due to sick leave) need substitution so that students' learning will not be seriously affected	To recruit two Assistant Teachers (majoring in PSHE and Science respectively) (1) to help substitute lessons for teachers attending training courses/absent for sick leave. (2) to help preparing teaching materials for PSHE / Science / Math subjects.	Teachers will be able to attend training courses with minimal effect on students' progress.  students' learning will not be seriously affected by teachers absent for sick leave  A.T. can help teachers (PSHE / Maths / Science) to improve their teaching by giving them clerical/Lab. support.	From September 2010 to August 2011	\$315,000 Salary and MPF	Teachers get familiar with the new curriculum and take an active part in curriculum development of the school.  Students have less worries by teacher's absence	- CPD records - Observation of teachers' active participation in curriculum design. - Conversation with students	VP (T&L); KLA coordinators of PSHE, Science and Mathematics