Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Evaluation
To develop the curriculum leadership and instructional leadership of subject heads	Providing professional development • Subject heads receiving relevant training from Education Director and QSIP • Subject heads writing individual reflection log on training and subject work	• Training sessions from Education Director were organized earlier at the end of the last school year so that subject heads' earlier preparation was made possible. • Due to the lack of manpower and time clash, QSIP could not arrange training specifically for subject heads. Instead, a talk on class cultivation was held by QSIP right before the commencement of the school year. • Instead of reflection log, subject heads were given a self-reflection form on PIME cycle being carried out in 2012-2013 in order to facilitate their self-reflection with successful / unsuccessful examples and consideration on improvement in the upcoming academic year.
	Enhancing the P-I-M-E cycle of each subject • Investigating subjects' annual plan and set of instructions / manual • Sharing and mutual support in subject heads joint meetings • Subject heads evaluating the effectiveness of subject work	• Most of the subjects carried out their PIME cycles as revealed in their annual plan, meeting minutes, subject administration instructions and annual reports. Some subjects also had their subject manuals with clear instructions which helped to carry out their PIME cycles. • It was then suggested that in the upcoming school year every subject should compile their sets of subject instructions to develop its own subject manual for better administration, carrying out PIME cycle more effectively, and enhancement of knowledge management. • The Subject Heads and KLA Coordinators (SHKLAC) Committee held 5 meetings in 2012-2013 in order to share information in curriculum development and subject work, and propose further curriculum changes in junior form as well as school-based NSS curriculum. S3 PSHE and LS curriculum as well as school-based NSS framework on elective subjects were discussed and confirmed. • Self-evaluation form on PIME cycle was given to all subject heads to raise their awareness and reflection on subject work, especially the PIME cycle.
To enhance classroom learning and teaching effectiveness through lesson study and peer observation	Pre-lesson study and collaboration • Holding monthly whole-school pre-lesson study sessions • Teachers receiving subject advice from QSIP	• Monthly whole-school pre-lesson study and collaboration sessions were held 3 times in the first term. After reviewing the relevant workload and arrangements, similar session was held once in the second term. It was suggested that collaboration should be implemented with peer lesson observation in order to make the measures more effective, and to promote in-depth lesson study for teaching effectiveness. • Due to the lack of manpower and time clash, QSIP could not arrange sessions for subject advice.
	Peer lesson observation • Implementing subject-based peer lesson observation once a term • Holding subject-based sharing sessions to review the lessons being observed • Accumulating useful resources in teaching strategies for subject-based knowledge management	• Subject-based peer lesson observation was implemented once a term. • Post-observation subject-based sharing was held. • Teaching materials and strategies were gathered in each subject as subject-based resources (knowledge management).
	Professional development on lesson observation • Receiving training on lesson observation from Education Director and QSIP • Time in pre-lesson study, peer lesson observation and sharing sessions being counted as compulsory CDP hours	• Due to the lack of manpower and time clash, QSIP could not arrange training on lesson observation. Instead, a relevant workshop was held in the second term. • Time in pre-lesson study was counted as compulsory CDP hours. Teachers were also welcome to record their time spent on peer lesson observation and sharing sessions in their own CPD records.

Major Concern 2: Preparing for HKDSE

Targets	Strategies	Evaluation
To prepare S6 students for HKDSE and career planning in the aspects of successful transition in study path and emotional well-being	Promoting career/life planning, students' ownership of their lives and academic development and pursuit of academic achievement: • Career Mapping Workshops • Career Inventory Test (CII) • Individual/group counseling interviews • Talks on Universities and JUPAS applications	• A series of career mapping workshops was conducted throughout the school year. • Career Inventory Test (CII) was conducted for all S6 students. Debriefing sessions was provided afterwards. • Individual and group counseling interviews for all S6 students were conducted by a large team of careers teachers. • Numerous talks on various UGC-funded universities, JUPAS applications and multiple-pathway talks were held in the first school term. An additional admission talk provided by HKU was held in the second term. • With the careers guidance as stated above, it was observed that students had a strong sense of individual planning and better sense of preparation for their own future. • The good rates of further studies, university entrance and overseas/mainland China studies revealed the effectiveness of the work of career planning and talks on multiple pathways.
	Showing care and support to S6 students so as to foster wellness and appropriate attitude in face of public exams: • Reflection activities: predicting grades & class teacher debriefing • Class visits • Promotion of encouragement from junior form students, teachers, peers, old boys and parents	• The Principal had visited all S6 classes to show encouragement and support. • Activities for the promotion of encouragement from junior form students and teachers were held. • Class teachers made good use of the continuous and summative assessments to help students reflect their effort and performance, and predict their own grades. • Relaxation exercise session was held in November 2012 in order to help S6 students face the pressure and anxiety brought by public examinations. • On the whole, students were psychologically well-prepared for the examinations. In addition, the examination results were maintained at a good standard.

To enhance S6 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations
	• Enhancement classes
	• Study centre
	• Study groups
	• Sharing from graduates on study / examination skills
		• Enhancement classes of various subjects were held.
		• Study centre was implemented.
		• Subject-based, class-based and level-based study groups were promoted and formed.
		• Examination-oriented sharing sessions conducted by teachers and fresh old boys were arranged.
		• On the whole, S6 students showed good results in HKDSE examinations. The school works on preparing students for HKDSE were proved to be effective:
		  - This was the first year of Through-train students taking HKDSE. Although there was a very large learning diversity, the school and all teachers have tried their best to maintain good performance in public examinations.
		  - All core subjects (Chinese, English, Mathematics, Liberal Studies) obtained good percentages of Level 5+ and Level 4+. Most of the YWC figures of core subjects doubles / triples HK figures.
		  - Some other elective subjects also obtained significantly higher percentages than those of HK figures.
		  - Many core / elective subjects obtained good percentages of 5**/5*, from nearly 2 times to nearly 4 times the figures of HK.
		  - PSHE subjects showed significant improvements.
		  - The indices of value-addedness were very high in CORE 4, BEST 5, individual core subjects and most of the elective subjects.

Major Concern 3: Enhancement of Student Development

Targets	Strategies	Evaluation
To review and re-construct the strategic planning on student development	Integrated and comprehensive planning on • Students' adaptation and settlement in school • Theme-based programmes for different forms and groups • Individual education and guidance	• Students support and development programmes jointly developed by the Guidance and Discipline Committees, with the full support of the Careers and Guidance Committee, Civic Education Committee, OLE Committee as well as the Religious Education Committee and the School Social Workers, were put into practice. • Explicit themes developed for junior forms served as a clear reference for class teachers to follow.
To enhance students' adaptation, settlement and development in school	**Mass Education**: • Coordinated by Student Development Committee • Focusing on students' adaptation and settlement in school • Morning assembly, morning gathering and whole-school talks / activities • Effectiveness to be monitored by form coordinators and class teachers	• Mass programmes such as the celebration of the school 194th anniversary were conducted. Very strong of sense of belonging was observed and students were able to exhibit their talents in the mass programmes. • Morning assemblies were arranged to expose students to different themes.
	Group Education: • Coordinated by Student Development Committee and form coordinators • Focusing on themes and areas • Form-based talks and learning activities • Class cultivation • Effectiveness to be monitored by form coordinators and class teachers	• Theme-based assemblies (e.g. Respect) and talks (e.g. Sex education) provided a platform for class teachers to conduct class teacher periods based on the framework of P.A.T.H.S.. • Class cultivation remained the major concern of class teachers and was promoted in regular Form Meetings. Talk on class cultivation was also held by QSIP before the commencement of the school year for better preparation of class and subject teachers. • Increased frequency of class activities was observed, with emphasis on teacher-student and student-student relationship.
	Individual Education: • Coordinated by Student Development Committee and form coordinators • Focusing on individual concerns by Counseling Committee, Discipline Committee, Careers Guidance Committee and school social workers • Development of Students personal records	• Close collaboration among Guidance, Discipline Committees and the School Social Workers provided tailored service to needy students. • The existing procedures of compiling the SLP were reviewed, resulting in a demand of a more efficient and effective way of developing students' personal record.

Major Concern 4: Through-train Development

Targets	Strategies	Evaluation
To promote communication between YWC & YWPS	**Organization of Joint YWC-YWPS functions** • Joint-Section Staff Development Day • Joint-Section Flag raising ceremony • Joint-Section Anniversary celebration • Joint-Section fire drill	• Joint-Section Anniversary Celebration was held 11 November 2012, the school anniversary day. All teachers and students of both sections attended the Flag-raising Ceremony on basketball court and the senior students of the Primary Section played booth games organized by the students of the College Section. • Joint-Section fire drill could not be arranged due to the clash in date arrangement. • Joint-Section Staff Development Day was proposed to be held in the second term but it was cancelled afterwards due to the tight schedule of celebration activities of the 10th Anniversary of the Primary Section.
	Sharing of School documents • To facilitate smooth management of campus	• Both Sections' monthly usage on shared campus facilities such as basketball courts, football pitch and covered playground were pre-arranged and recorded. • Subject annual plans and teaching schedules of both Sections were shared and exchanged. • Teaching materials of TTD curriculum of both Sections were shared and exchanged.
To enhance subject-based collaboration in the Ele-middle level	**Implementation of the PIME cycle** • Holding subject-based meetings • Sharing subject annual plans • Evaluation of yearly focus(es)	• There was mutual participation to subject-based meetings of both Sections at the beginning of the school year. Annual Plans were shared. • Joint-Section meetings were held in October 2012 and April 2013 for updates of progress of curriculum development and the discussion on the syllabuses for P6 Assessment. • Joint-Section subject-based meetings were held from time to time to discuss the implementation progress. • Joint-Section meetings were held in June to evaluate the whole year work and review the TTD curriculum.
	Peer Observation • Peer observation in the Ele-middle level once a term • Sharing on the lessons being observed through subject-based meetings or internet	• Mutual lesson observation for each core subject in the Ele-middle level (P5-S2) was held in the first term. However, in the second term, due to the tight schedule of celebration activities of the 10th Anniversary of the Primary Section, there was no formal lesson observation being arranged. • Mutual lesson observation and the post-observation sharing afterwards were found useful for better understanding of teachers' teaching and students' learning in both Sections. It was strongly agreed to be kept in the future. However, the arrangements and communication on lesson observation could be improved to avoid confusion.
To enhance cooperation between YWC & YWPS over students' development	**Organization of Joint programs on student development** • Joining the YWC conclusive assembly program • Joint-programme on developing students' conduct of common concerns	• Joint-Section meeting was held in late June 2013 for updates of characteristics and learning habits of Primary Section's students who were about to be promoted to the College Section so that the College Section could have a better preparation and knowledge on the new Secondary One students. • Joint-programme could not be arranged due to the tight working schedules of both Sections. • Orientation Days, Bridging Programme and Training Camp were held in the Summer Vacation to help students in the Primary Section get familiar with the campus life of the College Section.

Refined English Enhancement Scheme
Project-end Evaluation Report

Name of School: Ying Wa College
Project Period: 2011/12 to 2012/13

Part 1 - **Project deliverables** [Please refer to Part 1 of *Guidelines on completing the Project-end Evaluation Report*]**:**

No.	Describe the tangible deliverables (e.g. Language-across-the- curriculum and English language curriculum materials, teaching and learning resources by non-language subjects, etc.) *[details to be entered by school]*	Suitable for dissemination; reason(s)
1	Language-across-the-curriculum teaching packages were designed by English and IH teachers. In S.1, 4 topics were covered, including • The use of Phonics in Government and I • The use of prefixes and suffixes for IH vocabulary • How to write news reports • Expressing opinions on social issues In S.2, 4 topics were covered, including	*Yes / ~~No~~

	• Describing graphs in Weather & Climate • Causes and effects in The Age of Revolution • Describing the pros and cons in Modern China • Giving Examples in Globalization	
2	Language-across-the-curriculum teaching packages were designed by English and IS teachers. In S.1, 4 topics were covered, including • The use of Phonics in What is Science? • The use of prefixes and suffixes for IS vocabulary • Writing purposes and hypotheses in science reports • Describing graphs in science reports In S.2, 3 topics were covered, including • Describing processes • Writing procedures • Describing changes	*Yes / ~~No~~
3.	English reference books were purchased to strengthen teachers' professional knowledge of LAC. IH: 12 (2012) + 11 (2013) = 23 books	*~~Yes~~ / No The book lists can be shared, but may not be useful for other schools if different topics are covered.

IS: 23 (2012) + 34 (2013) = 57 books LAC: 12 (2012) + 2 (donated by HKIEd) = 14 books	

* Delete the inappropriate.

Part 2 - Attainment of output targets [Please refer to Part 2 of *Guidelines on completing the Project-end Evaluation Report*]**:**

Output / outcome-based targets pledged by school in the proposal *[details to be entered by school]*	Extent of Attainment (please elaborate)
Teachers' evaluation of the LAC programme with regard to: ● Integration of LAC materials into the schemes of work ● Co-planning and collaboration ● Usefulness of LAC teaching materials ● Awareness of applying LAC knowledge in teaching ● EMI teaching	With the extra teacher and teaching assistant hired under the REES, it was the first time that the school was able to establish an LAC Team to develop S.1-2 cross-curricular teaching packages with collaboration among English, IH and IS teachers. The topics covered were selected based on the meeting discussion among teachers of the three subjects, addressing students' needs for language support to learn the non-language subjects. The LAC teaching materials were integrated into the schemes of work. The collaboration among the IH, IS and English teachers was smooth and fruitful. Without the REES grant in the past, such collaboration was not possible due to teachers' heavy workload and the lack of time. The REES offered some room for teachers to try out cross-curricular collaboration and accumulated experience in aspects ranging from the selection of appropriate topics to the design of teaching materials. Teachers have become more ready for collaboration as such culture is promoted. Questionnaires were given to teachers after each school term to collect their opinions on the implementation of the LAC programme. According to the survey results, it was found that

Output / outcome-based targets pledged by school in the proposal *[details to be entered by school]*	Extent of Attainment (please elaborate)
	both language teachers and non-language teachers considered the LAC programme useful. The following is a brief summary: English teachers: ● All English teachers agreed that the LAC teaching materials raised their teaching efficacy. ● All English teachers became more aware of applying LAC knowledge in their teaching. ● All English teachers reflected that the teaching materials were helpful for students to learn subject knowledge more efficiently in English based on their observation during lessons. IH and IS teachers: ● Over 80% of IH and IS teachers reported that they became more confident and effective in teaching the language features required by the subject knowledge in English. ● All IH and IS teachers encouraged students to use the LAC knowledge learnt in their lessons. ● Nearly all IH and IS teachers reflected that the teaching materials were helpful for students to learn subject knowledge more efficiently in English based on their observation during lessons. With the LAC teaching packages, it is believed that teachers were better prepared for EMI teaching and facilitating students to have a smooth transition to use English to learn non-language subjects.

Output / outcome-based targets pledged by school in the proposal *[details to be entered by school]*	Extent of Attainment (please elaborate)
Students' evaluation of the LAC programme with regard to: ● Mastery of language functions for subject content ● Usefulness of LAC teaching materials ● Awareness of applying LAC knowledge in learning subject knowledge ● Confidence in learning with English as the MOI	Questionnaires were given to students after each school term to collect their opinions on the implementation of the LAC programme. According to the survey results, positive response was received from students in general, though it varied slightly from module to module. The following is a brief summary: ● Over 80% of students said that they could master the language functions taught in LAC lessons. ● Over 70% of students mentioned that the LAC teaching packages were useful in helping them learn subject knowledge more efficiently in English. ● Over 70% of students applied the LAC knowledge in learning IH and IS. ● Over 70% of students became more confident in learning IH and IS with English as the MOI. As the language functions required by IS and IH were highlighted by both language teachers and non-language teachers, teachers observed that in lessons, tests and assignments, more students were able to spell difficult words and complete tasks with the appropriate language forms, improving students' performance in the non-language subjects. Non-language teachers also emphasised that the language skills students acquired will be useful even when they are promoted to the senior forms.

Part 3 - Reflections on the project [Please refer to Part 3 of *Guidelines on completing the Project-end Evaluation Report*]:
(in concise and precise language, point form acceptable)

● The measures to implement the LAC programme were effective as a whole. The involvement of both language teachers and non-language

teachers in the design of teaching packages could bring together the expertise of the former to lay the language foundation and that of the latter to provide students with opportunities to apply language features in exercises and assessments.

- The culture of cross-curricular collaboration among teachers from different departments was developed. It is well expected that future collaboration will be more welcomed by teachers.

- The importance of English as the MOI was better acknowledged not only by English teachers, but also non-language teachers and students. In other words, more teachers and students agreed that higher English proficiency can help students attain better achievements in non-language subjects. This was of particular significance for us as an EMI school.

- Careful selection of language skills covered in the LAC programme was important. Teachers and students will find the LAC materials more beneficial if the skills taught can be used when students are promoted to the senior forms.

- Given that all the syllabuses of English, IH and IS were demanding in terms of the amount of subject content included, the teaching schedule was found to be very tight after integrating the LAC materials into the existing schemes of work. Teachers needed more time to adjust the appropriate teaching pace.

Part 4 - Self-rating on the implementation of the project [Please refer to Part 4 of *Guidelines on completing the Project-end Evaluation Report*.]:

Taken Parts 1 to 3 above together, the overall rating on my school's implementation of the Project is :   (**3**   )
[4= Very good   3 = Good   2 = Satisfactory   1 = Can be improved]

Ying Wa College

Audited Financial Summary for year ended 31.8.2012

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	87.44%	*N.A.*
School Fees	*N.A.*	5.06%
Donations, if any	*N.A.*	1.13%
Other Income, if any	*N.A.*	6.37%
Total	87.44%	12.56%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	86.79%	
Operational Expenses (including those for Learning and Teaching)	9.71%	
Fee Remission / Scholarship[1]	0.73%	
Repairs and Maintenance	1.48%	
Depreciation	1.18%	
Miscellaneous	0.11%	
Total	100%	
~~**Surplus**~~**/Deficit for the School Year** [#]	0.0548 months of the annual expenditure	
Accumulated Surplus/~~Deficit~~ in the Operating Reserve as at the End of the School Year [#]	2.17 months of the annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

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

☑*It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).*