

# Ying Wa College

(Founded 1818)



## Annual Plan

(2015-2016)

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## 中華基督教會辦學使命

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

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

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

### 願景

並肩培育豐盛生命

### 使命宣言

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

### 核心價值

傳道服務、愛心關懷  
有教無類、全人教育  
積極進取、勇於承擔

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# **CHAPTER I**

## **School Mission**

### **School Goals**

**School Development Plan 2013-2018**

**Annual School Plan 2015-2016**

## **School Mission Statement**

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

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

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

It is our aspiration that our students will be

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

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

## 辦學宗旨

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

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

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

我們期望英華書院的學生都

**樂於學習**

**善於溝通**

**勇於承擔**

**敢於創新**

並活出校訓「篤信善行」的真諦。

# School Goals

## (一) 與學生個人成就有關的目標

### **Goals relating to outcomes for students**

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

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

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

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

3. 為學生提供廣泛的學科知識和技巧,包括數學、科學、綜合人文/通識教育、中國歷史、西史、地理、經濟、電腦及資訊科技等,為學生升學及選科提供選擇及基礎。

Give students knowledge and the choice in learning the skills of a wide range of subjects, including Mathematics, Science, Integrated Humanities/Liberal Studies, Chinese History, History, Geography, Economics, Computer and Information Technology, etc. and to help them lay a sound foundation for future careers.

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

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

5. 啟導個別學生發展其音樂、美術或其他藝術範疇之才華。

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



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

(二) 與學生求學經驗有關的目標

**Goals relating to learning experiences for students.**

1. 透過學生會活動、社際比賽、聯校活動等,培養學生的辦事能力、責任感和團隊精神。

Provide experience for students in a wide variety of activities (Student Council's activities, inter-house competition, joint-school function, etc.) to enable them to develop their organisational power, their sense of responsibility and team work.

2. 透過聯校活動、週年舞會等,發展學生的社交能力。

Develop in students a more constructive interpersonal relationship through joint-school activities, Annual Ball, etc.

3. 透過各項義務工作、社區服務、為慈善機構籌款等活動,讓學生認識社會,關心他人,建立對社會的責任感。

Provide students with opportunities to understand the society in which we live, to care for others and to establish a sense of responsibility to the society through voluntary services, community work, and other charitable services.

4. 透過全校性的大型活動,增加學生對學校的歸屬感。

Provide opportunities for students to participate in school-wide activities to promote a sense of belonging.

5. 透過各項校內的服務,培養學生互助互愛的精神,並學習彼此欣賞,彼此尊重。

Provide various kinds of services for students so as to instill the idea of mutual love and support; and to teach them to appreciate and respect others.

6. 透過樂器班和各項美術及工藝活動,讓學生認識個人興趣和能力,增強自信心。

Provide learning opportunities for students in musical instruments, art and craft activities, so that they can gain an awareness of personal interest and strength in order to increase self-confidence.

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

(三) 與學校資源有關的目標

**Goals related to provision of resources**

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

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

(四) 與管理有關的目標

**Goals related to management**

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

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

**Ying Wa College**  
**2013 – 2018**  
**5-Year School Development Plan**

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2013-14	2014-15	2015-16	2016-17	2017-18	
1. Academic Development	1.1 Catering for Learning Diversity	<ul style="list-style-type: none"> <li>• Setting up of remedial / enhancement curriculum</li> <li>• Developing gifted curriculum</li> <li>• Promoting pedagogical changes through lesson collaboration and peer observation</li> <li>• Modifying assessment format</li> <li>• Consolidating language ability</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Progress in students' academic results</li> <li>• Increase in manpower to cater for LD and to try out new pedagogies</li> <li>• Positive response in students' feedback survey</li> <li>• Students having strong ownership of their study</li> </ul>
	1.2 Enhancement of learning atmosphere & attitude	<ul style="list-style-type: none"> <li>• Promoting e-learning through interactive media</li> <li>• Promoting assessment for / as learning</li> <li>• Promoting self-regulated learning</li> <li>• Promoting co-curricular activities to support students' learning</li> <li>• Fostering strong academic atmosphere in campus</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Progress in students' academic learning</li> <li>• Increase in e-learning resources</li> <li>• Positive response in students' feedback survey</li> <li>• Development of co-curricular activities</li> </ul>
	1.3 Development of teachers' professionalism	<ul style="list-style-type: none"> <li>• Organizing staff development programs on pedagogy e.g. skills in interactive IT medias, assessment for / as learning, small class teaching; questioning techniques, classroom management etc.</li> <li>• Promoting sharing of good practices in / across departments</li> <li>• Supporting teachers to participate in invitational posts e.g. secondment, teacher advisor, exam moderators of EDB / CDC / HKEAA</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Arrangement of staff development program</li> <li>• Positive response in students' feedback survey</li> <li>• Increase in number of teachers participating in external academic institutes</li> </ul>
	1.4 Strengthening the role of personnel in middle management	<ul style="list-style-type: none"> <li>• Enhancing knowledge management of department</li> <li>• Developing instructional leadership</li> <li>• Coordinating junior and senior curriculum</li> <li>• Enhancing PIME cycle</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Setting up of shared folders to be accessed by teachers of the same subject</li> <li>• Coordination in junior and senior curriculum</li> </ul>

	1.5 Excellence in public examinations	<ul style="list-style-type: none"> <li>• Developing subject-based study plans e.g. tutorials, analysis of DSE exam questions, talks on examination skills</li> <li>• Conducting curriculum-planning e.g. choice of electives, time-tabling</li> <li>• Promoting assessment of learning</li> <li>• Coordinating district resources</li> <li>• Participating in public examinations other than HKDSE e.g. IELTS, ICGSE, ICAS etc.</li> </ul>	✓  ✓  ✓  ✓	✓    ✓  ✓	✓    ✓  ✓  ✓	✓    ✓  ✓  ✓	✓    ✓  ✓  ✓	<ul style="list-style-type: none"> <li>• Improvement in students' performance in public examinations</li> <li>• Organization / participation of joint-school or district exam practices</li> <li>• Number of students joining public exams other than HKDSE</li> </ul>
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Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2013-14	2014-15	2015-16	2016-17	2017-18	
2. Student Support	2.1 Development of a student support curriculum with clear themes across the whole year	<ul style="list-style-type: none"> <li>SSDC formulating student support curriculum by reviewing, refining and enhancing current programs and add new ones in response to the development needs of students</li> <li>Highlighting core values / themes:               <ul style="list-style-type: none"> <li>- self-discipline</li> <li>- positive thinking and appreciation</li> <li>- brotherhood and peer support</li> <li>- healthy self-image</li> <li>- goal-driven life</li> </ul> </li> </ul>	✓	✓				<ul style="list-style-type: none"> <li>Student support curriculum acknowledged by all staff and students</li> <li>All staff members integrating the core values in planning their teaching and non-teaching programs</li> </ul>
	2.2 Establishment of a whole-school student support framework	<ul style="list-style-type: none"> <li>Enhancing synergistic collaboration of committees under SSDC</li> <li>Enhancing form committee which comprises class teachers and SSDC member to implement and monitor student support program effectiveness</li> <li>Promoting core values through themed based multi-level implementation - mass programs, class-level workshops, assemblies, OLE, etc.</li> <li>Developing form councils to enhance class building and inter-class cooperation</li> </ul>	✓	✓	✓			<ul style="list-style-type: none"> <li>All staff &amp; students aware of the main theme</li> <li>Students showing qualities and positive characters in different aspects of school life</li> <li>Better understanding of students across classes</li> <li>Good S-S &amp; T-S relationships</li> </ul>
	2.3 Collaboration with Parents	<ul style="list-style-type: none"> <li>Organizing well-structured parent education programs (courses, seminar talks) which echo student support themes and values</li> <li>Strengthening communication channel</li> <li>Making school information readily available</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Parents aware of the requirements of the school</li> <li>Parents using the electronic means of communication comfortably</li> <li>Enhanced school web page providing easy access to school information</li> </ul>
	2.4 SEN student support	<ul style="list-style-type: none"> <li>Giving higher priority to SEN support for teachers</li> <li>Encouraging &amp; supporting teachers to receive professional training</li> <li>Promoting good practice sharing in case conference</li> <li>Refining school-based guidelines and workflow in handling SEN cases</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Teachers showing confidence in handling SEN</li> <li>SEN guidelines and workflow shared by staff</li> </ul>



Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2013-14	2014-15	2015-16	2016-17	2017-18	
3. Through-train Development	3.1 Improvement in the collaboration between YWC & YWPS	<ul style="list-style-type: none"> <li>Organizing joint-section activities between teaching staff from YWC and YWPS</li> <li>Organizing joint-section activities between YWC and YWPS students</li> <li>Inviting YWPS parents to attend activities held by the PTA of YWC, such as seminars</li> <li>Organizing joint-section formal meetings between different departments of YWC and YWPS</li> <li>Keeping documents of all the meetings between YWC and YWPS</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Activities and meetings organized between YWC and YWPS in different levels such as school leaders, teachers, students and parents</li> <li>Records of all the meetings between YWPS and YWC</li> </ul>
	3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> <li>Improving the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS</li> <li>Developing subject-based common practices to be followed in both YWC and YWPS</li> <li>Exchanging the summary of class academic results, TSA and AT.</li> <li>Exchanging the teaching pedagogy between YWC and YWPS</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Reciprocal lesson observations conducted, followed by debriefing sessions and exchange of teaching ideas</li> <li>Subject-based common practices developed</li> <li>Academic results exchanged</li> <li>Exchange in pedagogies and preparation for the curriculum reform</li> </ul>
	3.3 Development of common campus routines	<ul style="list-style-type: none"> <li>Developing common practices or habits to be followed by students in both YWC and YWPS</li> <li>Organizing more taster programs for YWPS students to cultivate the sense of belongings of YWPS students</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Common campus practices agreed by both YWC and YWPS</li> <li>Taster programs held for YWPS students in different departments</li> </ul>

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2013-14	2014-15	2015-16	2016-17	2017-18	
4. Strengthening School Administration, Management and Leadership	4.1 Development in consensus and team spirit on commonly shared vision	<ul style="list-style-type: none"> <li>Organizing staff retreat, school-review, self-reflection and team building activities</li> <li>Organizing staff professional development activities for building consensus on the commonly shared vision as well as the changes and innovations needed</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Retreat and activities being held, with desirable response from staff</li> <li>Reaching consensus on the vision, with concrete direction on changes</li> </ul>
	4.2 Re-structure of organization framework and duty re-allocation	<ul style="list-style-type: none"> <li>Re-framing organizational chart by simplifying, merging, clarifying responsibilities and representatives</li> <li>Re-allocating teachers' duties</li> <li>Re-allocating duties of supporting staff members by re-engineering the General Office</li> </ul>	✓	✓				<ul style="list-style-type: none"> <li>New, simplified and effective organization chart being set</li> <li>Teachers' duty being re-allocated to meet the school needs</li> <li>Supporting staff members' duty being re-allocated to meet the school needs</li> </ul>
	4.3 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>Consolidating the Core Team to enhance group leadership &amp; to gather critical mass to enhance the competencies of middle-managers for school changes</li> <li>Enhancing leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training</li> <li>Developing the monitoring practice in PIME cycle</li> </ul>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Change strategies being consolidated by the Core Team</li> <li>Desirable leadership performance being observed: high expectation, consensus building, role-modeling, collaborative measures</li> <li>Middle-managers receiving relevant professional training</li> <li>Effective monitoring on PIME cycle in school level and subject panel / team level being observed</li> </ul>

	4.4 Strengthening static management	<ul style="list-style-type: none"> <li>Revising staff procedural manual to meet the need of the school and the new standard of DSS schools</li> <li>Consolidating and refining work calendars with work description and standard specification for subject panels / units and teams</li> </ul>	✓ ✓	✓ ✓	✓	✓	✓	<ul style="list-style-type: none"> <li>New staff procedural manual being set</li> <li>Checklist of DSS administration and management being fulfilled</li> <li>Detailed work calendars of subject panels / units and teams being set appropriately</li> </ul>
	4.5 Strengthening human resources management	<ul style="list-style-type: none"> <li>Revising and strengthening the enforcement of staff appraisal system</li> <li>Rewarding / recognizing high-performing staff members</li> <li>Facilitating staff collaboration</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> <li>Staff appraisal system being revised and implemented</li> <li>More and more high-performing staff members being recognized</li> <li>Productive and positive team-building work culture being observed</li> </ul>
	4.6 Enhancing efficiency and effectiveness of school administration	<ul style="list-style-type: none"> <li>Setting up electronic administration system</li> </ul>	✓	✓				<ul style="list-style-type: none"> <li>Electronic administration system being set</li> <li>Efficiency and effectiveness on school administration being observed</li> </ul>

**Ying Wa College**  
**Annual School Plan 2015–2016**

**Major Concern 1: Enhancement of Learning and Teaching**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in-Charge</b>	<b>Resources Required</b>
1.1 Enhancement of learning and teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>• To apply diverse pedagogy to foster students' participation and ownership of learning               <ul style="list-style-type: none"> <li>- Regular PO/LC, open classes and lesson study to explore &amp; share good practices</li> <li>- Promotion of self-regulated learning &amp; self-access learning resources of Library</li> <li>- Exploration and implementation of e-L&amp;T strategies</li> </ul> </li> <li>• To restructure junior curriculum for better transition to senior form L&amp;T</li> <li>• To analyze &amp; utilize data to inform L&amp;T               <ul style="list-style-type: none"> <li>- AfL strategies reflected in subject plans/reports, L&amp;T and assessment tasks</li> <li>- Comprehensive study of TSA &amp; HKDSE marker reports and HKDSE live scripts among subject panels and to provide strategies accordingly</li> </ul> </li> <li>• To foster a strong academic atmosphere on campus               <ul style="list-style-type: none"> <li>- Fixed &amp; movable board displays, posters, installations, exhibitions &amp; Campus TV</li> <li>- Arranging students to take part in public assessments e.g. ICAS, IGCSE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2 SD sessions for professional sharing in pedagogy</li> <li>• Designated periods for lesson collaboration and peer observation in each term</li> <li>• Increased usage hours of Lib SALC recorded</li> <li>• Students being able to reflect on and take ownership of their learning experience</li> <li>• Internal and external test /exam result analysis submitted to SHKLACC</li> <li>• Increase of numbers of board displays, posters, installations and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Students' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Subject records on sharing and materials related to assessment for learning</li> <li>• Number of hardware established in support of promotion of academic atmosphere</li> </ul>	9/2015–5/2016	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> <li>• Gifted Education Committee</li> <li>• Staff Development Committee</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support curriculum development, manpower, self-regulated learning/ e-learning, campus installation & Campus TV
1.2 Strengthening the role of personnel in middle management	<ul style="list-style-type: none"> <li>• To develop instructional leadership               <ul style="list-style-type: none"> <li>- Modelling of good L&amp;T practices for panel members</li> <li>- Implementation of PIME cycle with timely revision of curriculum and L&amp;T strategies</li> </ul> </li> <li>• To enhance knowledge management of departmental materials               <ul style="list-style-type: none"> <li>- All teaching materials, admin reports, EDB course materials are uploaded onto the web</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SHs conducting PO/ open classes as demonstration</li> <li>• Subject interim/annual reports on departmental effectiveness evaluation</li> <li>• Year-round update of subject materials in intranet</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers' survey</li> <li>• Subject heads' self-reflection and survey</li> </ul>	9/2015–5/2016	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• ITEC Committee</li> </ul>	

<p>1.3 Excellence in public examinations</p>	<ul style="list-style-type: none"> <li>• To develop subject-based curriculum planning and S.6 study plans</li> <li>• To opportunely evaluate and revise NSS L&amp;T strategies based on DSE results and reports</li> <li>• To organize after school tutorials and sharing on study and exam skills by old boys</li> <li>• To capitalize on district resources <ul style="list-style-type: none"> <li>- Participation in joint school exam practices and teacher learning circles</li> <li>- Capitalizing on district / organizational activities in support of exam</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improvement shown in core subjects and overall results (comparison on yearly and 3-year moving average basis, Lv2+ &amp; Lv5+)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in public examinations</li> <li>• Records of internal and external examinations</li> </ul>	<p>9/2015–5/2016</p>	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> </ul>	
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## Major Concern 2: Student Support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Implementation of Student Support Curriculum	<ul style="list-style-type: none"> <li>To implement student support curriculum through theme-based, multi-level implementation with the following core values as yearly focuses:               <ul style="list-style-type: none"> <li>- self-discipline</li> <li>- positive thinking and appreciation</li> </ul> </li> <li>To implement student support programs through form committees</li> <li>To develop form councils to enhance class building and inter-class cooperation</li> <li>To step up career guidance and life planning service to all students</li> <li>To strengthen students' awareness of social affairs in response to the changing social atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Student support curriculum yearly focuses acknowledged by all staff and students</li> <li>All staff members integrating the core values into planning their teaching and non-teaching programs</li> <li>Students showing their positive attributes in different aspects of school life</li> <li>Students being increasingly familiarized with the concept of "life planning"</li> <li>Students interested in and keeping abreast of social issues</li> </ul>	<ul style="list-style-type: none"> <li>Student support curriculum documents implemented in annual plans of different panels and functional groups</li> <li>Progress monitored by core members of SDSC</li> <li>Records of committees' annual plans and documents echo the main theme</li> <li>Form committee meeting reports available for reference and inspection</li> <li>Form councils operated with significant student involvement</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>VP(Student Support)</li> <li>Committee heads under SDSC</li> <li>Head of Careers Guidance Committee</li> <li>Head of OLE Committee</li> <li>Head of Moral and Civic Education Committee</li> </ul>	
2.2 Collaboration with parents	<ul style="list-style-type: none"> <li>To organise well-structured parent education programs (e.g. courses, seminars &amp; talks) with PTA which are in line with student support themes and values</li> <li>To enhance mutual understanding and promote Home-School Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Parents well acquainted with the requirements of the school</li> <li>Keener teacher participation in HSC programs</li> <li>Positive response from Exco parent members</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of parent education programs included in PTA's annual program plan</li> <li>Evaluation of the effectiveness of HSC in PTA's meetings</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>PTA Exco and HSCC head</li> <li>School social workers</li> <li>Members of SDSC</li> </ul>	
2.3 SEN student support	<ul style="list-style-type: none"> <li>To enhance SEN student support by the collaborative effort of SEN coordinator, AA (Student Support) and Educational Psychologist</li> <li>To facilitate good practice sharing in case conferences</li> <li>To enhance support to SEN students' parents</li> </ul>	<ul style="list-style-type: none"> <li>Teachers showing confidence in handling SENs with the frontline support from the administrative assistant and the backup of the</li> </ul>	<ul style="list-style-type: none"> <li>SEN students guideline/workflow questionnaire</li> <li>Number of cases handled by the Educational Psychologist</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>SDSC</li> <li>SEN Students Support Committee</li> <li>SEN coordinator</li> <li>Educational Psychologist</li> </ul>	

		Educational Psychologist • Parents concerned offering positive feedback	• Parent survey/ observation			
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### Major Concern 3: Through-train Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Improvement in the collaboration between YWC & YWPS	<ul style="list-style-type: none"> <li>To organize joint-section activities between teaching staff from YWC and YWPS</li> <li>To organize joint-section activities for both YWC and YWPS students</li> <li>To invite YWPS parents to attend activities held by the PTA of YWC, such as seminars</li> <li>To organize joint-section formal meetings between different departments of YWC and YWPS</li> <li>To organize more taster programs for YWPS students to cultivate a sense of belonging in YWPS students</li> </ul>	<ul style="list-style-type: none"> <li>Activities and meetings being “jointly” organized by YWC and YWPS in different levels such as school leaders, teachers, students and parents / PTA</li> <li>Introductory talk of YWC to YWPS parents and students being held</li> <li>Taster programs being held for YWPS students</li> <li>Records of all the meetings between YWPS and YWC being kept</li> </ul>	<ul style="list-style-type: none"> <li>Activity records and evaluation in the regular meetings of different departments of YWC and YWPS</li> <li>Taster programs evaluation</li> <li>Stakeholders' survey</li> </ul>	8/2015–7/2016	<ul style="list-style-type: none"> <li>Leaders of YWC and YWPS</li> <li>TTD Committee</li> <li>TIC of PTA</li> </ul>	
3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> <li>To improve the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS</li> <li>To develop subject-based common practices to be followed in both YWC and YWPS</li> <li>To exchange the summary of class academic results, TSA and AT</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal lesson observation in all core subjects being conducted, to be followed by debriefing sessions and exchange of teaching ideas</li> <li>Academic results being exchanged</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation documents of lesson observation in the debriefing sessions of different departments of YWC and YWPS</li> <li>Discussion records of YWPS academic results in different departmental meetings</li> <li>Meeting documents</li> </ul>	9/2015–6/2016	<ul style="list-style-type: none"> <li>TTD committee</li> </ul>	
3.3 Development of common campus	<ul style="list-style-type: none"> <li>To develop common learning practices or habits to be adopted by students in both YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>Common practices being agreed by both YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>Discussion records on common practices in different departmental</li> </ul>	9/2015-6/2016	<ul style="list-style-type: none"> <li>TTD committee</li> </ul>	

routines			meetings of YWC and YWPS			
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### Major Concern 4: Strengthening School Administration, Management and Leadership

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4.1 Development in consensus and team spirit on commonly shared vision	<ul style="list-style-type: none"> <li>To organize staff retreat, school-review, self-reflection and team building activities</li> </ul>	<ul style="list-style-type: none"> <li>Retreat and recreational activities being held, with desirable response from staff</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of retreat and activities</li> <li>Staff feedback on retreat and activities (verbal and written)</li> <li>Staff survey</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>SEDC</li> <li>Staff Development Committee</li> </ul>	Budget on retreat, recreation and staff development programmes
4.2 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>To enhance leadership of middle managers by helping them to set targets and expectations, and by promoting professional training</li> <li>To strengthen the monitoring practice in PIME cycle</li> </ul>	<ul style="list-style-type: none"> <li>Desirable leadership performance being observed: high expectations, consensus building, leadership modeling and collaborative measures</li> <li>Middle managers receiving relevant professional training</li> <li>Effective monitoring on PIME cycle in school level and subject panel /team level being observed</li> </ul>	<ul style="list-style-type: none"> <li>SEDC meeting documents</li> <li>Staff feedback (verbal and written)</li> <li>Professional training records of middle managers</li> <li>Documents of subject panels/ teams</li> <li>Staff survey</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>SEDC</li> <li>Subject &amp; team heads</li> <li>Staff Development Committee</li> </ul>	Budget on professional development
4.3 Strengthening static management	<ul style="list-style-type: none"> <li>To consolidate and refine work calendars and manuals for work description and standard specification for subject panels / units and teams</li> </ul>	<ul style="list-style-type: none"> <li>Detailed work calendars and comprehensive manuals of subject panels / units and teams with appropriately set standards/ requirements</li> </ul>	<ul style="list-style-type: none"> <li>Checking of working calendars and manuals of subject panels / units and teams</li> <li>Staff survey</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Subject &amp; team heads</li> </ul>	
4.4 Strengthening human resources management	<ul style="list-style-type: none"> <li>To reward / recognize high-performing staff members</li> <li>To facilitate staff collaboration</li> </ul>	<ul style="list-style-type: none"> <li>An increasing number of high-performing staff members being recognized</li> </ul>	<ul style="list-style-type: none"> <li>School administration circulars or meetings on staff recognition</li> <li>Staff feedback in subject /</li> </ul>	8/2015-7/2016	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Subject &amp; team heads</li> </ul>	

		<ul style="list-style-type: none"><li>• Productive and positive team building work culture being observed</li></ul>	<ul style="list-style-type: none"><li>team / staff meetings (verbal and written)</li><li>• Staff survey</li></ul>			
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# **CHAPTER II**

## **(Programme Areas)**

**Programme Plans of  
Special Committees and Teams**

# **Academic Committee Programme Plan 2015-2016**

## **I. Purposes**

The Academic Committee, assisted by Subject Heads and Key Learning Areas Coordinators Committee (SHKLACC) is to coordinate all the subject panels and related committees to provide quality teaching and learning in the school.

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

### **A. Strength**

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

### **B. Weaknesses**

1. The learning diversity of students is great. Teachers have heavy workload in the development of strategies to cater for needs of students.
2. The school is using English as the medium of instruction for non-Chinese subjects. It cannot be denied that a small group of students do not have the language ability to learn and study in English effectively.
3. The school is saddled with financial burden as the expenses of upgrading facilities to meet the need of educational changes are costly, and a large campus means high expenses on electricity and maintenance.

### **C. Opportunities**

1. The school is located in Shamshuipo which has a large population of school boys who are keen to apply for admission to our school.
2. The school is forming a 'Through-train' with Ying Wa Primary School, where students are trained from Primary 1 to 6 before entering the College. The school can cooperate with the primary school to understand the academic ability and habits of S1 intakes from YWPS.
3. The School is granted Direct Subsidy School status. It gives the school more freedom and resources to carry out new plans.
3. The new teachers employed are comparatively young. Though young, they are enthusiastic and experienced teachers who are committed to the profession.
4. Secondary 1 cohort since 2014-15 is all composed of DSS students who possess a stronger academic foundation and learning motivation.

#### **D. Threats**

1. The formation of the Through-train with Ying Wa Primary School results in the admission of students with diversified learning capabilities.
2. Education Reform creates new problems to the school. Inclusive education policy is translated into a rising number of students with special educational needs, which further intensive the widening of learner diversity.
3. As a DSS School without fully enjoying the benefit of collecting school fee from the students, it is not easy to address all the expectations from parents in providing tailor-made programs for students with a wide spectrum of talents and needs.

### **III. Goals**

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

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

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

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

### **IV. Objectives**

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

### **V. Implementation Plan**

1. Enhancement of learning and teaching effectiveness and learning atmosphere
2. Strengthening the role of personnel in middle management
3. Excellence in public examinations  
(Please refer to the attached table.)

### Academic Committee Annual Plan 2015–2016

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
<p>1.1 Enhancement of learning and teaching effectiveness and learning atmosphere</p>	<ul style="list-style-type: none"> <li>• To apply diverse pedagogy to foster students' participation and ownership of learning               <ul style="list-style-type: none"> <li>- Regular PO/LC, open classes and lesson study to explore &amp; share good practices</li> <li>- Promotion of self-regulated learning &amp; self-access learning resources of Library</li> <li>- Exploration and implementation of e-L&amp;T strategies</li> </ul> </li> <li>• To restructure junior curriculum for better transition to senior form L&amp;T</li> <li>• To analyze &amp; utilize data to inform L&amp;T               <ul style="list-style-type: none"> <li>- AfL strategies reflected in subject plans/reports, L&amp;T and assessment tasks</li> <li>- Comprehensive study of TSA &amp; HKDSE marker reports and HKDSE live scripts among subject panels and to provide strategies accordingly</li> </ul> </li> <li>• To foster a strong academic atmosphere on campus               <ul style="list-style-type: none"> <li>- Fixed &amp; movable board displays, posters, installations, exhibitions &amp; Campus TV</li> <li>- Arranging students to take part in public assessments e.g. ICAS, IGCSE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2 SD sessions for professional sharing in pedagogy</li> <li>• Designated periods for lesson collaboration and peer observation in each term</li> <li>• Increased usage hours of Lib SALC recorded</li> <li>• Students being able to reflect on and take ownership of their learning experience</li> <li>• Internal and external test /exam result analysis submitted to SHKLACC</li> <li>• Increase of numbers of board displays, posters, installations and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Students' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Subject records on sharing and materials related to assessment for learning</li> <li>• Number of hardware established in support of promotion of academic atmosphere</li> </ul>	<p>9/2015–5/2016</p>	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> <li>• Gifted Education Committee</li> <li>• Staff Development Committee</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	<p>Funding to support curriculum development, manpower, self-regulated learning/ e-learning, campus installation &amp; Campus TV</p>
<p>1.2 Strengthening the role of personnel in middle management</p>	<ul style="list-style-type: none"> <li>• To develop instructional leadership               <ul style="list-style-type: none"> <li>- Modelling of good L&amp;T practices for panel members</li> <li>- Implementation of PIME cycle with timely revision of curriculum and L&amp;T strategies</li> </ul> </li> <li>• To enhance knowledge management of departmental materials               <ul style="list-style-type: none"> <li>- All teaching materials, admin reports, EDB course materials are uploaded onto the web</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SHs conducting PO/ open classes as demonstration</li> <li>• Subject interim/annual reports on departmental effectiveness evaluation</li> <li>• Year-round update of subject materials in intranet</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers' survey</li> <li>• Subject heads' self-reflection and survey</li> </ul>	<p>9/2015–5/2016</p>	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• ITEC Committee</li> </ul>	
<p>1.3 Excellence in public examinations</p>	<ul style="list-style-type: none"> <li>• To develop subject-based curriculum planning and S.6 study plans</li> <li>• To opportune evaluate and revise NSS L&amp;T strategies based on DSE results and reports</li> <li>• To organize after school tutorials and sharing on study and exam skills by old boys               <ul style="list-style-type: none"> <li>- To capitalize on district resources</li> <li>- Participation in joint school exam practices and teacher learning circles</li> <li>- Capitalizing on district / organizational activities in support of exam</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improvement shown in core subjects and overall results (comparison on yearly and 3-year moving average basis, Lv2+ &amp; Lv5+)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in public examinations</li> <li>• Records of internal and external examinations</li> </ul>	<p>9/2015–5/2016</p>	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> </ul>	

## **VI. Budget**

See plans of individual subject panels and committees.

## **VII. Committee Members**

Mr. TSANG Chi To, Joseph (Chairperson, Vice Principal, SHKLAC Committee)

Ms. Tse Wan Ching, Portia (Hon. Secretary)

Mr. CHENG Kwun Kit (Principal)

Mr. MAK Tak Cheung (Vice Principal)

Ms. NG Pik Wah (Language: Chinese)

Ms. Lai Wai Man, Norris (Language: English)

Mr. Shing Yiu Ming (Mathematics)

Ms. Siu Man Yee, Joyce (Liberal Studies)

Mr. TSANG Ting Cheung (Examination Committee)

Mr. Wong Ching Fu (Careers Guidance Committee)

Mr. CHOI Kam To (Gifted Education Committee)

Mr. Yip Chak Leong (Academic Enhancement Committee)

Mr. CHEUNG Ka Wa (Staff Development Committee)

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

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



# **Careers Guidance Programme Plan 2015-2016**

## **1. Purpose**

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

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

### **A. Strengths**

1. The careers guidance work is carried out by 16 members working as a team. There are collaboration, experience-sharing and support among the members. While many of the team members are experienced careers teachers, new members also act as strong input for conducting life planning workshops.
2. A group of careers teachers is experienced in writing reference letters and capable of handling the large number of applications.
3. There is a careers room in the school where reference books and information pamphlets are kept. Students may borrow and make use of the materials. There are also computers in the careers room and the library for students to read CD-Roms for information provided by various local and overseas universities. Careers corner has been set up in the library for students' easier access to printed career information and reference books.
4. Students can get the most updated careers information from classroom notice boards throughout the year.
5. Class teachers often assist the team in conducting certain programmes and disseminating careers information.
6. Careers Guidance Committee has a close partnership with other school departments, eg. Guidance Committee, OLE Committee and Library etc.
7. The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and mentorship program.
8. There is also a lot of support from other organizations such as the Hong Kong Association of Careers Masters and Guidance Masters, the Careers and Guidance Services Section of the Education Department, Careers Advisory Service of the Labour Department, the Vocational Training Council, the Hok Yau Club, HKFYG, Junior Achievement Hong Kong tertiary institutes, and other individual organizations.

## **B. Weaknesses**

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

## **C. Opportunities**

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

## **D. Threats**

1. NAS, HKDSE and new JUPAS have imposed unprecedented pressure on Careers Guidance Committee. The team has to support students from S.3 to S.6 intensively, while S.6 students require tremendous form level and individual level attention their tertiary education application. Manpower, venue (Hall and SA Centre), lesson time are all stretched to their limit.
2. Student profile becomes more and more diverse. A widening gap in ability and career aspiration makes careers counseling and careers education more difficult to be carried out

than before. The team may have to provide career guidance programs of much more levels to suit their needs, e.g. multiple pathways.

3. Parents who do not fully understand the underlying principles of the curriculum reforms make unreasonable demands and complaints about our S.3 subject allocation system, subject drop and promotion exercise.

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

**Major Concern 1: Enhancement of Learning and Teaching**

<b>Targets</b>	<b>Strategies</b>	<b>Tasks</b>
1.1 Enhancement of learning and teaching effectiveness and learning atmosphere	Promotion of self-regulated learning & self-access learning resources of Library	Careers corner at library will be further developed for easier access;  The collection of career-related books will be continuously increased as careers education will be one of the designated book categories in S.3 Young Scholar Reading Scheme;  Career-related books will be recommended by teachers in order to encourage students to explore the careers world and know more about themselves.
	To foster strong academic atmosphere on campus with fixed & movable board displays, posters, installations, exhibitions & Campus TV	More career-related posters and news clips will be displayed in classroom notice boards throughout the year;  Careers boards on ground floor and 3/F will be updated more frequently.
<b>Targets</b>	<b>Strategies</b>	<b>Tasks</b>
1.3 Excellence in public examinations	To organize after school tutorials and sharing on study and exam skills by old boys	Workshops will be held to help students making reflection on study style with reference to senior fellow classmates.  S.6 students will be arranged to join the mock examinations held by Hok Yau Club and Youth 1 World.

## Major Concern 2: Student Support

Targets	Strategies	Tasks
<p>2.1 Implementation of Student Support Curriculum</p>	<p>To step up career guidance and life planning service to all students</p>	<p>Promoting life planning among junior form students by holding:</p> <ul style="list-style-type: none"> <li>- S.1 &amp; S.2 life planning workshops;</li> <li>- S.1 &amp; S.2 careers assembly;</li> <li>- “Dreamcrafter” board game;</li> <li>- S.3 ‘Finding Your Colours of Life’ careers planning workshops;</li> </ul> <p>Helping S.4 students manage their learning and strengthen their self-understanding by Career Mapping workshops;</p> <p>Developing students’ work values and careers aspiration and promoting life planning among S.5 students by careers workshops and careers day, in order to prepare them for the production of SLP;</p> <p>Assisting S.6 students to locate their career interests and related further studies opportunities by careers workshops, mass talks, Careers Inventory Test and interview workshop;</p> <p>Careers counseling will be conducted in small group to cater the varied needs of students;</p> <p>Workplaces and institutions visits will be enhanced to broaden horizons of senior form students;</p> <p>Regular information dissemination will be enhanced through board display and Facebook page.</p>
<p>2.3 Collaboration with parents</p>	<p>Strengthening communication channel;</p> <p>Making school information readily available</p>	<p>Parents’ talks on careers planning and further studies opportunities for different forms will be held.</p>

### 3. Implementation Plan

#### S.1-S.6 Careers Workshops

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

<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Familiarity of new careers teachers and S.1-6 class teachers with the theoretical backgrounds of the workshops</li> <li>2. Close cooperation between careers teachers and class teachers</li> <li>3. Fixed designated teaching periods (reading periods) to conduct workshops</li> <li>4. Readiness of students</li> <li>5. Subject teachers to brief students on NSS subjects</li> <li>6. Support from OEA Committee and IT / Web SAMS in handling SLP production</li> </ol>
<b>Date of Completion:</b>	<p>S.6: September to December 2015  S.5: January to February 2016  S.4: April 2016  S.3: February to March 2016  S.2: February 2016  S.1: November 2015</p>
<b>Budget:</b>	\$300 for all forms (materials for workshops & gifts for students)

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

<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To support students' JUPAS application and careers awareness</li> <li>2. To enhance students' self-understanding and to relate themselves to further study and careers opportunities</li> </ol>
<b>Task Description:</b>	Students take CII Test under supervision of careers teachers Mass briefing and debriefing followed by group counseling
<b>Person in Charge:</b>	Wong CF, Siu MY
<b>Means of Evaluation:</b>	Level of satisfaction of students' JUPAS results
<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Students' understanding of CII Test's theoretical backgrounds</li> <li>2. Support from I.T.</li> </ol>
<b>Date of Completion:</b>	Late October / early November 2015
<b>Budget:</b>	N/A

## **S.5 Careers Day**

<b>Objective:</b>	<ol style="list-style-type: none"><li>1. To provide opportunities to S.5 students to meet alumni from working in fields that they are interested in and learn from their experiences</li><li>2. To foster positive work value and life value</li><li>3. To support S.5 Career Mapping workshop and S.5 English – workplace communication module</li></ol>
<b>Task Description:</b>	S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters
<b>Person in Charge:</b>	Wong CF, Siu MY, Tsang CT, Chan CN (Student Council)
<b>Means of Evaluation:</b>	<ol style="list-style-type: none"><li>1. Higher awareness of students about jobs and work environment</li><li>2. Feedback from students, English teachers and alumni</li></ol>
<b>Success Criteria:</b>	<ol style="list-style-type: none"><li>1. Strong support from OBA and alumni</li><li>2. Close cooperation between Careers Guidance Committee, Student Council and English Department</li><li>3. Readiness of S.5 students</li></ol>
<b>Date of Completion:</b>	23 April 2016
<b>Budget:</b>	\$500

## **Careers Guidance Facebook page**

<b>Objective:</b>	To disseminate latest information (further studies opportunities, JUPAS application / non-JUPAS application updates, news article related to career planning, etc) to students swiftly and effectively
<b>Task Description:</b>	<ol style="list-style-type: none"><li>1. All S.6 students subscribe to the school-based career guidance page</li><li>2. Career teachers make timely update of career information (school or outside school)</li></ol>
<b>Person in Charge:</b>	Wong CF, Chan CK
<b>Means of Evaluation:</b>	Feedback from students, class teachers & subject teachers
<b>Success Criteria:</b>	Mandatory subscription of all S.6 students Make timely update of career information on the webpage
<b>Date of Completion:</b>	Year-round
<b>Budget:</b>	N/A

#### 4. Evaluation

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

#### 5. Budget

<b>Items</b>	<b>Budget</b>
Membership Fee for HKACMGM	\$ 400.00
S.1-S.6 Careers Workshops	\$ 300.00
S.5 Careers Day	\$ 500.00
Reference books for students	\$ 1,400.00
Workshops provided by NGOs (outside school)	\$ 1,400.00
Souvenirs for guest speakers	\$ 500.00
Stationeries	\$ 500.00
Total:	\$ 5,000.00



## Careers Guidance Committee

### Duty List 2015 – 2016

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

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

Duties	Date	Manager	Teachers-in-charge
1 S.1 to S.6 Careers Workshops	S.6 Sep - Dec S.5 Jan - Feb S.4 Apr S.3 Feb - Mar S.2 Feb S.1 Nov	Wong CF, Siu MY	Refer to p.16
2 S.5 Careers Day	23 Apr 2016	Wong CF, Siu MY	Tsang CT, Yan YK, Chan CN
3 S.1 & S.2 Careers Assembly	25 Apr 2016	Wong CF, Siu MY	Chan CK, Lau CN, Lee NY
4 “Dreamcrafter” Board Game	May 2016	Wong CF	Chan CK
5 Careers Book Promotion	All year round	Tsang CT	Wong CF, Siu MY
6 Junior Achievement HK Programs	All year round	Wong CF Siu MY	Kwok WYW, Li NY
7 Visits (Workplaces & Careers Centre)	All year round	Wong CF, Lee HW	Au Yeung TW, Chan CK, Lau CN, Li NY
8 Hok Yau Club Link Teacher	All year round	Wong CF	Chan CK, Chan SC
9 Careers Guidance Facebook Page	All year round	Wong CF	Chan CK

#### 2. Academic Role as careers counseling services provider

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

	<b>Duties</b>	<b>Date</b>	<b>Manager</b>	<b>Teachers-in-charge</b>
1	Subject Add-drop and Subject Enrollment Data Processing (SAMS)	Jul - Sep 2015	Wong CF	Wong CF
2	S.6 JUPAS Exercise	Sep 2015 – Aug 2016	Wong CF	Siu MY
3	S.6 Non-JUPAS Application Local: Self-finance, AD, HD	Sep 2015 – Aug 2016	Wong CF	Siu MY
4	S.6 HKDSE Result Release & JUPAS Result Release	Jul 2016	Wong CF Siu MY	All Team Members
5	S.6 Parents' Talks	1 Nov 2015 2 Jul 2016	Wong CF Siu MY	Chan CK, S.6 Careers Teachers
6	S.6 Career Interest Inventory Test	Oct / Nov 2015	Wong CF, Siu MY	Chan CK, Lee SW
7	S.6 Interviews	Nov 2015	Wong CF Siu MY	S.6 Careers Teachers
8	S.5 Parents' Night	29 Apr 2016	Wong CF Siu MY	Chan CK, S.5 Careers Teachers
9	S.3 Parents' Night	11 Mar 2016	Wong CF	Chan CK, S.3 Careers Teachers
10	S.3 Interviews	May 2016	Wong CF	S.3 Careers Teachers
11	S.3 NSS Subject Allocation	Jul 2016	Wong CF	Chan CK, Lee SW, Yan YK
12	Reference Letters, Scholarships & Grants Application & Record Keeping	All year round	Wong CF, Siu MY	Chan CK, Kwok WYW, Lee MY, Lee SW, Lin NS (English)
				Au Yeung TW, Li NY, Tong W, Yan YK (Chinese)
13	Documentation & Parent's Letters	All year round	Wong CF, Siu MY	Chan CK
14	Information Dissemination by Emails & Announcements	All year round	Wong CF, Siu MY	Chan CK

## Duty List of Careers Workshops and Interviews

### S.6 Career Mapping Workshops and Interviews

	Workshop Teachers	Interview Teachers		
		Careers Teachers		Class Teachers
<b>6A</b>	Wong CF	Wong CF		Wong CF
<b>6B</b>	Lin NS	Lee HW	Lin NS	Tang SM
<b>6C</b>	Tsang CT	Tsang CT	Chan SC	Fung SY
<b>6D</b>	Siu MY	Siu MY		Wan WH
<b>6E</b>	Lee SW	Yan YK	Lee SW	Lee SW
<b>6F</b>	Wong CF	Tong W	Wong CF	Chan YS

### S.5 Careers Workshops

	Workshops Teachers	Class Teachers
<b>5A</b>	Tsang CT	Yeung WM
<b>5B</b>	Lee MY	Yip CL
<b>5C</b>	Lee SW + So LS	Lai WM
<b>5D</b>	Lin NS	Lin NS
<b>5E</b>	Wong CF	Yiu KH
<b>5F</b>	Siu MY	Koo KH

### S.4 Careers Workshops

	Workshops Teachers	Class Teachers
<b>4A</b>	Wong CF	Chan WC
<b>4B</b>	Lee HW	Chung HY
<b>4C</b>	Tong W	So KL
<b>4D</b>	Siu MY	Ho WY
<b>4E</b>	Kwok WYW	Chan CM
<b>4F</b>	Yan YK	Yan YK

### S.3 Finding Your Colours of Life Workshops and Interviews

	Interview Teachers			
	Workshops Teachers		Class Teachers	
<b>3A</b>	Lee HW	Kwok WYW	Lee HW	Kwok WYW
<b>3B</b>	Wong CF	Au Yeung TW	Wong SK	Cheung KW
<b>3C</b>	Lee MY	Lau CN	Lau CN	Lee MY
<b>3D</b>	Siu MY	Chan SC	Tsang TC	Chan MK
<b>3E</b>	Yan YK	So LS	Pun MC	So LS

### S.2 Careers Workshops

	Workshop Teachers		Class Teachers	
<b>2A</b>	Lee HW		Leung SY	Wu WY
<b>2B</b>	Wong CF	Au Yeung TW	Wong W	Au Yeung TW
<b>2C</b>	Siu MY	Lau CN	Mar SS	Chow WL
<b>2D</b>	Wong CF		Yu HJ	Ngan CT
<b>2E</b>	Siu MY		Chao YL	Yung WH
<b>2F</b>	Wong CF	Li NY	Wong SYK	Lo YW

### S.1 Careers Workshops

	Workshop Teachers		Class Teachers	
<b>1A</b>	Siu MY	Li NY	Wong OP	Yeung TC
<b>1B</b>	Wong CF		Wong TN	Wong SYW
<b>1C</b>	Siu MY		Choi KT	Lam SC
<b>1D</b>	Tong W		Lee KK	Kan CY
<b>1E</b>	Wong CF		Kwok WYN	Lam YW
<b>1F</b>	Li NY		Kwok KN	Li NY

## Careers Guidance Committee Duty List (Table Form)

P – Program Manager    ✓ – Teacher-in-charge

Members Duties	WCF	SMY	AYT	CCK	CSC	KWY	LCN	LHW	LMY	LSW	LNJ	LNS	SLS	TW	YYK	TCT
1. S.6 Careers Workshop	P	P								✓		✓				✓
S.5 Careers Workshops	P	P							✓	✓		✓	✓			✓
S.4 Careers Workshops	P	P		✓		✓		✓						✓	✓	
S.3 Careers Workshops	P	P	✓		✓	✓	✓	✓	✓				✓		✓	
S.2 Careers Workshop	P	P	✓				✓	✓			✓					
S.1 Careers Workshop	P	P									✓			✓		
2. S.5 Careers Day	P	P													✓	✓
3. S.1 & S.2 Careers Assembly	P	P		✓												
4. Dreamcrafter Board Game	P			✓												
5. Careers Book Promotion	✓	✓														P
6. JA HK Programs	P	P				✓					✓					
7. Visits (Workplaces & Career Centre)	P		✓	✓			✓	P			✓					
8. Hok Yau Club Link Teacher	P			✓	✓											
9. Career Facebook Page	P			✓												
1. Subject Add-drop & SAMS Processing	P															
2. S.6 JUPAS Exercise	P	✓														
3. S.6 non-JUPAS Application	P	✓														
4. DSE & JUPAS Result Release	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. S.6 Parents' Talks	P	P		✓	✓			✓		✓		✓		✓	✓	✓
6. S.6 CII Test	P	P		✓						✓						
7. S.6 Interviews	P	P			✓			✓		✓		✓		✓	✓	✓
8. S.5 Parents' Night	P	P		✓					✓	✓		✓	✓			✓
9. S.3 Parents' Night	P	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓	
10. S.3 Interviews	P	✓	✓		✓	✓	✓	✓	✓				✓		✓	
11. S.3 NSS Subject Allocation	P			✓						✓					✓	
12. Reference letters, Scholarships & grants	P	P	✓	✓		✓			✓	✓	✓	✓		✓	✓	
13. Documentation & Parent's Letters	P	P		✓												
14. Info. Dissemination (emails / announcements)	P	P		✓												
	<b>28</b>	<b>22</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>8</b>

# **Moral and Civic Education Programme Plan 2015-2016**

## **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

- The Civic Education Committee will carry out the following program centering on the main theme of 2015-2016: 關愛、包容

日期	內容	備註/協作團體
	升旗儀式 9月1日: 升國旗、中小學校校旗 11月11日(校慶日): 升校旗 2016年1月尾(中六最後上課日): 升校旗	童軍
全年	每週新聞報道 (Day E)	公民大使
全年	新聞評述 (Day C)	中五學生/中文科
全年	新聞佈告板	公民大使
	英華論壇	三次
10月29日 (暫定)	知識產權署互動劇場-「尊重互聯網上的知識產權」	中二級
10月-11月	乘風航航程(11月4日歷奇訓練日)	輔導組合辦 名額:24(中四)
11月18日	黑暗中對話 Dialogue in the Dark	輔導組合辦 名額:32位(中二、中三)
11月30日 (day E, Mon)	廉政互動劇場	中三級
2015年12月	第二十四屆全港中學生十大新聞選舉	全校
	樂施會互動教育中心工作坊 (樂施減貧利是獲獎學校免費參加)	通識科 名額:40位(中一、中二)
	學界饑饉－貧富餐 (S1)	
	明哥派飯 (S3-5)	
2015年2月	樂施減貧利是	
	參觀高等法院	香港大律師公會 名額:40位(中四、中五)

3月7-11日	關愛共融 ➤ 共融體驗之旅(攤位遊戲, 2日) ➤ 共融體驗學習坊(敢於不同, 我有 say) ➤ 3月9日:早會(輔導組+公民教育) ➤ 3月11日:早會(機構)	輔導組合辦
End of May-Jun Early of May	六四事件 - 展板、影片播放 - 參觀六四紀念館? (40+1, \$5/學生, \$10/老師)	
	公民自助售賣處	上下學期各一次
	交流團-同行萬里	中四中五
	英華一家之「工友」	火炬合作

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

#### **B. Informal Curriculum**

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

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

#### **C. Hidden-Curriculum (Ethos of the school)**

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

#### **IV. Evaluation**

1. The participating rate of each program will be used as an indicator of student's acceptance towards the programs. The characteristics of a well-received program will be summarized. This summary will serve as a guideline when designing programs in



the future.

2. Ask the participants to comment on the programs so as to have a better understanding of students' needs and interests.
3. After the programs are implemented, the committee members will share their experience among themselves frequently. The difficulties encountered and the insufficiency of the programs will be found out.
4. An assessment of attitudinal and behavioral changes will be done mainly by teachers' observations on students' behavior and speech (e.g. greetings to teachers; readiness to accept responsibilities; readiness to lend a helping hand when others are in need; degree of participation in social services).

## **V. Program Team**

Leader : Mr. C Siu  
Secretary : Ms Chung YF  
Members : Ms Chung HY      Mr Lam WH  
                 Ms Leung SYH      Mr Tse F  
                 Ms Yeung WM      Mr. Yi CL  
                 *Ms Chiu MF*      *Ms Lin NZ*

# **Discipline Committee Programme Plan 2015-2016**

## **I. PURPOSE**

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

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

### **A. STRENGTHS**

- The Discipline Committee is well-established and has the strong support from the school administration.
- Members of Discipline Committee are responsible and cooperative.
- The school management is open to opinions from students, teachers and parents. Students have a sense of belonging to school and most of them are well behaved.
- The Student Support and Development Committee enhance the collaboration of the Discipline Committee and other committees in student development and a wide range of activities related to students' growth are designed to suit the personal growth of all students.
- Participation of our school in PATHS to Adulthood: A Jockey Club Youth Enhancement Scheme has given opportunities to most of our teachers to equip themselves with better understanding on students' growth and development. Teachers can help to inculcate positive values in students.
- The Prefect Board is well established. Most Prefect leaders are capable and self-motivated. They can lead the Perfect Board to carry out duties smoothly.
- The Discipline Committee can obtain professional advice and services from the School Social Workers and the CCC Educational Psychologist.

### **B. WEAKNESSES**

- Most of the prefects are core members of the Student Council or chairmen of various clubs and societies. They are too busy to carry out the duties of prefects.
- Due to the NSSC, more S4 students are elected as prefects. They are inexperienced and may not be consistent in the standard of punishment. More guidance from experienced prefects is needed.
- Family support for some students was weaker than before. Parents are very busy and do not have time to be with their children. Besides, mindset in nurturing the boys may not be the same as before. More efforts are required in explaining the school rules and in keeping

good communication with parents.

- SEN students have been creating a lot of discipline problems, affecting both the learning and teaching in school. However, there is insufficient support of SEN students from EDB.
- Heavy workload leaves discipline teachers less time and energy on doing precaution works against students' problems. Besides, they have no time to receive professional training and update themselves with the current trend of school discipline work.

### **C. OPPORTUNITIES**

- Long term and continuous programs can be planned and implemented together with Primary School Discipline Committee.
- Background of students may change as DSS primary students begin to enter College. More family support expected.
- As staff size expanded, it is hoped that more human resources can be assigned to the Discipline Committee.
- Clearer school policy on special-talented student helps ease misunderstanding among teachers and students.
- Newly-employed Administrative Assistant can relieve some workload of discipline teachers.

### **D. THREATS**

- Students' problems become much sophisticated. Some cases need interference of the police and some may even draw the interest of the mass media. Special attention and greater efforts are required in handling such cases. This increases workload of the Discipline Committee and may create much pressure on discipline teachers.
- The learning motivation of our students was quite extreme, ranging from highly motivated to unmotivated. School needs to prevent the low motivation and poor attitude towards studies from spreading.
- The diversity of students' learning abilities may lead to student problems.
- Heavy workload and strong request of accountability from parents may lessen the enthusiasm of teachers from joining the Discipline Committee.
- Due to the NSSC, senior students are not mature enough as they do not need to face any challenges of public examination before joining the Prefect Team. In the coming few years, it is foreseen that fewer students are capable to take up the posts of prefect leaders. More training and guidance from the school is expected.
- Under Through Train system, many students and parents have been accustomed to a set of norms in primary school which may lead to conflicts between students and teachers as well as parents and teachers.

## **III. OBJECTIVES**

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

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

## B. Short-term objectives (Major Concern of 2015-16)

- To response to the School Annual Plan;
- To raise the awareness of self-discipline of students, promote positive thinking and appreciation among students;
- To help students in building up good habits like punctuality, politeness, cleanliness and tidiness;
- To support teachers in implementing school rules in class firmly;
- To strengthen professional sharing among members on tackling with students' cases;
- To strengthen the team work among committee members;
- To strengthen discipline management during recess, lunch breaks and after school;
- To strengthen collaboration with parents.

## IV. KEY CHALLENGES

- Increasing rate of misbehaviour due to improper value judgement
- Negative impacts of Integrated Education
- Hindrance to home-school cooperation due to parents' disagreement with the punishment
- Hindrance to sustainable development of the Discipline Committee due to the lacking of expertise in dealing with disciplinary matters
- Too much dependence on the discipline teachers

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

Please refer to Appendix I for details.

## VI. PROGRAM PLAN

PROGRAM CONTENT	Schedule	Person in Charge
Duties Allocation	Sep 2015	LSK / WOP / LSYJ
Collaboration with SSDC	Whole year	LSK
Regular Form meetings	Whole year	LSK / WOP / LSYJ /Form Discipline
S1 Training Camp	14 Aug- 15 Aug 2015	LSK / LSYJ / KKH /SSDC members
Prefect Workshop	Late September and 3/10/15	LSK / LYW / LSYJ/ WW
Class Captain and Monitor Workshop	4 Sep 2015	LSK / WOP/ LSYJ
Educational Talks	Assemblies	Members
S1 Parents' Night	25 September, 2015	LSK / WOP/ LYW
S3 Enhanced Smart Teen Project	2-6 Nov 2015	LSYJ /LSC/ CCM/ YTC
S4 Leadership Training Camp	(To be confirmed)	LSK / LSYJ / CCM/ SKL
Case Investigation	Whole year	Members
New Leaf Program	Whole year	CYS / YWM
Demerits Record	Whole year	SKL / LYW/ LSYJ/SKL
Merits and OLE Record	Whole year	LSC / WWH/(AA)
Handling late-comers	Whole year	Prefects / CHY / CTK



- To hold interviews with students with misbehaviour and/or their parents; and
- To follow up the misbehaviour records of each level

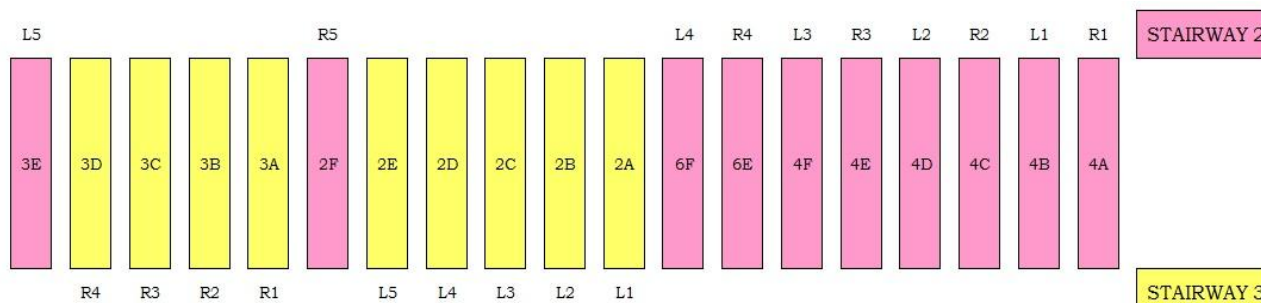
#### Duties of Secretaries

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

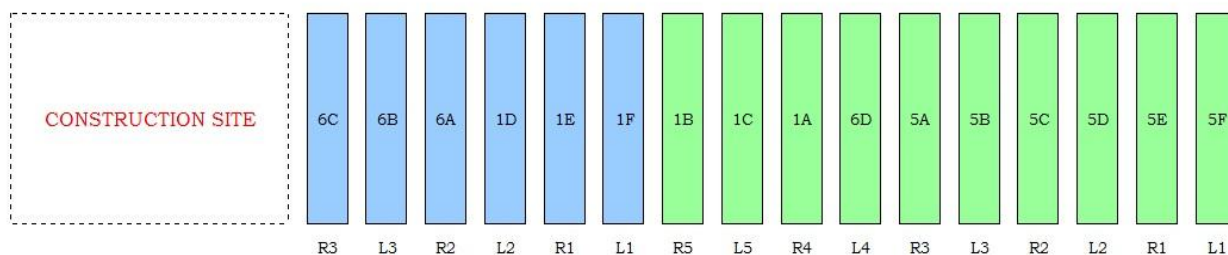
#### A. Duty during Morning Announcement and Morning Assembly :

	Line A (Podium)	Line B (Podium)	Line C (2/F)
<b>DAY A</b>	Lam Yan Wing, Jonathan	Lam Shek Chung, Cedric	Chan Chi Man, Mantro
<b>DAY B</b>	Chung Hiu Ying, Irene	So Ka Lok	Wan Wai Hon
<b>DAY C</b>	Wong Oi Ping, Louisa	Leung Sai Yung, Jacky	Chow Wing Lam
<b>DAY D</b>	So Ka Lok	Chan Yuk Shan, Vivian	Wong Oi Ping, Louisa
<b>DAY E</b>	Yeung Wai Ming, Irene	Koo Kwan Ho	Tam Ming Yan, Echo
<b>DAY F</b>	Wong Wing	Choy Tik Kwan	Chu Kwok Yuen

#### Line C



#### Line B



STAIRWAY 8

SPEAKER Line A

STAIRWAY 4

## Duties:

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

Line A 1st Floor  
Line B 2nd and 3rd Floor  
Line C 4th and 5th Floor

## **B. Other Duties**

DETENTION CLASS: Lam Siu Kuen, Annette Tam Ming Yan, Echo  
Chow Tsz Ting Jessie Koo Kwan Ho

### Duties:

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

NEW LEAF PROGRAMME: Chan Yuk Shan, Vivian Yeung Wai Ming

### Duties:

- To follow up students pursuing the programme
- To check the progress of participating students and to submit the list for approval in mid-June

OLE & MERIT RECORDS: Lam Shek Chung, Cedric Wan Wai Hon

### Duties:

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

DEMERIT RECORDS: Lam Yan Wing, So Ka Lok Leung Sai Yung, Jacky  
Jonathan

### Duties:

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

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

### Duties:

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

LATENESS: Choy Tik Kwan Chung Hiu Ying

### Duties:

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

PREFECT BOARD: Lam Siu Kuen Lam YanWing Leung Sai Wong Wing  
Yung

Duties:

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

SURVEY AND STATISTICS: Leung Sai Yung, Chow Wing Yeung Tsz Chun  
Jacky Lam

Duties:

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

HANDLING LOST PROPERITIES Wong Oi Ping, Louisa Chow Wing Lam

Duties:

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

### C. Monthly Meeting

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



**Ying Wa College**  
**Student Development and Support Committee 2015–2016**  
**Program Plan**  
**Discipline Committee**

<b>Targets</b>	<b>Tasks and Progress</b>
2.1 Development of a student support curriculum with clear themes across the whole year	<p>Highlighting core-value – Self Discipline</p> <ul style="list-style-type: none"> <li>• Enhancing students’ awareness in self-discipline and responsibility.</li> <li>• Enhancing students’ awareness in Positive Thinking and Appreciation.</li> </ul>
2.2 Establishment of a whole-school student support framework	<ol style="list-style-type: none"> <li>1. To cultivate class spirit and sense of belonging among students through different level-based activities: <ul style="list-style-type: none"> <li>➤ S1 Training camp (14-15 August, 2015). Big brothers and old boys are invited to share their experience with the S1 boys.</li> <li>➤ S4 Training Camp (April, 2016). Class teachers will be invited to join the camp and support their boys. Discipline teachers will cooperate with other members in the SDSC to conduct the camp.</li> </ul> </li> <li>2. The Student Caring Programme will carry on in providing support to targeted students with disciplinary problems. Discipline teacher needs to complete the interview record and hand in it for evaluation at the end of the second term.</li> <li>3. Discipline teachers will sit in the form meetings of each level to exchange information about students’ behavior and to enhance the communication between the Discipline Committee and class teachers.</li> <li>4. To strengthen the discipline during school events, daily work like patrol during morning announcements and morning assemblies, handling disciplinary cases and class visit will carry on throughout the year.</li> <li>5. Educational assemblies will be conducted to convey positive messages to students throughout the year. <ul style="list-style-type: none"> <li>➤ 10/9 S1 Training Camp Debriefing</li> <li>➤ 10/9 (9<sup>th</sup> period) S1 Road Safety Seminar</li> <li>➤ One assembly in October (to be confirmed)</li> </ul> </li> <li>6. To carry out the Decency Award Scheme aims at raising the awareness of self-discipline of students and helping them to build up good habits like punctuality, politeness, cleanliness and tidiness.</li> </ol>

<p>2.3 Collaboration with parents</p>	<ol style="list-style-type: none"> <li>1. Individual interviews with parents in helping students to correct their misbehavior and to provide parents with professional advices in improving the quality of their sons' school lives will continue in the second term.</li> <li>2. To arrange meeting with parents in cooperation with the PTA. The meeting aims at eliminating misunderstanding between the Discipline Committee and the Parents and to strengthen the Home-School cooperation.</li> </ol>
<p>2.4 SEN student support</p>	<ol style="list-style-type: none"> <li>1. The Discipline Committee members will cooperate with other student support teams in handling SEN students' disciplinary problems.</li> </ol>
<p>Other important committee tasks that are not covered by School Major Concerns</p>	<ol style="list-style-type: none"> <li>1. Compile S1 -6 Students' Discipline Record.</li> <li>2. Compile S1-6 Students' Merit Record and Demerit Record.</li> <li>3. Supervise the daily operation of the detention class.</li> <li>4. Hold monthly discipline meetings to discuss students' disciplinary cases.</li> <li>5. Handle mobile phone cases and other cases concerning lateness, homework problem and students not attending detention class.</li> <li>6. Supervise the daily operation of the Prefect Board.</li> <li>7. Help teachers to handle discipline problems happened during the lesson time.</li> <li>8. Handle lost properties found in school.</li> <li>9. Handle complaints from public about students' misbehavior outside the school.</li> <li>10. Handle parents' complaints.</li> <li>11. Communicate with outside bodies like police force in students' behavioral problems.</li> </ol>

**Prepared by: Annette SK lam**  
**11<sup>th</sup> September, 2015**

**Information Technology in Education  
Co-ordination Committee  
Programme Plan 2015-2016**

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
<b>1. IT Services Account Renewal &amp; Maintenance</b>	1. eClass accounts update for all registered students.	1. 25 Aug 2015	1. KS Wang	9,200
	2. YINGWA Domain, e-Class, E-mail accounts & E-services account creation for all new staff.	2. 15 Aug 2015	2. KS Wang	
	3. eServices Teachers' Accounts renewal.	3. 1 October 2015	3. KS Wang	
	4. Induction of school IT system to new colleagues.	4. 17 Aug 2015	4. KS Wang	
	5. Readiness of Photo & Registration Data for New Smart ID Cards Production.	5. 1 Aug 2015	5. KS Wang / LL Chung	
	6. HK EDcity accounts creation for new students.	6. 12 Sep 2015	6. KS Wang	
	7. Hosting S1 Parents' Briefing Session on eNotice, eAttendance, ePayment.	7. 29 Aug 2015	7. KS Wang	
	8. Release of S1 Students' Smart ID Cards & Parents accounts.	8. 29 Aug 2015	8. KS Wang / PTA Excom	
	9. Students' accounts updated on HK Edcity.	9. 11 Sep 2015	9. KS Wang	
	10. Release Students' Accounts Credential.	10. 14 Sep 2015	10. Computer-Lit Teachers	

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
2. Web Services Provision	1. Launch of New Ying Wa Official Web.	1. 1 Sep 2015	1. KS Wang & TSS	48,000
	2. Content update & Edition on School Web.	2. whole year	2. KS Wang & TSS	
	3. Provision of eNotice and eCircular services.	3. whole year	3. KS Wang & Frank Wong	
	4. Provision of Ying Wa Post Services.	4. whole year	4. Gary Ng & KS Wang	
	5. Upgrade and Maintenance of eClass System.	5. whole year	5. KS Wang & TSS	
	6. Content update & Maintenance of Music Server.	6. whole year	6. Mus Ass. & TSS	
	7. Content update on ITA Web.	7. whole year	7. KS Wang	
	8. Creation of Office 365 services accounts for all teachers and students.	8. 31 Jan 2016	8. KS Wang	
	9. Update & verify teachers' profiles on e-Services.	9. 15 Oct 2015	9. All Teachers, AA	
	10. Subscription of 1Gbps Up/Down Boardband Services.	10. whole year	10. KS Wang	
	11. Administration of iPortfolio for OLE record on eClass.	11. whole year	11. Jeff Chan & Ryan Leung	
	12. Provision of eAttendance for Student.	12. whole year	12. KS Wang, HM Tsang	
	13. Provision of ePayment for Student.	13. whole year	13. KS Wang, Acct Staff	
	14. Provision of Parent Communication System.	14. whole year	14. KS Wang, AA	
	15. Provision ePOS for Students.	15. whole year	15. KS Wang, SY Kung, SY Wong, WY Sun, TSS	

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
3. Replenishment & Upgrade of IT Resources	1. Replacement of 31 obsolete Classroom PCs.	1. 20 Feb 2016	1. KS Wang & TSS	186,000
	2. Provision of Power Lesson Module in eClass.	2. 1 Sep 2015	2. KS Wang & TSS	49,500
	3. Replacement of 43 obsolete PC in Computer Room.	3. 5 April 2016	3. KS Wang & TSS	258,000
	4. Projecting system renewal with AirPlay in C602.	4. 31 Dec 2015	4. KS Wang & TSS	6,700
	5. Provision of Tablet PCs for Eco & Geog Subjects.	5. 1 Sep 2015	5. KS Wang & TSS	8,000
	6. Provision of Projecting System in C605.	6. 1 Sep 2015	6. KS Wang & TSS	6,300
	7. Provision of 27" iMac in Music Video & CampusTV.	7. 30 Sep 2015	7. KS Wang & TSS	36,000
	8. Provision of Final Cut Pro X in Music Room.	8. 30 Sep 2015	8. KS Wang & TSS	2,300
	9. Provision of 4K Video Camera and Accessories.	9. 30 Sep 2015	9. KS Wang & TSS	40,000
	10. Provision of PCs and LED Monitors to 3 Science Prep. Rms, C605 and 4 additional teachers.	10. 1 Sep 2015	10. KS Wang & TSS	54,400
	11. Replacement of PC for Geog Room and 2 clerks.	11. 1 Sep 2015	11. KS Wang & TSS	18,000
	12. Subscription of IT HW Annual Maintenance.	12. 30 June 2016	12. KS Wang & TSS	50,000
	13. Replacement of obsolete Projecting Devices.	13. whole year	13. Gary Ng & KS Wang	70,000
	14. Provision of PC and Color Laser Printer in B304.	14. 1 Sep 2015	14. KS Wang & TSS	10,000
	15. Quarterly System update of all ITED PCs.	15. 30 May 2016	15. KS Wang & TSS	
	16. Replacement of IT Accessories.	16. whole Year	16. KS Wang & TSS	50,000
	17. Replacement of Accessories for College Office & SAMS.	17. whole Year	17. KS Wang & TSS	10,000
	18. Provision of Software & License Upgrade Services.	18. 31 May 2016	18. KS Wang & TSS	30,000
	19. Provision of Portable Wi-Fi local coverage with LAN to Wi-Fi adapters.	19. 1 Sep 2015	19. KS Wang & TSS	2,000

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
4. Promotion of IT in Education and Routine Services	1. Orientation S1 boys: IT Facilities and User's Regulation.	1. 30 Sep 2015	1. ICT Teachers	
	2. Management and monitoring of school network & servers to provide reliable and consistent IT services for teaching and learning.	2. Whole Year	2. KS Wang TSS	
	3. Data processing for Swimming Gala & Sports Day.	3. Sch. Calendar	3. YM Shing	
	4. Ongoing fine-tuning and configuration of School Wall to safeguard school's IT system from hacker's access.	4. whole year	4. KS Wang	
	5. Recruitment & Training of IT Assistants.	5. 15 Sep 2015	5. KS Wang	
	6. Hosting of Skill transfer training session of Power Lesson to all teachers.	6. 26 Aug 2015	6. KW Cheung & KS Wang	
	7. Hosting of Skill transfer training session of Office 365 One Note application to all teachers .	7. 5 Feb 2016	7. KW Cheung & KS Wang	
	8. Opening of CAL Room after school.	8. whole year	8. TSS & ITA	
	9. Opening of Self-Access Centre.	9. whole year	9. SY Kung & ITA	
	10. Annual subscription of e-Zone Weekly magazine.	10. whole year	10. SY Kung & WY Sun	
	11. Application of eClass system for the provision school based communication as well as learning platform.	11. whole year	11. Whole School	
	12. Deployment of eLearning platform in LS & PBL	12. 31 Aug 2016	12. KS Wang / LS teachers	
	13. Briefing Office 365 in Morning Assembly.	13. 28 Feb 2016	13. KS Wang	
	14. IT obsolete hardware Recycle Rebate.	14. whole year	14. TSS & KS Wang	(500)

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
5. TSS & Appraisal	1. Carry out Appraisal for Technical Support Services.	1. 2 May 2016	1. 6 Stake Holders	178,380
	2. TSS Tendering / Contract Renewal.	2. 31 Aug 2015	2. KS Wang	
			<b>Grand Total</b>	HK\$1,122,280

Drafted by: KS Wang  
Date: 6 May 2015

# Other Learning Experiences Programme Plan 2015-2016

## 1 Purpose

### 1.1 Achievement of personal growth

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

### 1.2 Establishment of a caring campus

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

### 1.3 Preparation for NSSC

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

## 2 SWOT Analysis of OLE development in Ying Wa

### 2.1 Strengths

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

The idea of OLE, previously known as extra-curricular activities (ECA), is indeed very well established in Ying Wa. In as early as the 1960s, the school had already realised the vital importance of ECA for students' well-being and has been promoting them since then. Nowadays, there are almost 50 clubs and societies in Ying Wa, offering a wide range of student-led activities. Being equally active in programmes organised by non-profit making organisations, Ying Wa boys are certainly in no lack of opportunities to participate in OLE programmes.

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

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

#### 2.1.3 Nurturing of student leaders

Over the years, many senior-form students have been keen on taking up leading positions in organisations in and outside school. The Student Council, Torch and other clubs and societies have provided Ying Wa boys with a platform to develop their leadership qualities. Having accumulated considerable experience in school, some of our more outstanding boys even go beyond Ying Wa and join some major local student organisations as executive committee members, such as the Hong Kong Outstanding Students' Association. This tradition encourages every Ying Wa boy to transform into a mature leader via taking part in various OLE



programmes.

## 2.2 Weaknesses

### 2.2.1 Need for coordination

At present, different departments, teams, clubs and societies are organising a myriad of activities, workshops and training sessions, etc. Given that a large number of activities are being conducted in and outside school at the same time, coordination is deemed to be challenging when compiling our students' SLP.

### 2.2.2 Need for training of young leaders in the junior forms

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

### 2.2.3 Need for offering extra support to low achievers

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

## 2.3 Opportunities

### Implementation of NSSC

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

## 2.4 Threats

### 2.4.1 Preparation for Student Learning Profile

Despite the robust development of ECA in Ying Wa in the past decades, the implementation of SLP has posed considerable challenges to the existing system. One of the most drastic changes lies in the preparation for the SLP which will be taken into account in the JUPAS application. The compilation of OLE records for the SLP is a rather complicated process.

### 2.4.2 Students with weaker academic achievements

In recent years, some students' academic performance was affected by their participation in too many extra-curricular activities. Meanwhile, teachers and parents also reflected that students with less satisfactory results in tests and exams should concentrate on their studies first. Therefore, teachers need to exercise their professionalism when inviting particular students to take part in activities.

## 3 **Major concerns of OLE Committee 2015-2016**

- Promotion of core values / themes
  - Brotherhood and peer support through whole-school activities
  - Goal-driven life through leadership training

- Positive thinking and appreciation through social service
- Development of form councils to enhance class building and inter-class cooperation through Student Council
- Development of career-related extra-curricular activities to strengthen students' life planning

#### 4 Implementation Plan

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
Promotion of brotherhood and peer support	<ul style="list-style-type: none"> <li>➤ To promote harmony at school by strengthening student-student as well as student-teacher relationship through organising whole-school / whole-form activities that gather students and teachers together</li> <li>➤ To boost the sense of belonging to the school</li> <li>➤ To strengthen mutual support among students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ying Wa Basketball All-Star Tournament (Junior &amp; Senior Sections) with teams formed on a class basis and teachers' teams</li> </ul>	Lam SC Assistant	<ul style="list-style-type: none"> <li>➤ Students and teachers' active participation</li> <li>➤ Number of teams joining</li> <li>➤ Support from audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Careful scheduling of matches</li> <li>➤ Manpower:                             <ul style="list-style-type: none"> <li>• Referees</li> <li>• SC Ex-co members, sub-committee members</li> </ul> </li> </ul>	Year round	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Ying Wa Premier Leagues Football Competition (Junior &amp; Senior Sections) with teams formed on a class basis and teachers' teams</li> </ul>	Lam SC Assistant	<ul style="list-style-type: none"> <li>➤ Students and teachers' active participation</li> <li>➤ Number of teams joining</li> <li>➤ Support from audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Careful scheduling of matches</li> <li>➤ Manpower:                             <ul style="list-style-type: none"> <li>• Referees</li> <li>• SC Ex-co members, sub-committee members</li> </ul> </li> </ul>	Year round	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Education excursion in which students enjoy recreational activities with teachers</li> </ul>	Chan CN Lam SC Kwok KN Ngan CT Wong SY Wong TN Assistant	<ul style="list-style-type: none"> <li>➤ Feedback from students and class teachers</li> <li>➤ Number of students and teachers joining</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower:                             <ul style="list-style-type: none"> <li>• Pre-trip site visits &amp; administrative support</li> <li>• S.1-3 class teachers &amp; subject teachers</li> <li>• Supporting teachers</li> <li>• SC cabinet members, sub-committee members</li> </ul> </li> <li>➤ Familiarity with the camp sites environment and facilities for better planning through the pre-trip site visit</li> <li>➤ Class teachers and SC cabinet members' guidance to class unions and form councils on organising class-based activities</li> </ul>	11-11-2015	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
Promotion of goal-driven life	<ul style="list-style-type: none"> <li>➤ To provide students with an opportunity outside classroom to set goals for themselves</li> <li>➤ To encourage students to bear responsibility through duties from extra-curricular activities</li> <li>➤ To help students develop their interest related to their future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clubs and societies               <ul style="list-style-type: none"> <li>• Academic interest groups</li> <li>• Interest groups</li> <li>• Service groups</li> <li>• Sports groups</li> <li>• Each club or society is required to hold at least 1 activity per term</li> </ul> </li> </ul>	Chan CN Ngan CT Tam KP Yung WH Assistant Chief Advisors	<ul style="list-style-type: none"> <li>➤ Activities held by clubs and societies</li> <li>➤ Interim report</li> <li>➤ Annual report</li> <li>➤ Merit point system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower:               <ul style="list-style-type: none"> <li>• Clubs and societies advisors</li> <li>• Student leaders from S3-6</li> </ul> </li> <li>➤ A clear Chairman's Manual to serve as guidelines for Chairmen</li> <li>➤ Familiarity with steps to organise activities through two Chairman Workshops</li> <li>➤ Members Recruitment Day for clubs and societies to recruit members annually</li> </ul>	Year round	\$2000 & membership fees
		<ul style="list-style-type: none"> <li>➤ Student Council leadership training programmes               <ul style="list-style-type: none"> <li>• Leadership Training Schemes targeting S1-2 students</li> <li>• Prelection targeting S3-4 students</li> <li>• Hexarchy Summit to explore global issues</li> <li>• Summer Leadership Training Camp to prepare future student leaders</li> </ul> </li> </ul>	Lam SC Assistant	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Questionnaires for participants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower:               <ul style="list-style-type: none"> <li>• SC Ex-co members, sub-committee members</li> </ul> </li> <li>➤ Teacher advisors' guidance on the design of activities</li> <li>➤ Close connection with other schools</li> <li>➤ Promotion and early recruitment of participants</li> </ul>	Year round	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Leadership Training Programme in collaboration with outside organisations               <ul style="list-style-type: none"> <li>• Club Chairmen Training Workshop</li> <li>• YMCA Youth Leadership Development Programme</li> <li>• Hong Kong Union of Young Leaders</li> <li>• Hong Kong Outstanding Students Association</li> <li>• "Hong Kong 200" Leadership Project</li> <li>• The Children's Council</li> </ul> </li> </ul>	Chan CN Lam SC Tam KP Wong TN Yung WH Assistant	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Students' performance in programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the school and outside organizations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation</li> </ul>	Year round	\$25000
		<ul style="list-style-type: none"> <li>➤ Outstanding students competitions &amp; scholarships               <ul style="list-style-type: none"> <li>• Hong Kong Outstanding Students Award</li> <li>• SCMP Student of the Year Award</li> <li>• HKSAR Outstanding Students Award</li> <li>• Bank of Communications Scholarship for Secondary Students with Excellent Conduct and Scholastic Achievements</li> <li>• Sham Shui Po Outstanding Volunteers / Youths Awards</li> <li>• Sir Edward Youde Memorial</li> </ul> </li> </ul>	Chan CN Ngan CT Tam KP Wong SY Yung WH Assistant	<ul style="list-style-type: none"> <li>➤ Awards won by student leaders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' active participation in competitions</li> <li>➤ Recommendation of outstanding students from teachers</li> </ul>	Year-round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		Scholarship <ul style="list-style-type: none"> <li>We Love Hong Kong Top 10 Outstanding Students Award</li> <li>Hong Kong Playground Association Outstanding Students Award</li> <li>Sham Shui Po Outstanding Students Award</li> <li>Kiwanis Community Service Award</li> </ul>					
		> OLE courses held by outside organisations <ul style="list-style-type: none"> <li>CUSCS</li> <li>HKBUCIE</li> <li>HKFYG</li> </ul>	Chan CN Lam WH Wong SY Assistant	> Feedback from students	> Close connection between the school and outside organisations > Early promotion and application	Year-round	N.A.
Promotion of positive thinking and appreciation	> To offer students opportunities to get in touch with people from different walks of life and various backgrounds, learn from their difficulties and attitude towards life > To spread the message that it is more blessed to give than to receive	> Community service organised by service clubs <ul style="list-style-type: none"> <li>Interact Club</li> <li>CYC</li> <li>AYP</li> <li>Red Cross</li> <li>Scout</li> </ul>	Chief Advisors	> Activities held by service clubs > Interim report > Annual report	> Close connection between the clubs and outside organisations > Teacher advisors' guidance > Students' active participation	Year-round	N.A.
		> Community service organised in collaboration with voluntary organisations <ul style="list-style-type: none"> <li>Orbis Student Ambassador Campaign</li> <li>UNICEF Young Envoys Programme</li> <li>Sowers Action</li> <li>Sham Shui Po Primary &amp; Secondary Schools Cooperation Scheme</li> <li>333 Learning Companion Leadership Program</li> </ul>	Chan CN Lam SC Kwok KN Ngan CT Assistant	> Feedback from students and teachers > Students' performance in programmes	> Close connection between the school and outside organizations > Teacher advisors' guidance > Students' active participation	Year round	N.A.
	> Form-based Flag Selling Programme	Lam SC Ngan CT Tam MY Yung WH Assistant	> All S5 students take part in at least one flag day > Collection of receipts for proof of participation	> Early arrangement for 5-7 flag days > Briefing sessions before flag days to give reminders to participants > Rearrangement for students who have activities on Saturday mornings	Year round	N.A.	
	> Volunteer Movement Service Awards <ul style="list-style-type: none"> <li>Application for award certificates to show recognition for students' contribution to social services</li> </ul>	Lam SC Assistant	> Number of service awards students win	> Students' active participation in service programmes > Clear records of students' service hours	31-01-2016	N.A.	
Development	> To enhance class	> Assignment of SC executive committee	Chan CN	> Performance of	> Close relationship between S1	Year round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
of form councils	<ul style="list-style-type: none"> <li>➤ building inter-class cooperation</li> <li>➤ To nurture student leaders starting from junior forms</li> </ul>	members to each S1 class to help with the building of class unions as a start	Lam SC Kwok KN Tam KP Wong TN Assistant	<ul style="list-style-type: none"> <li>class unions in S1</li> <li>➤ Class cohesion</li> <li>➤ Activities held by S1 class unions, e.g. education excursion</li> </ul>	<ul style="list-style-type: none"> <li>students and the SC Ex-co members</li> <li>➤ Guidance from S1 class teachers</li> <li>➤ Guidance from SC Ex-co members</li> <li>➤ Regular meetings to discuss the performance and needs from each class</li> </ul>		
		<ul style="list-style-type: none"> <li>➤ S1 Form Council Training Workshops <ul style="list-style-type: none"> <li>• S1 Form Council Members to be recommended by class teachers</li> <li>• To provide training for Form Council Members on leadership qualities, teamwork, effective communication strategies, event management skills, etc.</li> </ul> </li> </ul>	Chan CN Lam SC Kwok KN Tam KP Wong TN Assistant	<ul style="list-style-type: none"> <li>➤ Performance of Form Council Members</li> <li>➤ Inter-class activities held by Form Council, e.g. Inter-class Chinese chess competition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Careful selection of service providers</li> <li>➤ Guidance from S1 class teachers</li> <li>➤ Guidance from SC Ex-co members</li> <li>➤ Regular meetings to discuss the performance and needs from each class</li> </ul>	Year round	\$5000
Development of career-related extra-curricular activities	➤ To strengthen students' life planning	<ul style="list-style-type: none"> <li>➤ Student Council Mentorship Programme <ul style="list-style-type: none"> <li>• To provide opportunities for S5 students to meet alumni from careers that they are interested in and learn from their experience</li> <li>• To foster positive work values and life values</li> <li>• To support S5 Career Mapping workshop and S.5 English Elective Module – Workplace Communication</li> </ul> </li> </ul>	Chan CN Assistant	<ul style="list-style-type: none"> <li>➤ Feedback from students, teachers and alumni</li> <li>➤ Careers Research Project submitted to English Teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower: <ul style="list-style-type: none"> <li>• SC Advisors, Careers teachers, English teachers, alumni, SC Ex-co members, sub-committee members</li> </ul> </li> <li>➤ Close connection with Careers Team, English Department and OBA</li> <li>➤ Readiness of S5 students</li> </ul>	23-04-2016	Supported by SC & OBA
		<ul style="list-style-type: none"> <li>➤ Career-related extra-curricular activities in collaboration with voluntary organisations <ul style="list-style-type: none"> <li>• MTR 'Train' for Life's Journeys Internship Programme</li> </ul> </li> </ul>	Lam SC Chan SC Assistant	<ul style="list-style-type: none"> <li>➤ Feedback from students</li> <li>➤ Students reflections in S3-6 careers workshops</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the school and the business corporates</li> <li>➤ Teachers' guidance given to students on pre-visit preparation and post-visit reflections</li> </ul>	Summer 2016	N.A.

## 5 Evaluation

- 5.1 Performance of the committee members of individual clubs and societies will be assessed through the interim and annual reports.
- 5.2 Student questionnaires will be distributed to collect students' feedback in large-scale programmes.
- 5.3 Student surveys will be conducted for analysis on students' participation in community services and territory-wide inter-school competitions.
- 5.4 Merits are given to students making contribution to the school or clubs / societies and those with outstanding performance in competitions or other extra-curricular activities.
- 5.5 Students with the best performance in extra-curricular activities will be given the Award for the Best Performer in Extra-curricular Activities (Junior Section and Senior Section).

## 6 Budget

	Item	Anticipated Expenditure	Source
1.	Hong Kong Extra-curricular Activities Masters' Association annual membership fees	\$250	School Grant - ECA
2.	Hong Kong Schools Music & Speech Association annual subscription fee	\$250	School Grant - ECA
3.	Subsidies for extra-curricular activities	\$2000	School Grant - ECA
4.	Club Chairmen Training Workshop	\$25000	School Grant - ECA
5.	S1 Form Council Training Workshop	\$5000	School Grant - ECA
6.	Miscellaneous expenses	\$500	School Grant - ECA
7.	Total	\$33000	

# **Library Programme Plan 2015-2016**

## **I Purposes**

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

## **III. Objectives**

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

## **V. Budget proposal**

## **I Purposes**

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

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

### **A. Strengths**

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

### **B. Weaknesses**

1. Not enough experienced library prefects can be the group leader of each day and sometimes they are careless.
2. Some library prefects are so busy with other activities that they cannot come for duties.
3. Some E-learning Ambassadors and IT assistants are too busy with other activities that they cannot come for duties.

### **C. Opportunities**

1. The continuous support from PTA to promote library programs.
2. New computers as well as learning software have been bought to promote e-learning.

### **D. Threats**

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



### III. Objectives

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

### IV. Implementation Plan and Method of Evaluation

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

Task	Objectives	Task Description	Resources needed	Time	Person in Charge	Means of evaluation
<b>1</b>	To promote reading related to IS, Maths, CL and humanities (including social science, History, Chinese History, Geography, Economics, politics, philosophy, Career Education, religion, PE, Art... basically including all non-fiction books)	To implement Young Scholar Reading Scheme from S1 to S3	-R Cards -Guidelines of oral reports -Explanatory notes -prizes	Sep- May	Ms Kung  Co-operating with other subject representatives/ panel heads.	To be evaluated at the year end
<b>2</b>	To promote sharing of books among students	To coordinate with class teachers, Ms Kung will hold small group oral book sharing for S1-3, maximum about 2	-Reading board game, -prizes	Oct- May	Ms Kung	To be evaluate after activities

		groups (4-5 people in a group) per class in S1-2 and 3 groups/ class in S3 .  *Oral report grades will be given by Ms Kung & passed to class teachers				
3	To promote books through student sharing	To invite the Young Scholar Award prize winners of each class to record promotion videos.	-	May – June	Ms Kung works with class teachers	To be evaluated at the end of the activities
4	To promote reading newspaper reading and non-fiction books in morning reading time	a) To provide newspaper to S1-3 students on Day A , and carry out an Inter-class News and General Knowledge Competition in the first term	-news-paper  -boards & question paper  -Prizes	Sep- Apr	Ms Kung	To be evaluated student performance and rate of participation after the activity.
		b) To provide monthly reading materials to all S1-3 students	-monthly reading materials		Ms Kung with subject representatives	To be evaluated with class teacher feedbacks at the end of school year
5	To promote the new OPAC2.0 Library system and library to S1 students	To implement S1 Induction program (introduce library OPAC 2.0 system & library tour) in S1 CL lessons, cooperating with S1 CL teachers	OPAC 2.0	Sep	Ms Kung working with S1 CL teachers	To be evaluated student performance after the activity.
6	To promote reading through interclass competition	To carry out 「悅」讀越續fun比賽, interclass reading competition	Prizes & certificates	Oct- May	Ms Kung	To be evaluated at the end of the school year
7	To promote reading in Ying Wa through book	To invite guest speakers to give students a book talk and organize related	Fee to guest speakers,	Nov, Mar	Ms Kung, working together with	To be evaluated at the end of

	talks and book exhibitions	book exhibitions with class visits	~\$ 1200		Chinese Dept. and English Dept. with class visits, one with PTA on Parents' Day	the activity.
<b>8</b>	To reorganize English MRS books and IH books	To carry out the administrative work of re-categorizing books	-	Sep - Dec	Ms Kung working with Library assistant	To be evaluated at the end of school year.
<b>9</b>	To promote reading through Scholastic Reading Club	To manage the book orders from students in Oct and May	Order form & e-notice	Oct & May	Ms Kung	To be evaluated at the end of the school year.
<b>10</b>	To promote e-learning among students	To carry out e-learning activities with 14 computers in which English e-learning programs are installed for students to use at lunchtime and after school under the supervision of English E-learning Ambassadors and staff in the library  To carry out e-learning activities with other subjects like Science and LS.	E-learning forms and stamps	Oct-May	Ms Chung and Jane (from Eng Dept.), Mr. Yiu (from LS Dept.) & Ms Kung  Coordinating with Science Department	To be evaluated at the end of the school year
<b>11</b>	To promote reading through students book recommendation	To produce publications of short good book sharing and distribute them to students	Publication fee	Nov, Feb, April	Ms Kung working with other Library Club teacher advisors	To be evaluated at the end of the school year
<b>12</b>	To promote new books and other books in library on different topics with displays	To display new books every week and special book displays on different topics more than 4 times per year	-	Oct-May	Ms Kung	To be evaluated at the end of the school year

<b>13</b>	To promote reading through book review competitions at school	To assist in the administrative work to hold book review competitions in the school with PTA, English Department, Chinese Department and Art Department.	-	Oct-April	Ms Kung	To be evaluated at the end of the school year
<b>14</b>	To promote reading through book review competitions	To promote the book review competition outside the school, e.g. a. 中學生好書龍虎榜比賽(教協) b. 4·23世界閱讀日	-	Oct – May	Ms Kung	To be evaluated at the end of the school year
<b>15</b>	To give information of books which can be bought to different departments	To distribute booklets and information about books, which can be purchased, to different departments	-	Oct – May	Ms Kung	To be evaluated at the end of the school year
<b>16</b>	To train the leadership of students	To train and supervise library prefects to volunteer in serving in the library	-	Oct – May	Ms Kung	To be evaluated at the end of the school year

## V. Budget proposal

General library books	1,2000
Periodicals and newspaper	6,500
Prizes and certificates/ Activity Fund	3,500
<b>Total</b>	<b>22,000</b>

# Staff Development Committee Programme Plan 2015-2016

## 1. Aims

### A. For the individual :

#### ◆ Professional development

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

#### ◆ Personal development

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

#### ◆ Careers development

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

### B. For the School :

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

## 2. Issues to be addressed

### A. Strengths

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

## B. Weaknesses

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

## C. Opportunities

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

## D. Threats

1. Learning diversity becomes prominent in recent years. Teachers find it difficult to discuss the lesson in a deeper approach. Some students lose the incentive of learning ;
2. Different banding of all YWPS students intake. Teachers find teaching is much challenging.

### 3. Objectives

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

### 4. Implementation Plan and evaluation

#### Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
1.1 Enhancement of learning-and-teaching effectiveness and learning atmosphere	Providing professional development courses/workshop • pedagogical changes for different needs of students • medium of	• training record • questionnaire	S CHEUNG	9/2015–5/2016

	instruction in English			
	Enhancement of learning atmosphere and attitude <ul style="list-style-type: none"> <li>• departmental meeting.</li> <li>• inviting outside agents for mass talks.</li> <li>• sharing of good practices in/across departments through lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• relevant records and documents</li> </ul>		

#### Major Concern 4: Strengthening School Administration, Management and Leadership

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
4.2 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>• to offer guidance to new subject members</li> <li>• Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing.</li> <li>• Appropriate training courses (NSSC and counseling) are introduced to staffs.</li> </ul>	<ul style="list-style-type: none"> <li>• questionnaire evaluate at the end of school year.</li> <li>• verbal feedback from mentor and mentee.</li> </ul>	S CHEUNG	9/2015–5/2016

#### 5. Budget

\$ 2,000

#### 6. Programme Team

Mr. Cheung Ka-Wa, Simon (Committee leader)

Mr. KK Cheng (P)

Mr. TC Mak (VP)

Ms. J Tsang (VP)

Ms. WH Lam (Secretary)

Ms. YF Chung

Ms. WYK Kwok

# **Student Guidance Team Programme Plan 2015-2016**

## **1. Purposes**

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

## **2. Issues to Address**

### **2.1 Strengths**

- 2.1.1 The new guidance teachers are industrious and collaborative and are committed to the implementation of school guidance services.
- 2.1.2 The guidance teachers are able to maintain good relationships with students.
- 2.1.3 The guidance team members are able to maintain good relationships with each other.
- 2.1.4 The counseling team is willing to cooperate with social service groups or organizations.
- 2.1.5 Two social workers are energetic and collaborative. They can maintain good relationship with students and teachers.

### **2.2 Weakness**

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

### **2.3 Opportunities**

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

### **2.4 Threats**

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



### **3. Objectives**

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

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

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

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

- 3.2.1 To help students build up skills in handling stress.
- 3.2.2 To enhance the inner ability of low achievers and easily neglected students.
- 3.2.3 To help S.1 new comers cope with the new learning environment.
- 3.2.4 To train students as leaders with responsibility and enhance a sense of belonging to the school.
- 3.2.5 To promote brotherhood within school.
- 3.2.6 To help parents understand the needs and challenge of their children.
- 3.2.7 To arouse parents' and student's awareness in developing good parents-children relationship by delivering family education.
- 3.2.8 To promote students build up positive values in sex.

### **4. Implementation**

The philosophy of the Guidance Team:

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

### **5. Evaluation**

Activities were evaluated in the following aspects:

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

**6. Program Plan (2015-2016)**

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

- I. Healthy self-image
- II. Positive thinking
- III. Brotherhood and peer support
- IV. Appreciation
- V. Parent-child relationship
- VI. Stress management

## 7. Duties allocation

**P – Program manager** ✓ - teachers involved

Duties	Members																
	Ling KC	Lee KK	Chan YY	Ho WY	Kan CY	Kwok KN	Kwok WY	Lau Ying	Lo YW	Wong SK	Wong SY	Wong TN	Yip CL	Yiu KH	Yu HJ	Social Workers	Shea MM
Personal growth	✓	✓				✓	✓			✓		✓	✓	✓		✓	✓
Values + family education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mental Health + Sex	✓	✓		✓		✓	✓		✓	✓		✓	✓			✓	✓
SENs task group	✓	✓		✓										✓		✓	✓
Partnership	✓	✓	✓		✓			✓	✓		✓				✓	✓	✓
Positive culture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

\*Duties of Form Coordinator

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

**S.1 Ms.Kwok KN**

**S.2 Ms.Wong TN**

**S.3 Ms.Wong SK**

**S.4 Ms.Kwok WYN**

**S.5 Mr.Yip CL**

**S.6 Mr.Yiu KH**

**8. The following activities will be held in the 2015-2016:**

<b>8.1 Personal growth</b>						
	<b>Tasks / Strategies</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 Case conference with teachers and social worker in primary school	19/ 06/ 2015	<ul style="list-style-type: none"> <li>• Early intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Vice Principal, social workers and discipline team , Ling KC, Lee KK	N.A.
2	S.1 Orientation talks for S.1 new students	17 / 07/ 2015	<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 familiarize 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>• Feedback from teachers</li> </ul>	Vice principal, social workers. Ling KC, Lee KK	N.A.
3	S.1 Orientation camp <ul style="list-style-type: none"> <li>• camp in campus</li> </ul>	14/08/ 2015 15/08/ 2015	<ul style="list-style-type: none"> <li>• Students are able to respect the others</li> <li>• Students can work as a team to finish some given tasks</li> <li>• Students aware of appreciation and self discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, coaches and teachers</li> </ul>	Guidance Team, Discipline Team (Leung SY from Discipline Team)	I, II, III,IV, V,VI
4	S.1 Adjustment workshop <ul style="list-style-type: none"> <li>• Class periods</li> </ul>	9 / 2015	<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* Ling KC, Shea MM	I, II, VI
5	S.1– S.2 Basic life skills training (成長新動力) <ul style="list-style-type: none"> <li>• Class periods</li> <li>• (7 topics for each form)</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• To promote their psychosocial health like self-understanding and acceptance, emotion and stress management as well as harmonious interpersonal and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Students' attendances</li> </ul>	Health Department Ling KC*, Kwok KN(S1), Wong TN(S2)	I, II, IV
6	S.1- S.3 P.A.T.H.S. (Tier 1) To promote holistic and positive development of students. Class teacher periods	9/2015 – 12/2015	<ul style="list-style-type: none"> <li>• Students can have more healthy self-image and positive thinking's</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Hong Kong Christian Service, class teachers Lee KK*, Shea MM, Social workers	I, II, III,IV, V,VI,
7	S.1– S.6 Developmental and preventive programs for low achievers with financial problem	Whole year	<ul style="list-style-type: none"> <li>• To broaden students' horizons</li> <li>• To enhance students sense of achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Students' attendances</li> </ul>	Life workshops Lee KK, Ling KC, Kwok WY*	I, II, IV

8.2 Values						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	Assemblies : S.1 Talk on “Accept the differences and respect Others. (Social workers) S.1-S.3 打破圍牆 (Treats) S.4-S.6 我們是一家 (Treats) S.1-S.6 Anti-bullying (Life workshop) S.1 堅持 S.1-S.2	21/09/2015  20/10/2015 29/10/2015 04/11/2015  15/03/2016 3/5/2016-20/5/2016	<ul style="list-style-type: none"> <li>To understand different styles of communication skills.</li> <li>To enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students’ performance in lesson</li> <li>Feedback from teachers</li> </ul>	Social workers, Civic Education, Ling KC*, Lee KK, Kwok WY, Shea MM	I, II, III, IV, VI
2	S.2 Friendship making and anti-bullying <ul style="list-style-type: none"> <li>Class periods</li> </ul>	10/2015	<ul style="list-style-type: none"> <li>To promote harmonious culture and prevent bullying in school.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students’ performance in lesson</li> <li>Feedback from teachers</li> </ul>	Social workers and Ling KC*, Wong TN	I, II, III, IV
3	S.2 Dark Dialogue <ul style="list-style-type: none"> <li>Talk and visit</li> </ul>	18/11/2015	<ul style="list-style-type: none"> <li>To further enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Ling KC*, Lo YW, Yu HJ	I, II, IV
4	S.2 Rehabilitation Pioneer Project program from CSD <ul style="list-style-type: none"> <li>Talk and visit</li> </ul>	04/2016	<ul style="list-style-type: none"> <li>Students understand the consequence in committing crime</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from CSD</li> <li>Feedback from teachers and students</li> </ul>	Social workers Ling KC*, YiuKH, Lo YW	I, II
5	S.4 Adventure Ship	04/11/2015	<ul style="list-style-type: none"> <li>To further enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Civic Education Ling KC*, Yiu KH, Wong SY	I, II, III, IV
6	S.3-S.4 Volunteer work	11/2015	<ul style="list-style-type: none"> <li>To further enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Life workshop Ling KC, Lee KK, Kwok WY*, Kan CY	I, II, III, IV
7	S.4 On-Line friendship workshop	02/2016	<ul style="list-style-type: none"> <li>To enhance students’ awareness towards internet addiction</li> <li>To prevent them to drop into potential hazards such as ‘online naked chat’.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Social workers Kwok WY*	I, II, III
8	Guidance week Game booths Assemblies (9/3/2016 and 11/3/2016)	07/03/2016-11/03/2016	<ul style="list-style-type: none"> <li>To enhance mutual respect, empathy, trust and collaboration with the others.</li> <li>To promote harmonious culture and prevent bullying in school.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Civic Education Student Guidance Team, Treats	I, II, III, IV, VI

<b>8.3 Family education</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 Parent Day • Talk (Change from Primary to Secondary)	25/09/2015	<ul style="list-style-type: none"> <li>Parents understand their sons' needs</li> <li>Parents understand the pros and cons of their parenting methods</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	Social workers and discipline team LingKC, Wong SY*, Guidance Team	I, II, IV, V, VI
2	S.1 - S.3 Family education workshops for parents and students • Group of 10 to 12 families	03/2016	<ul style="list-style-type: none"> <li>Parents understand their children and learn skills in handling their children's emotion</li> <li>Better communication skills and mutual supports among parents and their children</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	Social Workers and PTA LingKC, Wong SY*,	I, II, IV, V, VI
3	S.1 - S.6 『親親兒女心』 family education • talk	04/2016	<ul style="list-style-type: none"> <li>Parents understand their sons' needs</li> <li>Parents learn skills in handling children's problem</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	Social workers and social service association LingKC, Wong SY*,	I, II, IV, V, VI
4	Thank you card writing activities for Parents day (S.1-S.5) 『全英華人心語』	02 / 2016	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	LingKC*, Lau Y, Kan CY	I, II, IV, V, VI
<b>8.4 Mental Health</b>						
	<b>Tasks / Strategies</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.4 Different aspects of Emotions.(情緒多面體) • Class teachers periods	11/2015	<ul style="list-style-type: none"> <li>Students understand their emotion more.</li> </ul>	Feedback from teachers and students	Social workers Ling KC*, Kwok WY, Shea MM	I, II, III, IV, VI
2	S.5 Stress Down • Class teachers periods	11/2015	<ul style="list-style-type: none"> <li>Students know different aspects of stress and how to handle their stress.</li> </ul>	Feedback from teachers and students	Social workers Ling KC*, Yip CL, Shea MM	I, II, III, IV, VI
3	S.6 Workshop on “stress management” • Relaxation exercise	12/2015	<ul style="list-style-type: none"> <li>Students know the relaxation exercises</li> <li>Students share support to each others</li> </ul>	Feedback from teachers and students	Social workers Ling KC*, Yiu KH, Shea MM	I, II, III, IV, VI
<b>8.5 Sex education</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 exhibition Psychological Change of Youth	14/03/2016	Students know their psychological change from children to youth.	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Social workers, Ling KC*, Kwok KN*, Lo YW, Shea MM	I, II
2	S.2 Love relationship Basic life skills training • Class teacher period	05/2016	To understand love relationship	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Health Department Wong TN	I, II
3	S.3 Love relationship • Class teacher period	10/2015	To promote students build up positive values in sex.	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Social workers, Ling KC*, Wong SK	I, II
4	S.3 FM group	10-12/2015	Students know how to communicate with opposite sex.	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from organizers</li> </ul>	Social workers, Ling KC*, Wong SK, Shea MM	I, II

5	S.3 色情文化 • Class teacher period	02/2016	Students know the impact of this culture to their personal growth	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Department of Health Ling KC*, Wong SK, Shea MM	I, II
6	S.4 寧缺勿濫 • Class teacher period	12/10/2015	<ul style="list-style-type: none"> <li>Students know the consequences of casual sex.</li> <li>Students know what STDs are.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Department of Health Ling KC*, Kwok WY, Shea MM	I, II
7	S.4 避無可避 • Class teacher period	20/10/2015	<ul style="list-style-type: none"> <li>Students know Contraception knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Department of Health Ling KC*, Kwok WY, Shea MM	I, II
8	S.5 Sexual Harassment • Class teacher period	02/2016	<ul style="list-style-type: none"> <li>To know what is sexual harassment.</li> <li>To prevent sexual harassment.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Salvation Army, Social worker, Ling KC*, Yip CL, Shea MM	I, II
<b>8.6 SENs task group</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 Educational Psychologists service orientation	29/08/2015	<ul style="list-style-type: none"> <li>Parents know the school educational psychology service and the referral process</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	Educational Psychologist, Ling KC, Yiu KH	N.A.
2	Appling HKDSE special arrangements for SENs students	09/2015	<ul style="list-style-type: none"> <li>Successful to apply the DSE special arrangement on time</li> </ul>	N.A.	Ling KC*, Yiu KH	N.A.
3	Social skill group • Cell group (ASD) (New Life, JCA connect) • Cell group (social workers)	10/2015	<ul style="list-style-type: none"> <li>Students learned the appropriate social skills to communicate with the others</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Social workers, Ling KC*, Yiu KH, Ho WY	I, II, III, IV
	Study skill group (SPLD)	11/2016	<ul style="list-style-type: none"> <li>To learn the appropriate method to study for the students with SPLD</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Educational Psychologist, Ling KC*, Ho WY,	II, III
	Parent supporting group	Whole year	<ul style="list-style-type: none"> <li>To support parents to take care their SENs children</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	Educational Psychologist, Ling KC*, Yiu KH	V
4	Students assessments	Whole year	<ul style="list-style-type: none"> <li>Able to arrange special adjustment to those SENs students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Educational Psychologists Ling KC*, Yiu KH, Ho WY	N.A.
5	Case conference (on requests)	Whole year	<ul style="list-style-type: none"> <li>Able to arrange special adjustments to those SENs students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Educational Psychologists Social workers, Ling KC*, Yiu KH, Ho WY	N.A.
6	Parents Talk (on request)	?	<ul style="list-style-type: none"> <li>Parents have better knowledge to take care their SENs children</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from teachers</li> </ul>	Educational Psychologists Ling KC*, Yiu KH, Ho WY	N.A.
<b>8.7 Partnership (伴我啟航)</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 – S.6 repeaters Individual guidance	Whole year	<ul style="list-style-type: none"> <li>At least meet the students two times each term</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and questionnaire</li> </ul>	Student guidance team Ling KC, Lee KK	I, II, VI
2	Junior Resilience program:Peak experience (on request)	30/04/2016	<ul style="list-style-type: none"> <li>Students can improve their resilience</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from students and teachers</li> </ul>	Student guidance team Ling KC, Lee KK	N.A.

<b>8.8 Positive Culture</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1-S.3 Class Photos	Whole year	<ul style="list-style-type: none"> <li>Class Photo mounted outside classroom</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK	
2	Activities <ul style="list-style-type: none"> <li>Rope knitting</li> <li>Music Practice</li> <li>Cooking</li> <li>hiking</li> <li>Other activities</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students enjoy activities</li> <li>Students appreciates each others</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK*, KwoK KN, Wong TN, Wong SK, Yu HJ, Lau Y	I, II, III, IV, VI
3	S.1 – S.3 Sweet Campus (溫馨校園計劃) <ul style="list-style-type: none"> <li>Broad games</li> <li>Picnic</li> <li>Ball games</li> <li>Sport Climbing</li> </ul>	Whole year Whole year Whole year	<ul style="list-style-type: none"> <li>Big brothers have suitable communication skills to help juniors.</li> <li>Build up peers relationship</li> <li>Promote appreciation atmosphere</li> <li>Students discover their potentials.</li> <li>Leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Social Workers, Yip CL*, Ling KC, Ho WY, Lo YW, Yu HJ	I, II, III, IV, VI
4	S.1 – S.2 New Age leadership training	11/2015	<ul style="list-style-type: none"> <li>To show support to S6 students for preparing DSE</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Richmond Fellowship Ling KC*, Yu HJ, Lo YW	I, II, III,IV,
5	S.1 – S.2 Morning assembly S1: Good deeds S2: Responsibilities	14/12/2015 01/12/2015	<ul style="list-style-type: none"> <li>Students know the importance of appreciation and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Guidance Team Lee KK*, Ling KC	I, II, III, IV, VI
6	S.3 Celebration Assembly To celebrate the transition from Junior form to Senior form.	25/5/2016	<ul style="list-style-type: none"> <li>Students and teachers are being appreciated.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK, Ling KC*, Wong SK, Lo YW, Kan CY, Shea MM	I, II, III,IV,
7	S.6 Cheer up assembly <ul style="list-style-type: none"> <li>Thank you / Cheer up card writing activities to support S.6 students</li> <li>S6 cheer up activities</li> </ul>	11/12/ 2015	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	Feedback from teachers and students	Social workers Ling KC*, Lee KK, Chan YY , Lau Y, Ho WY, Yip CL, Yiu KH, Shea MM,	I, II, III, IV, VI
8	Morning sharing	Whole Year	<ul style="list-style-type: none"> <li>To encourage positive thinking</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	LKK*, LKC, Chan YY, Ho WY, Kwok WY, Lau Y, Wong SK, Wong TN, Yip CL, Yiu KH, Yu HJ	I, II, III, IV, VI



<b>8.9 Other Programs</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1– S.3 One student one duty • Students are assigned one duty in their class according to their preference.	Whole year	<ul style="list-style-type: none"> <li>Each student has one duty in his class.</li> <li>Over 75% students perform their duties satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Class Teachers Ling KC*, Kwok KN, Wong TN, Wong SK	I, III, IV
2	S.1 - S.6 Students adaptation questionnaire	09/ 2015	<ul style="list-style-type: none"> <li>Students complete the questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Kwok KN, Wong TN, Wong SK, Kwok WY, YipCL, Yiu KH., Shea MM	N.A.
3	APASO	01/2016		<ul style="list-style-type: none"> <li></li> </ul>	Ling KC*, Kwok KN, Wong TN, Wong SK, Kwok WY, YipCL, Yiu KH., Shea MM	N.A.
4	Form Meeting	Whole year		<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Kwok KN, Wong TN, Wong SK, Kwok WY, YipCL, Yiu KH., Shea MM	N.A.
5	Case work and case conference	Whole year			Social Workers, Guidance Team, LKC*, LKK	N.A.
6	Board Decoration	Whole Year	Regular updated information is posted on the board		Shea MM	N.A.

## 8.10 Outdoor activities

(1- the first choice, 2-the second choice)

Teachers would be assigned to their first choice only.

Activities	Target	Place	Month	Teacher	Ling KC	Lee KK	Chan YY	Ho WY	Kan CY	Kwok KN	Kwok WY	Lau Ying	Lo YW	Wong SK	Wong SY	Wong TN	Yip CL	Yiu KH	Yu HJ
S1 Training camp (1 <sup>st</sup> Day)	S.1	School	8/2016	2-4	1	1			1	1						1			
S1 Training camp (2 <sup>nd</sup> Day)	S.1	School	8/2016	2-4	1	1			2										
Student Guidance Leader Camp	S.2-S.5	FanLing	9/2015	2-4	1	1		3		3				1		3			
Adventure Ship (Partnership)	S.4	sea	11/2015	2	2								2		2			1	3
Sweet Campus	S.1-S.3	T.B.C.	11/2015	All	1							3	1		1		1		1
Trail walker(10pm-8am)	S.3-S.5	Shatin	20/11/15	All	1	1								3					
S4 Training camp (1 <sup>st</sup> Day)	S.4	Sai Kung	4/2016	4-6			1	2		2	2			2		2			
S4 Training camp (2 <sup>nd</sup> Day)	S.4	Sai Kung	4/2016	4-6	1													3	
S.1 Personal Growth Training Camp	S.1	T.B.C	4/2016	2-4	1	1		1	3		3	1					2	2	2
Junior Resilience Camp	S.1-S.3	T.B.C	5/2016	2-4	1	1	2				1	2	3				3		

### 8.11 Morning Sharing (2015-2016)

9/10 Day E LING KC	23/10 UT WONG SK	5/11 Day C LEE KK	26/11 Day D CHAN YY	11/12 Day E HO WY
29/1 Day E Lau Y	19/2 Day B Kwok WY	4/3 Day E Ling KC	18/3 Day C Lee KK	15/4 Day R Wong TN
28/4 Day C Yip CL	13/5 Day A Yiu KH	27/5 Day E Yu HJ		

### 9. Budgets for 2015-2016

Items	Expenditure
1. Activities for students' personal growth	\$ 2500
2. Positive culture	\$ 6000
3. Activities for family life education	\$ 500
4. Values Education	\$ 9000
5. Mental Health	\$ 1000
6. Sex Education	\$ 3000
8. SENs task group	\$ 2000
7. Library books on pastoral care of students	\$ 500
8. Miscellaneous	\$ 500
Total	\$ 25 000

### 10. Team Members

Guidance team members		Social Workers
Ms. Chan Yuk Yin	Ms. Shew Mei Mei	Mr. Wong Kim Fung (Tuesday & Thursday) Ms. Leung Shuk Yin (Wednesday & Friday)
Ms. Ho Wing Yan	Ms. Wong Siu Kuen Karena	
Ms. Kan Chun Yan	Ms. Wong Siu Yan Winnie	
Ms. Kwok Ka Ngai Tiffany	Ms. Wong Tsz Ning Nicole	
Ms. Kwok Wei Yue Natalie	Mr. Yip Chak Leong	
Ms. Lau Ying	Mr. Yiu Kam Ho	
Mr. Lo Yau Wa	Ms. Yu Hoi Jin	
Mr. Ling Kai Cheong (Guidance Master)		
Mr. Lee Ka Kit (Assistant Guidance Master)		

## Gifted Education Programme Plan 2015-2016

### Committee members 2015-2016

Committee members:

Chairperson: Mr. Choi KT

Secretary: Ms. Chao YL

Members: Ms. Tsang CT (VP)      Ms. Chow WL      Mr. Mar SS      Ms. Siu MY  
                  Mr. So KL                      Ms. Wong W      Ms. Lee WY      Mr. Yiu KH

After modification of the handbook, the following table will be included in the handbook. And the following table has been attached in Meeting agenda 1.

Task	Objective	Task Description	Proposed Person in Charge*	Means of evaluation
1	Policy making - Handbook	To update the gifted education handbook	Choi KT	The handbook updated
2	Subject-based gifted education programmes	To coordinate gifted education programmes in their subjects	Chi: Wong W Eng: Chow WL Math: So KL Sci: Choi KT Huma: Siu MY LS: Yiu KH	Report in meetings
3	Selection – S.1 gifted student record	To collect past academic data from the S1 students	Mar SS	Data collected
4	Promotion – S.1 admission booklet	To update the S.1 admission booklet	Choi KT	Booklet made
5	Recording results - Yearly gifted record	To update the yearly gifted record	Chi: Wong W Eng: Chow WL Math: So KL Sci: Choi KT Huma: Siu MY LS: Yiu KH	The record is made at the year end
6	Promotion – PTA or others	To promote the gifted education by showing their achievement using different methods	Choi KT Wong W	Articles are made in PTA or other newsletters
7	Selection – HKAGE	To coordinate the nomination of students to enter the HKAGE programmes	Wong W Choi KT	12 Students are nominated yearly
8	Nomination – EDB courses / Dual program	To nominate students to join the courses from EDB and local Universities	Choi KT Wong W	Students fairly nominated
9	School-based GE programmes - ICAS	To organize and promote ICAS in school	Siu MY Tsang CT	Evaluation at the year end
10	School-based GE	To mentor the gifted students	Choi KT	Evaluate at the

	programmes - CCTC	joined the “Creative and Critical Thinking Club”	Chao YL	year end
11	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	Choi KT Wong W Chow WL So KL	Boards and cabinets updated
12	Promotion – I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	Choi KT	Gifted information updated
13	Parent education	To organize the parent activities on gifted education	Lee WY Choi KT	Evaluation after the event in the meeting
14	Development of “Talent Pool”	To develop the system of “Talent Pool” with SAMS	Choi KT Shing Yiu Ming (SAMS)	Report the progress at the year end
15	Staff development	To attend the seminars	Lee WY Choi KT	Report or share in the meeting
16	Emotional education in GE	To develop a long term strategies on emotional education in GE	Choi KT	Report in the meeting

# English Language Programme Plan 2015-2016

## Aims and Objectives

### 1.1 Aims

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

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

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

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

### 1.2 Situational Analysis

Strengths	Weaknesses
Teaching team: <ul style="list-style-type: none"> <li>- enthusiastic, experienced and dedicated</li> <li>- professional, with sound knowledge in the subject</li> <li>- eager to learn and share with each other</li> <li>- good teacher-teacher relationship</li> <li>- supported by encouraging senior management</li> </ul> Ying Wa Boys: <ul style="list-style-type: none"> <li>- willing to try</li> <li>- good teacher-student relationship</li> <li>- high potential</li> </ul>	Teaching team: <ul style="list-style-type: none"> <li>- heavy administrative workload</li> <li>- insufficient time and space to reflect</li> </ul> Ying Wa Boys: <ul style="list-style-type: none"> <li>- passive in learning</li> <li>- high teacher-student ratio</li> <li>- increasing learning diversity in both ability and learning attitude</li> <li>- treat English as a subject or a tool for exam but fail to realize the importance of learning English as a language</li> </ul>
Opportunities	Threats
Teaching team: <ul style="list-style-type: none"> <li>- various talents joining the team with new members</li> <li>- constructive feedback from CR 2014</li> <li>- forming culture of active collaboration among teachers</li> <li>- supportive to the management team of the department</li> </ul> Ying Wa Boys: <ul style="list-style-type: none"> <li>- more DSS students</li> <li>- increasing resources</li> <li>- enhancement of English learning atmosphere on campus</li> </ul>	Teaching team: <ul style="list-style-type: none"> <li>- demanding expectation of parents</li> <li>- allocation of resources for TTD</li> <li>- experience in across the form coordination</li> <li>- unstable experienced manpower</li> </ul> Ying Wa Boys: <ul style="list-style-type: none"> <li>- too busy</li> <li>- lack of learning motivation</li> <li>- lack of self-learning ability and learning habit</li> <li>- limited exposure with passive attitude</li> </ul>

### 1.3 Objectives

Echoing the school plan, the objectives of the English Department in the academic year of 2015 – 2016 are included in the Annual Plan with the areas of concern as shown below:

- 1) Academic Development – Enhancement of Learning and Teaching (L & T)
- 2) Enhancement of Student Support
- 3) Through-train Development (TTD)
- 4) Strengthening Administration, Management and Leadership in English Department

## 2. Annual Plan

### 2.1 Annual Plan of English Department 2015 – 2016

#### Major Concern 1: Academic Development – Enhancement of Learning and Teaching (L & T)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>1.1</b> <b>To build-up a professional teaching team with sustainable self-evaluating culture</b>  (addressing to School's Major Concern 1.2)	a) Maintaining the PIME cycle to enhance the efficiency and effectiveness of L & T b) Strengthening the role of Form Coordinators c) Sharing of good practices and pedagogical exchange in the department <ul style="list-style-type: none"> <li>• Sharing after book inspection</li> </ul> d) Encouraging teachers to participate in invitational posts and/or professional development training (PDT) programmes e) Inviting in-house consultant or outside agent(s) on professional development and curriculum restructuring f) Strengthening the role of the Curriculum Working Group (CWG) on coordinating junior and senior curriculum	a) PIME cycle conducted b) Meetings with FCs, form meetings and panel meetings being held regularly c) At least 1 sharing/term in Panel Meeting (PM) and regular informal sharing in forms d) Number of teacher's participation being increased e) Consultant or outside agent(s) being invited and teachers' knowledge on L & T being enhanced f) CWG's meeting being held regularly	<ul style="list-style-type: none"> <li>• Records of teaching progress reports, book inspection and lesson collaboration</li> <li>• Records of held meetings</li> <li>• Records of sharing &amp; teachers' feedback</li> <li>• Records of teachers' participation in invitational posts/PDT programmes</li> <li>• Teachers' feedback</li> <li>• Records of held meetings</li> </ul>	09/15 – 07/16	<ul style="list-style-type: none"> <li>• Budget on inviting consultancy service/outside agent(s)</li> <li>• PIC:                             <ul style="list-style-type: none"> <li>- Panel Heads (PHs)</li> <li>- Co-curricular Activity Coordinator (CAC)</li> <li>- Form Coordinators (FCs)</li> <li>- English teachers</li> <li>- Native-speaking English Teacher (NET)</li> <li>- Senior Chatteris NET (SCNET)</li> <li>- Assistant Teacher (AT)</li> <li>- Members of CWG</li> </ul> </li> </ul>
<b>1.2</b> <b>To strive for excellence in public exams</b>  (addressing to School's Major Concern 1.3)	a) Grasping students' strengths/weaknesses, and proposing apt follow-up plans <ul style="list-style-type: none"> <li>• Analyzing students' performance in internal assessments (e.g. UT, exam etc.)</li> <li>• Developing strategic plans to improve target skills, with focuses on writing and speaking</li> <li>• Bridging the gap between junior and senior forms</li> </ul> b) Increasing resources for those with potential to achieve higher c) Arousing students' interest in the subject through co-curricular activities and authentic English learning environment d) Enhancing assessment of/for/as learning <ul style="list-style-type: none"> <li>• Providing clearer guidelines on setting and marking internal assessments</li> <li>• Giving reminders and markers' feedback to improve students' exam skills before and after internal assessments respectively</li> <li>• Reviewing formative and summative assessments (e.g. both individual and group work to be included in the assessment for reader lessons in S.1 to S.4, promoting focused marking in SF, conducting process writing etc.)</li> <li>• Carrying out curriculum restructuring in S.2 and S.5 according to the 5-year plan of the department</li> </ul>	a) Assessments result analysis completed with strategic revision plans for JF and SF developed b) Students' performance in public exams being remained/improved c) No. of students participating in co-curricular activities being increased d) Various assessment modes being implemented	a) Records of assessment result analysis and strategic revision plans in all forms b) Records of students' performance in public exams c) Records of students' participation in co-curricular activities d) Records of used assessment modes		<ul style="list-style-type: none"> <li>• PIC:                             <ul style="list-style-type: none"> <li>- PHs</li> <li>- CAC</li> <li>- English teachers</li> <li>- NET &amp; SCNET</li> <li>- AT</li> </ul> </li> </ul>

## Major Concern 1: Academic Development – Enhancement of Learning and Teaching (L & T)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>1.3</b> <b>To cater for Learning Diversity (LD)</b>  <b>(addressing to School's Major Concern 1.1)</b>	a) Refining curriculum to cater for the learning needs of the more capable and the less capable respectively <ul style="list-style-type: none"> <li>• Indicating the core and extended items clearly on the scheme of work</li> <li>• Organizing after-school tutorials for target students, with the help of AT if possible</li> <li>• Including different question types including high order thinking questions in assessments</li> <li>• Conducting small-class teaching for speaking lessons and NET Chat lessons</li> </ul> b) Conducting lesson collaboration with pre- and post-conferences to develop teaching strategies according to students' English ability <ul style="list-style-type: none"> <li>• Setting clear guidelines and goals for each lesson collaboration</li> </ul> c) Promoting pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> <li>• Holding lesson collaboration at least once per term with peer observation</li> </ul> d) Adopting teaching strategies which facilitate the development of the gifted curriculum of the school <ul style="list-style-type: none"> <li>• Preparing accelerated and enrichment in-class activities to stretch the talented ones who have completed the core tasks (e.g. when doing a drama – average Ss: to do a role play according to the original plot, more capable Ss: to create a new ending for a role play after they have tried their original version once, with thought-provoking questions as a support)</li> <li>• Designing tiered tasks to motivate fast learners to go deeper into the extended challenges</li> </ul>	a) Students' academic results in English being improved b) Teaching materials and teaching strategies being set, evaluated and uploaded to the shared folders c) Lesson collaboration and peer observation being conducted d) Teaching strategies being adopted	a) Records of students' performance b) Records of developed materials c) Records of peer observation and pre- and post-conferences for lesson collaboration d) Records of in-class activity and tiered tasks materials	09/15 – 06/16	<ul style="list-style-type: none"> <li>• PIC:</li> <li>- PHs</li> <li>- FCs</li> <li>- English teachers</li> <li>- CAC</li> <li>- NET &amp; SCNET</li> <li>- AT</li> </ul>
<b>1.4</b> <b>To enhance learning atmosphere &amp; attitude</b>  <b>(addressing to School's Major Concern 1.1)</b>	a) Fostering English-learning atmosphere through visual aids and encouragement (e.g. internal competitions, English Learning Programmes (ELP) etc.) b) Enriching English-speaking environment through organizing co-curricular activities <ul style="list-style-type: none"> <li>• Working with Chatteris to provide a more authentic English learning environment on campus</li> <li>• Increasing number of contact hours with the NET/SCNET for students</li> <li>• Increasing the involvement of the NET/SCNET in English Morning Sharing Sessions</li> <li>• Organizing study tour</li> </ul> c) Enhancing English-reading atmosphere through revising the English Reading Scheme (ERS) and allocating more resources for it <ul style="list-style-type: none"> <li>• Promoting sharing of reading and knowledge through doing oral news presentation or news reflection in class</li> </ul> d) Providing a platform for students to unfold their talents in English <ul style="list-style-type: none"> <li>• Assisting student-led English Society to organize English activities for students</li> <li>• Providing opportunities for students to join exchange programmes or activities</li> </ul> e) Promoting e-Learning and self-regulating learning <ul style="list-style-type: none"> <li>• Encouraging students in senior forms to subscribe magazine/newspaper</li> <li>• Encouraging pre-lesson reading/research on different themes/concepts</li> </ul>	a) Visual aids being put up on campus b) No. of students participating in co-curricular activities being increased c) English-reading atmosphere being improved d) No. of English Society members being increased e) No. of students using e-Learning@Library being increased with teachers' and students' positive feedback	a) Records of displayed visual aids b) Records of students' participation in co-curricular activities c) Records of students' performance in ERS d) Records of English Society members e) Records of students' usage on e-Learning@Library and feedback from teachers and students		<ul style="list-style-type: none"> <li>• Budget on increasing resources of English Corner and organizing activities</li> <li>• IT support</li> <li>• PIC:</li> <li>- PHs</li> <li>- CAC</li> <li>- NET &amp; SCNET</li> <li>- AT</li> </ul>



## Major Concern 2: Enhancement of Student Support (addressing to School's Major Concern 2.1 – 2.3 in the same order)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>2.1 To develop a theme-based student support curriculum</b>	a) Integrating related themes into the curriculum in response to the core values/themes of the school b) Organizing English activities to emphasize the core values/themes of the school	a) Theme-related teaching materials being developed b) Co-curricular activities with set themes being held	a) Records of theme-related teaching materials b) Record of held activities	09/15 – 06/16	• PIC: - PHs - FCs (S.1 – S.3) - CAC - NET & SCNET
<b>2.2 To develop students' potential</b>	a) Training students for leadership roles • Inviting students to be Committee Members of the English Society and English Debating Society b) Encouraging students to participate in intra- and inter-school competitions and activities	a) Leadership roles being taken up by students b) Enhancement in students' generic skills being demonstrated	a) Records of students' participation in the activities b) Teachers' observation and feedback		• PIC: - PHs - CAC - NET & SCNET
<b>2.3 To strengthen SEN students support</b>	a) Encouraging teachers to receive professional training • EDB training workshops b) Identifying the English learning needs of SEN students and setting up response strategies with the aid of EP/SEN team • Support to SEN students in assessments	a) No. of teachers participating in training programmes being increased b) New guidelines for teachers being developed	a) Records of teachers' participation in training programmes b) Records of new guidelines		• SEN team • PIC: - PHs

## Major Concern 3: Through-train Development (TTD) (addressing to School's Major Concern 3.1 – 3.2 in the same order)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>3.1 To improve the collaboration between YWC &amp; YWPS</b>	a) Establishing professional communication channel • Inviting representative(s) from YWPS to sit in the panel meetings of YWC and attending the panel meetings of YWPS • Inviting YWPS's English teachers/students to join YWC's English activities and vice versa	a) Meetings of YWC being joined by YWPS's representative(s) and vice versa b) YWC's English activities being joined by English teachers/students of YWPS and vice versa	a) Records and documents of meetings and activities between YWPS & YWC	09/15 – 08/16	• PIC: - Through-train Development Coordinator (TTDC) - PH (JF)
<b>3.2 To further develop the ele-middle stage curriculum</b>	a) Promoting lesson observation between English teachers of YWPS & YWC, with writing being the common focus b) Facilitating communication between YWPS & YWC • Conducting lesson observation in P5/P6 and S1 classes • Holding regular meetings with YWPS to discuss curriculum development • Exchanging departmental teacher's manual, teaching materials, examination paper, pedagogy and students' performance	a) Reciprocal lesson observation followed by debriefing sessions and exchange of ideas being conducted b) Departmental teacher's manual, teaching materials, examination paper, pedagogy and students' performance being exchanged	a) Post-observation evaluation, debriefing session between YWPS & YWC b) Record of meetings	09/15 – 06/16	• PIC: - TTDC - PH (JF)

## Major Concern 4: Strengthening Administration, Management and Leadership in English Department (addressing to School's Major Concern 4.1 – 4.2 in the same order)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>4.1 To consolidate a goal-driven professional teaching team with shared vision</b>	a) Communicating among the team through reducing workload of administrative work b) Strengthening the role of AT to support clerical and administrative duties in the department	a) Teacher's positive feedback on the adjusted workload b) Review of AT's work being held	a) Teachers' feedback b) Record of review	09/15 – 06/16	• PIC: - PHs - CAC - English teachers - AT
<b>4.2 To enhance leadership within the department</b>	a) Empowering the Curriculum Working Group (CWG) and FCs to enhance group leadership and to gather critical mass to enhance the competencies of panel members for changes	a) Changes being made through the assistance of the CWG and FCs	a) Record of changes		

### 2.1.1 Focuses of Work (Junior Form) 2015 – 2016

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.1	1. Restructuring the curriculum to stretch the prospective DSS students' potential	<ul style="list-style-type: none"> <li>The textbook introduced in the previous year will be further adapted and supplemented with tailor made grammar worksheets to suit teaching and learning</li> <li>Regular speaking lessons will be conducted.</li> <li>Targeted writing genres, formal and informal, will be covered.</li> <li>A revamp of the Extensive Reading Scheme (ERS) will continue.</li> <li>A variety of co-curricular activities will be held and new opportunities for external competitions will be offered.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop all four language skills.</li> <li>Students will be challenged by more advanced grammar points.</li> <li>Students will enrich their cultural knowledge and experience.</li> </ul>	08/15 – 06/16	<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>CAC</li> <li>S.1 FC and English teachers</li> <li>SCNET</li> <li>AT</li> </ul>
	2. Through-train Development (TTD)	<ul style="list-style-type: none"> <li>Lesson observation between YWPS &amp; YWC will be conducted at least once a year, with writing being the common focus.</li> <li>Other focuses include spelling and grammatical accuracy.</li> <li>Meetings are held regularly and exchange of teaching materials, pedagogy and students' performance will continue.</li> <li>Inviting YWPS to join YWC's English activities and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>3.1</li> <li>3.2</li> </ul>	<ul style="list-style-type: none"> <li>Communication between the two departments will be facilitated.</li> </ul>		
	3. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>Speaking (refer to the "NET Chat Lessons" section of the teacher's manual for details)</li> <li>Writing               <ul style="list-style-type: none"> <li>Writing practice in the new textbook, which integrate a variety of reading texts as models, will be fully utilized.</li> <li>School-based materials will be developed to target on specific genres, formal and informal.</li> <li>Process writing will be introduced at least once a year.</li> </ul> </li> <li>Listening               <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be progressively introduced.</li> </ul> </li> <li>After-school tutorials (S.1 – S.3)               <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1<sup>st</sup> UT.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop skills in speaking, writing and listening.</li> </ul>		

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.2	1. Restructuring the curriculum to stretch the prospective DSS students' potential	<ul style="list-style-type: none"> <li>Change of textbooks <ul style="list-style-type: none"> <li>New textbooks feature authentic materials, interesting themes and more challenging tasks.</li> <li>The textbook will be supplemented with tailor made grammar worksheets to suit teaching and learning</li> <li>A new reader adapted from a meaningful film with life lessons will be introduced.</li> </ul> </li> <li>Regular speaking lessons will be conducted.</li> <li>Targeted writing genres, formal and informal, will be covered.</li> <li>A revamp of the Extensive Reading Scheme (ERS) will continue.</li> <li>A variety of co-curricular activities will be held and new opportunities for external competitions will be offered.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop all four language skills.</li> <li>Students will be challenged by more advanced grammar points.</li> <li>Students will enrich their cultural knowledge and experience.</li> </ul>	09/15 – 06/16	<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>CAC</li> <li>S.2 FC and English teachers</li> <li>SCNET</li> <li>AT</li> </ul>
	2. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>Speaking (refer to the “NET Chat Lessons” section of the teacher’s manual for details)</li> <li>Writing <ul style="list-style-type: none"> <li>Students will be exposed to a variety of writing genres, both formal and informal, which were not covered in S.1.</li> <li>School-based materials will be developed to target on specific genres, formal and informal.</li> <li>Process writing will be introduced at least once a year.</li> </ul> </li> <li>Learning English through drama <ul style="list-style-type: none"> <li>English drama will be incorporated into S.2 reader(s) based on the experience in previous year.</li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be progressively introduced.</li> </ul> </li> <li>After-school tutorials (S.1 – S.3) <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1<sup>st</sup> UT.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop skills in speaking, writing and listening.</li> </ul>		

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.3	1. Bridging the gap between junior & senior forms	<ul style="list-style-type: none"> <li>Speaking (refer to the “NET Chat Lessons” section of the teacher’s manual for details)</li> <li>Writing <ul style="list-style-type: none"> <li>Students will be exposed to a variety of writing genres, both formal and informal, which were not covered in S.1 and S.2.</li> <li>Students will need to develop writing skills, in particular on: <ul style="list-style-type: none"> <li>awareness of purpose, role, audience, tone and register, and</li> <li>habit formation of writing an essay plan and proofreading.</li> </ul> </li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be progressively introduced.</li> </ul> </li> <li>A comprehensive grammar exercise book introduced in the previous year will be further adapted.</li> <li>After-school tutorials (S.1 – S.3) <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1<sup>st</sup> UT.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will start to familiarize with the format and requirements of TSA/DSE.</li> <li>Students will have a better preparation for the NSS curriculum.</li> </ul>	09/15 – 06/16	<ul style="list-style-type: none"> <li>PH (JF)</li> <li>S.3 FC and English teachers</li> <li>NET</li> <li>AT</li> </ul>
	2. Analyzing students’ performance in internal assessments and developing strategic plans to improve target skills for TSA	<ul style="list-style-type: none"> <li>Reading <ul style="list-style-type: none"> <li>Students’ poem reading skills will be strengthened by including poems in the syllabus per term for TSA practices &amp; the speaking exam in the first term.</li> <li>Commonly used figures of speech in poems will be introduced.</li> </ul> </li> <li>Speaking <ul style="list-style-type: none"> <li>Training on both individual presentation (IP) and group interaction (GI) will be strengthened.</li> <li>Teachers will give feedback for improvement based on the S.3 TSA Speaking Scoring Guide and Ying Wa College Assessment Guidelines for Speaking (S.1 – S.3).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the figures of speech and lay a foundation for learning poems and songs in the NSS curriculum.</li> <li>Students will be able to prepare and give well-organized IP, enrich their presentations by using the non-verbal elements and interact well with others in GI.</li> <li>Students’ performance in TSA will improve.</li> </ul>		

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.1 – S.3	1. Integrating the core values/themes of the school into the curriculum	<ul style="list-style-type: none"> <li>Selected core values/themes of the school will be integrated into the writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>The core values/themes of the school being integrated into the curriculum</li> <li>Students will better understand the core values/themes of the school.</li> </ul>	09/15 – 06/16	<ul style="list-style-type: none"> <li>PH (JF)</li> <li>S.1 – S.3 FCs and English teachers</li> </ul>
	2. Developing teaching materials and strategies for core and extended items through lesson collaboration	<ul style="list-style-type: none"> <li>Writing tasks will be designed with the aim of giving students the opportunities to use specific grammar items and use reading texts as models.</li> <li>Writing topics will be analyzed regularly to familiarize students with the formats and styles of different text-types.</li> <li>Students will be guided to prepare writing plans to ensure good organization of ideas.</li> <li>Students will start to familiarize themselves with format and requirements of TSA/DSE speaking, writing and listening.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop all four language skills.</li> <li>Teachers' and students' positive feedback.</li> </ul>		<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>S.1 – S.3 FCs and English teachers</li> <li>AT</li> </ul>
	3. Encouraging students to join various co-curricular activities	<ul style="list-style-type: none"> <li>Refer to the “Focuses of Work (Co-curricular Activities)” section of the teacher’s manual for details.</li> </ul>				<ul style="list-style-type: none"> <li>PH (JF)</li> <li>CAC</li> <li>S.1 – S.3 FCs and English teachers</li> <li>AT</li> </ul>

### 2.1.2 Focuses of Work (Senior Form) 2015 – 2016

Form	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
NSS 1 (S.4)	1. Refining changes made for curriculum restructuring to bridge the gap between junior and senior forms	<ul style="list-style-type: none"> <li>NSS curriculum will be introduced through replacing reader lessons with NSS Elective Module: “Learning English through Short Stories”</li> <li>Regular speaking lessons will be conducted.</li> <li>Targeted writing genres, formal and informal, will be covered.</li> <li>Change of lesson allocation will be made to allow a balanced coverage of different skills.</li> <li>A variety of co-curricular activities will be held and new opportunities for external competitions will be offered.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials for “Learning English through Short Stories” being developed</li> <li>Students’ and teachers’ evaluation/feedback</li> <li>Students’ understanding of the format and requirement of the HKDSE being increased</li> </ul>	09/15 – 06/16	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>CAC</li> <li>S.4 FC and English teachers</li> <li>NET</li> </ul>
	2. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>Speaking (refer to the “NET Chat Lessons” section of the teacher’s manual for details)</li> <li>Writing <ul style="list-style-type: none"> <li>Process writing and focus marking will be conducted at least once/term.</li> <li>Writing topics from the eight NSS Elective Modules will be included in the compositions to better equip students in tackling different questions types.</li> <li>School-based materials will be developed to target on specific genres, formal and informal.</li> <li>Students need to learn in particular: <ul style="list-style-type: none"> <li>i. Language features of the genres</li> <li>ii. Purpose and audience</li> <li>iii. How to write good topic sentences</li> <li>iv. Using varied sentence patterns (stronger students)</li> </ul> </li> <li>HKDSE past papers, including Sample Paper and Practice Paper, will be referred to.</li> </ul> </li> <li>Reading <ul style="list-style-type: none"> <li>Reading strategies will be developed through the use of reader and <i>Reading Explorer</i>.</li> <li>Students will be encouraged to subscribe magazine/newspaper.</li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>School-based materials will be developed for listening practices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Students’ all four language skills being developed</li> <li>NET’s and teachers’ feedback</li> <li>Students’ and teachers’ evaluation/feedback</li> </ul>		<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.4 FC and English teachers</li> <li>NET</li> </ul>
	3. Establishing a clear framework to guide students through the preparation for the SBA	<ul style="list-style-type: none"> <li>Non-print Fiction and Non-print Non Fiction will be covered in the first term.</li> <li>Print Fiction and Print Non-fiction will be introduced in the second term.</li> <li>Mock SBAs will be conducted. (S.4 FC will coordinate with S.5 FC, confirm the assessment period and inform SBA Coordinator.)</li> <li>HKDSE past papers could be used and video demonstrations from the website of the EDB will be shown if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ understanding of the format and requirement of the SBA being shown</li> </ul>		<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.4 FC and English teachers</li> <li>SBA Coordinator</li> </ul>

Form	Programmes / Activities - Correspondent strategy	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
NSS 2 (S.5)	1. Developing strategic plans to meet the needs of curriculum restructuring	<ul style="list-style-type: none"> <li>Special speaking practice sessions at English Corner held by the NET will be organized for S.5 students.</li> <li>Writing <ul style="list-style-type: none"> <li>Process writing and focus marking will be conducted at least once/term.</li> <li>Writing topics from the eight NSS Elective Modules will be included in the compositions to better equip students in tackling different questions types.</li> <li>Clearer understandings of features of different writing genres</li> <li>School-based materials will be developed to target on specific genres, formal and informal, which were not covered in S.4.</li> <li>Students need to learn in particular: <ol style="list-style-type: none"> <li>Language features of the genres</li> <li>Purpose and audience</li> <li>How to write good topic sentences</li> <li>Using varied sentence patterns (stronger students)</li> <li>Selection of question in Paper 2 Part B</li> </ol> </li> <li>HKDSE past papers, including Sample Paper and Practice Paper, will be referred to.</li> </ul> </li> <li>Reading &amp; Listening <ul style="list-style-type: none"> <li>Exam practice papers and past papers of the HKDSE will be used.</li> <li>Students will be encouraged to subscribe magazine/newspaper.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Students' all four language skills being enhanced</li> <li>NET's and teachers' feedback</li> <li>Students' and teachers' evaluation/feedback</li> </ul>	09/15 – 06/16	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.5 FC and English teachers</li> <li>NET</li> </ul>
	2. Establishing a clear framework to guide students through the preparation for the SBA	<ul style="list-style-type: none"> <li>SBA Assessment (Part A: Print Fiction, GI) will be conducted in the first term. (S.5 FC will coordinate with S.4 FC, confirm the assessment period and inform SBA Coordinator.)</li> <li>HKDSE past papers could be used and video demonstrations from the website of the EDB will be shown if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in the SBA Assessment being remained/improved</li> </ul>		<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.5 FC and English teachers</li> <li>SBA Coordinator</li> </ul>
	3. Providing NSS elective modules to increase students' exposure to the use of English language	<ul style="list-style-type: none"> <li>The <i>Teaching Resources Pack</i> published by the EDB of the two modules (selected pages) will be photocopied to help students grasp the key elements. <ul style="list-style-type: none"> <li>"Learning English through Poems and Songs" will be covered in the first term and a uniform test will be conducted at the end of the term.</li> <li>"Learning English through Workplace Communication" will be covered in the second term and a uniform test will be conducted at the end of the term.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students' journals and test materials being developed</li> <li>Students' and teachers' feedback</li> </ul>	09 – 12/15 (Poems & Songs) 01 – 06/16 (Workplace)	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.5 FC and English teachers</li> </ul>

Form	Programmes / Activities - Correspondent strategy	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
NSS 3 (S.6)	1. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>S.6 students should have as much practice as possible to get ready for the HKDSE. Focuses will include encouraging students to analyze the questions in Paper 2 independently, proofread the work and to work against the clock, especially on Paper 3 Part B, and develop ideas in an organized way for Papers 2 &amp; 4.</li> <li>Students will be encouraged to order magazine/newspaper.</li> <li>Supplementary school-based materials (e.g. worksheets, vocabulary notes etc.) will be produced by S.6 teachers to consolidate all four skills.</li> <li>Class-based after-school tutorials taught by English teachers will be carried out once a week starting from October.</li> <li>Skill-based after-school tutorials taught by old boy(s) will be carried out once a week starting from October.</li> <li>HKDSE past papers, including Sample Paper and Practice Paper, will be referred to.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in assessments being remained/improved</li> <li>Students' participation in after-school tutorials</li> <li>Students' and teachers' evaluation/feedback</li> </ul>	09 – 12/15	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.6 FC and English teachers</li> </ul>
	2. Establishing a clear framework to guide students through the preparation for the SBA	<ul style="list-style-type: none"> <li>SBA Assessment (Part B: Social Issues, IP) will be conducted in the first term. (S.6 FC will confirm the assessment period and inform SBA Coordinator.)</li> <li>HKDSE past papers could be used and video demonstrations from the website of the EDB will be shown if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in the SBA Assessment being remained/improved</li> <li>Students' and teachers' evaluation/feedback</li> </ul>	09/15 – 01/16	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.6 FC and English teachers</li> <li>SBA Coordinator</li> </ul>
	3. Increasing resources for those with potential to achieve higher	<ul style="list-style-type: none"> <li>Special speaking practice sessions at English Corner held by the NET will be organized for S.6 students in the first term.</li> <li>Students will be encouraged to enroll in joint-school exam practices/exam-related activities.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in assessments being remained/improved</li> <li>Students' and teachers' evaluation/feedback</li> <li>Students' participation in joint-school exam practices/exam-related activities</li> </ul>		<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.6 FC</li> <li>NET</li> </ul>



### Statistics of YWC HKDSE English results 2012 – 2015

Year	Level 5 or above	Level 4 or above	Level 3 or above	Passing rate
2015	28.8%	58.2%	90.4%	100%
2014	27.7%	61.6%	97.5%	100%
2013	26.2%	64%	97.6%	100%
2012	20.8%	64.4%	95.7%	100%

### SBA Arrangement and NSS Elective Modules 2015 - 2016

Form	2015 – 2016 (1 <sup>st</sup> term)	2015 – 2016 (2 <sup>nd</sup> term)
S.4	<ul style="list-style-type: none"> <li>Introduction of Non-Print Fiction and Non-Print Non-Fiction (with reference to Reading Explorer)</li> <li>Mock SBA 1 (Part A: Non-Print Fiction, IP)</li> <li>Introduction of NSS Elective Module: Short Stories (Part 1)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Print Fiction and Print Non-Fiction</li> <li>Mock SBA 2 (Part A: Print Fiction, GI)</li> <li>Introduction of NSS Elective Module: Short Stories (Part 2)</li> </ul>
S.5	<ul style="list-style-type: none"> <li>Introduction of Non-Print Non-Fiction (with reference to Reading Explorer)</li> <li>NSS Elective Module: Poems and Songs</li> <li>SBA Assessment (Part A: Print Fiction, GI)</li> </ul>	<ul style="list-style-type: none"> <li>NSS Elective Module: Workplace Communication</li> </ul>
S.6	<ul style="list-style-type: none"> <li>NSS Elective Module: Social Issues</li> <li>SBA Assessment (Part B: Social Issues, IP)</li> </ul>	---

Form	2013 – 2014		2014 - 2015	
	1 <sup>st</sup> term	2 <sup>nd</sup> term	1 <sup>st</sup> term	2 <sup>nd</sup> term
S.4	Speaking practices (IP)	Mock SBA (Part A: Non-Print Fiction, GI)	<ul style="list-style-type: none"> <li>Introduction of Non-Print Fiction</li> <li>Mock SBA 1 (Part A: Non-Print Fiction, IP)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Print Fiction and Print Non-Fiction</li> <li>Mock SBA 2 (Part A: Print Fiction, GI)</li> </ul>
S.5	SBA Assessment (Part A: Print Fiction, GI)	---	<ul style="list-style-type: none"> <li>SBA Assessment (Part A: Print Fiction, GI)</li> <li>NSS Elective Module: Poems and Songs</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Non-Print Non-Fiction (with reference to Reading Explorer)</li> <li>NSS Elective Module: Workplace Communication</li> </ul>
S.6	SBA Assessment (Part A: Non-Print Non-Fiction, IP) -- Redo	---	<ul style="list-style-type: none"> <li>NSS Elective Module: Social Issues</li> <li>SBA Assessment (Part B: Social Issues, IP)</li> </ul>	---

Remark: IP = Individual Presentation, GI = Group Interaction

### Suggested Timeframe of using HKDSE Past Papers (Paper 1 & Paper 3) in 2015 – 2016

Form	1 <sup>st</sup> term	2 <sup>nd</sup> term
S.4	Sample Paper	Practice Paper
S.5	2012	2013
S.6	2014 / 2015	---

#### 2.1.3 Focuses of Work (Co-curricular Activities) 2015 – 2016

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

Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>Programme/ Scheme</b>							
S.1-S.4	1. English Learning Programme (ELP)	<ul style="list-style-type: none"> <li>Students are encouraged to join different English activities throughout the year.</li> <li>Stamps are given to participants on the ELP Passports (S.1-S.3) or Chat Passes (S.4)</li> <li>A bonus mark is awarded to students earning a required number of stamps in their subject mark (refer to the “English Learning Programme” section of the teacher’s manual for details).</li> <li>A certificate and a book coupon are awarded to the student who gets the highest number of stamps in each class.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.4</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ four skills enhanced</li> <li>The fun of English learning promoted to students beyond the classroom</li> <li>No. of students getting a bonus mark increased compared to last year</li> <li>No. of students getting more than 30 stamps increased compared to last year</li> </ul>	09/15 – 05/16	<ul style="list-style-type: none"> <li>CAC</li> <li>S.1 – S.4 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>ELP Passports</li> <li>Chat Passes</li> <li>Certificates</li> <li>Book vouchers</li> </ul>
S.1-S.3	2. Extensive Reading Scheme (ERS)	<ul style="list-style-type: none"> <li>Students are encouraged to read an assigned number of ERS books in the year.</li> <li>Students are required to borrow the ERS books of the suitable level from the ERS bookshelves in the library to finish the book reports on the ERS Record Books.</li> <li>Number of ERS books read by the student is converted to an ERS grade, which is shown in the student’s annual report card.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.4</li> </ul>	<ul style="list-style-type: none"> <li>Reading habit cultivated in general, shown by the number of books a student reads regularly</li> <li>Self-learning observed on active learners, book lovers and higher achievers, reflected by more books the students read than the required</li> <li>Progress in S.1 - S.3 students’ English reading and writing ability being observed</li> <li>Students’ confidence in speaking enhanced through books sharing</li> </ul>	09/15 – 05/16	<ul style="list-style-type: none"> <li>TIC</li> <li>CAC</li> <li>S.1 – S.3 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>ERS Placement Test</li> <li>ERS Record Books</li> <li>ERS Guidelines</li> </ul>
<b>English Learning Opportunities in School</b>							
<b>Ongoing Activities</b>							
S.1-S.6	1. English Corner	<ul style="list-style-type: none"> <li>It opens regularly at lunchtime and after school, providing a variety of activities like board games, reading, movies and songs, open gatherings etc.</li> <li>Special sessions are held occasionally by the NETs and/ or the English Society for a specific target group to cater for their interest and need. <ul style="list-style-type: none"> <li>Activities held in the English Corner and its latest news are promoted through morning announcements and display board outside English corner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.4</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’, organizing committee’s and participants’ positive feedback</li> <li>Average no. of attendees of different sessions being remained or increased</li> <li>Self-access English learning fostered</li> <li>Leadership skills, communication skills, presentation skills, problem-solving skills and self-confidence of Committee members and Ambassadors strengthened</li> </ul>	10/15 – 05/16	<ul style="list-style-type: none"> <li>NET &amp; SCNET</li> <li>Committee members of English Society</li> <li>English Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Movie DVDs and songs, board games, books &amp; magazines</li> <li>English Corner Log Book</li> <li>Budget on Open Gatherings and special sessions</li> </ul>

Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>English Learning Opportunities in School</b>							
Ongoing Activities (Cont'd)							
S.1-S.6	2. E-Learning @Library	<ul style="list-style-type: none"> <li>E-Learning@Library is a cozy place for students to do self-learning on pronunciation, reading, grammar and IELTS practice</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.3</li> <li>1.4</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Progress in students' English language ability in four skills</li> <li>Positive feedback in students' survey</li> <li>Students having stronger ownership of their learning</li> </ul>	10/15 – 05/16	<ul style="list-style-type: none"> <li>TIC</li> <li>Teacher Librarian</li> <li>English Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>E-Learning computer, Log Book &amp; Referral Form</li> </ul>
S.1-S.6	3. English Morning Sharing Sessions	<ul style="list-style-type: none"> <li>Regular English Morning Sharing Sessions are held during the morning announcement. In each session, one to three students from each English group is/are invited to do a 2-3 min sharing in front of the whole school.</li> <li>NETs will be invited to do the sharing with students.</li> <li>Student representatives should submit a copy of written conversation or dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.4</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Representatives from each group of all forms participated in the activity</li> <li>Opportunity for teacher-student and especially NET-student interaction increased</li> <li>Confidence of the participants enhanced</li> <li>Presentation, interaction and writing skills improved</li> <li>A language-rich environment created</li> </ul>	10/15 – 05/16	<ul style="list-style-type: none"> <li>TIC</li> <li>English teachers</li> <li>NET and SCNET</li> </ul>	<ul style="list-style-type: none"> <li>English Morning Sharing Session Record and Evaluation Form</li> </ul>

Co-curricular / Cross-curriculum Activities

S.1-S.5	1. Writing Competitions	<ul style="list-style-type: none"> <li>The following writing competitions are held throughout the year. Topics which echo the school themes/core values and match SOW of the form are preferred.                             <ul style="list-style-type: none"> <li>A. Poetry Writing Competition</li> <li>B. Book Review Competition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.4</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>All S.1 to S.5 students participating in the Competitions</li> <li>Good works are published in school publications or submitted to external writing competition (if applicable)</li> <li>Progress in S.1 to S.5 students' writing ability being observed</li> <li>Students' exposure to different genres increased</li> </ul>	A. 12/15 B. 02/16	<ul style="list-style-type: none"> <li>TICs</li> <li>S.1 – S.5 English teachers</li> <li>Adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Budget on certificates and book coupons</li> </ul>
S.1-S.2	2. Inter-class Spelling Bee Competition	<ul style="list-style-type: none"> <li>The spelling competitions consolidate learnt vocabulary in different subjects and challenge bright students with multi-syllable words or commonly misspelled words.</li> <li>Practice activities like preliminary rounds can be done in lesson time before the inter-class competition.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> <li>1.4</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>English-speaking environment in the classrooms enriched with students showing greater engagement in the lessons</li> <li>Students' accuracy in pronunciation and spelling improved</li> <li>Teachers' and students' positive feedback</li> </ul>	04/16 – 05/16	<ul style="list-style-type: none"> <li>S.1 – S.2 English teachers</li> <li>TICs</li> <li>Committee members of English Society</li> </ul>	<ul style="list-style-type: none"> <li>Budget on prizes and certificates</li> <li>Vocabulary list</li> <li>B104A</li> <li>Microphones</li> </ul>
S.1-S.6	3. Inter-House Competitions	<ul style="list-style-type: none"> <li>The following inter-house competitions are held in the first term to provide a platform for potential S.1 – S.6 students to unfold their talents.                             <ul style="list-style-type: none"> <li>➤ Inter-House Public Speaking Contest</li> <li>➤ Inter-House Debating Championship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.4</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in the competitions with speaking skills (or/ and communication skills) improved</li> <li>Coaches', teachers' and students' positive feedback</li> </ul>	10/15 – 05/16	<ul style="list-style-type: none"> <li>TICs</li> <li>Committee members</li> <li>AV Team</li> <li>Adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Budget (prizes&amp; cert.)</li> <li>Venues (classrooms, Hall, 601)</li> <li>PC &amp; Mic.</li> </ul>

Form(s)	Programme / Scheme / Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>Platform for gifted students</b>							
S.1-S.5	1. Gifted Education Programmes	The following programmes are provided for talented students to further stretch their potential. Regular workshops or trainings will be held after school by TICs or coaches.  A. English Debating Team  B. Creative Writers' Hub C. Ying Wa English Radio	<ul style="list-style-type: none"> <li>• 1.2</li> <li>• 1.3</li> <li>• 1.4</li> <li>• 2.2</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches', participants and TICs' positive feedback</li> <li>• Participants' speaking or/ and writing skills improved</li> <li>• Critical thinking or/ and creativity boosted</li> <li>• Participants' exposure increased</li> <li>• A group of good debaters, writers and speakers gathered</li> <li>• Team spirit fostered</li> <li>• A writing portfolio kept by each student writer</li> <li>• A radio production broadcasted in each term</li> </ul>	10/15 – 05/16	<ul style="list-style-type: none"> <li>• TICs</li> <li>• CAC</li> <li>• Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Budget on coach fee, administration, registration and promotion fee</li> </ul>
S.1- S.5	2. English Society and English Debating Society	<ul style="list-style-type: none"> <li>• English Society includes members, Committee Members, English Ambassadors and Teacher Advisors. It aims to promote the fun of English learning by providing a variety of activities for students. Major events organized include Inter-House Public Speaking Contest, Inter-class Spelling Bee competitions and English Show.</li> <li>• English Debating Society includes Committee Members and Teacher Advisors. It aims to gather a group of debaters and facilitate the exchange of knowledge through regular trainings and meetings. It organizes Inter-House Debating Championship to promote and introduce debate to schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2</li> <li>• 1.4</li> <li>• 2.1</li> <li>• 2.2</li> </ul>	<ul style="list-style-type: none"> <li>• Different activities successfully held</li> <li>• Keen participation of students in English activities</li> <li>• English atmosphere of the school enhanced</li> <li>• Teachers' and students' positive feedback</li> <li>• Proposal, implementation plans, evaluation forms and minutes of meetings for English activities submitted by Committee Members</li> <li>• Leadership, communication, presentation, time management and problem-solving skills as well as self-confidence of organizing committee strengthened</li> </ul>	09/15 – 05/16	<ul style="list-style-type: none"> <li>• CAC</li> <li>• Teacher Advisors</li> <li>• Committee members</li> <li>• English Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Stationery</li> <li>• English Corner</li> <li>• Budget on promotion, souvenirs and gifts for activities</li> </ul>

Form(s)	Programme / Scheme / Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>Further Exposure Beyond School</b>							
S.1-S.6	1. Activities and competitions held by outside organisations	<ul style="list-style-type: none"> <li>• Students are provided with ample opportunities to experience the fun of English learning through different activities or competitions. Here are some of the examples.</li> <li>➤ Debating: Sing Tao and inter-school friendly matches</li> <li>➤ Drama: Speak Out-Act Up!, English Drama Fest</li> <li>➤ Writing: Hong Kong's Top Story, Hong Kong Young Writers Awards, Hong Kong Budding Poets Award, Junior Reporters Programme</li> <li>➤ Public Speaking: The HKFYG Standard Chartered Hong Kong Public Speaking Contest</li> <li>➤ Others: Speech Festival</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2</li> <li>• 1.3</li> <li>• 1.4</li> <li>• 2.2</li> </ul>	<ul style="list-style-type: none"> <li>• Students being the contestants/ audience of the events</li> <li>• Students' speaking or/ and writing skills and confidence enhanced</li> <li>• Students' exposure to different English contexts increased</li> <li>• Improvement in students' performance observed</li> <li>• Students', teachers' and coaches' (if any) positive feedback</li> </ul>	09/15 – 05/16	<ul style="list-style-type: none"> <li>• TIC</li> <li>• CAC</li> <li>• Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Budget on coach fee, administration, registration and promotion fee</li> </ul>

## 2.2 Budget

### INCOME

Item	Source	Approved Budget (HK\$)
Approved budget for English Department	School	85,000
		<b>85,000</b> Total

### EXPENDITURE\*\*

Item	Location	Expected Expenditure (HK\$)
1. Reference Books & Teaching Resources	English Resources Room	8,000
2. Library Books	Library	3,000
3. Extensive Reading Scheme	English Corner / Library	3,000
4. CDs & DVDs	English Corner	2,000
5. Magazines & newspapers subscription	English Corner	5,000
6. Posters & materials for enhancing English learning atmosphere	English Corner	1,500
7. Promotion materials for activities	English Corner/Workshops/Competitions	3,000
8. Prizes & certificates for activities	English Corner/Workshops/Competitions	2,000
9. Stationery (e.g. box files, note card for exams etc.)	English Department	1,500
10. Teachers' Professional Development Programme	To be confirmed	20,000
11. Drama Training Workshop (After-school programme)	To be confirmed	24,000
12. Hong Kong Schools Speech Festival 2015	N/A	12,000
		<b>85,000</b> Total

\*\*All items are subject to change and panel members are expected to discuss with the Panel Heads on the purchase of resources for the department.

## 2.3 Textbooks and other teaching materials for L & T

Term Form	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	Publisher
S.1	<ul style="list-style-type: none"> <li>Upstream B1 (Pre-Intermediate)</li> <li>Developing Skills Active Listening for Junior Secondary Learners 1 (Set B)</li> <li>Longman Elect JS1 Grammar Book (Second Edition)</li> </ul>	<ul style="list-style-type: none"> <li>The Little Prince</li> </ul>	<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> </ul>
	<ul style="list-style-type: none"> <li>The Adventures of Tom Sawyer</li> </ul>		<ul style="list-style-type: none"> <li>Ling Kee / Penguin</li> </ul>
S.2	<ul style="list-style-type: none"> <li>Upstream B2 (Intermediate)</li> <li>Developing Skills Active Listening for Junior Secondary Learners 2 (Set B)</li> <li>Longman Elect JS2 Grammar Book (Second Edition)</li> </ul>	<ul style="list-style-type: none"> <li>Billy Elliot</li> </ul>	<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> </ul>
	<ul style="list-style-type: none"> <li>Stories from Shakespeare</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> </ul>
S.3	<ul style="list-style-type: none"> <li>Oxford English 3A</li> </ul>	<ul style="list-style-type: none"> <li>Oxford English 3B</li> </ul>	<ul style="list-style-type: none"> <li>Oxford</li> </ul>
	<ul style="list-style-type: none"> <li>The Curious Case of Benjamin Button and Other Stories</li> <li>Developing Skills Active Listening for Junior Secondary Learners 3 (Set B)</li> <li>English Grammar In Use (Fourth Edition) (Without answers)</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> <li>Aristo</li> <li>Cambridge University Press</li> </ul>
S.4	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for HKDSE (Edge) (Sets 1-4) (2015 Edition)</li> <li>A Roald Dahl Selection</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> <li>School-based supplementary exercise for listening</li> <li>HKDSE Past Papers</li> <li>English Grammar In Use (Fourth Edition) (Without answers)</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> <li>Longman</li> <li>Athens</li> <li>---</li> <li>HKEAA</li> <li>Cambridge University Press</li> </ul>
	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for HKDSE (Edge) (Sets 5-8) (2015 Edition)</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> <li>HKDSE Past Papers</li> <li>School-based materials on NSS Elective Module: Poems and Songs</li> <li>School-based materials on NSS Elective Module: Workplace Communication</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> <li>Athens</li> <li>HKEAA</li> <li>---</li> <li>---</li> </ul>
S.6	<ul style="list-style-type: none"> <li>Longman Elect NSS Complete Exam Practice for the HKDSE (Sets 7-8) (2013 Edition)</li> <li>HKDSE Past Papers</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> </ul>
			<ul style="list-style-type: none"> <li>HKEAA</li> <li>Athens</li> </ul>

	<ul style="list-style-type: none"><li>• School-based materials on NSS Elective Module: Social Issues</li></ul>	<ul style="list-style-type: none"><li>• ---</li></ul>
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英華書院  
二零一五至二零一六年度  
中文科  
工作重點及教學計劃

### 教學宗旨

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

- 一. 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。
- 二. 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情意，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。
- 三. 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。
- 四. 配合本校情況，加強照顧同學的學習差異，提高教與學之效能。

### 目標

- 一. 長期目標：
  - 在課堂上透過老師的身教言教，歷代敦品勵學的名篇，培育學生的品格，令學生成為一個勤學守禮的人。
  - 透過中學部與小學部之間的協商，制定一些切合本校學生程度之教學設計及工作安排。
  - 透過聽、講、讀、寫的訓練，提高本校學生的語文能力。
  - 提高本校（中、小學部）學生的語文。
  - 提升學生公開試之成績。
- 二. 短期目標：
  - 配合校方之計劃，做好學與教及中小學銜接工作。
  - 關注學生的學習差異，致力於同學之功課輔導工作（尤其是初中級）以及照顧部分能力較弱的高中同學。
  - 加強中學部及小學部之間的溝通。
  - 充分運用評估資料以改善教學質素。
  - 利用考績制度、同儕觀摩及評估方法以提高教學質素。
  - 加強初中級學生朗讀、口語溝通及成語運用之訓練。

### 本科之現況

經本科同工之研究及檢討，本科之「強」、「弱」、「機」、「危」大致如下：

- 一. 強：
  - 本科老師勤奮認真，勇於接受各種挑戰。
  - 本科積極推動同儕觀摩，以期同工以互勵琢磨，力求提高教學效能。
  - 老師近年發現學生的水平大不如前後，已很積極花時間在課後輔導學生。
  - 本科一直積極鼓勵學生參與課程的評估以提升教學質素之方法。
- 二. 弱：
  - 近年初中同學的學習差異極大。
  - 近年初中同學的紀律及秩序十分差，老師要花大量心力管秩序及收功課，不但影響進度，更嚴重影響教學質素。
  - 近年中一同學入學時的中文水平比較差（尤其在寫作及閱讀能力方面）。
  - 初中學生之說話能力較弱。

- 學生一般自學能力都較弱。
- 近年學生閱讀課外讀物之情況不大理想。高中學生甚少主動閱讀課外書，而初中生甚至連閱報情況也不理想。
- 中三同學考TSA的成績一直未如理想。

### 三.機：

- 校方於2013-14年度開始為中文系安排一助理教師，希望可以減輕本科同工的工作負擔，亦可以協助老師訓練同學之應試技巧。
- 本校老師在設計本校之單元課程時能採用集體備課，集體設計之模式，而完成每一個單元之教學工作後亦會立即檢討所用之教學材料。
- 本科同工一直有利用考績制度、同儕觀課讓老師透過互相觀課以交流經驗，互相幫助，大部分中文科同工認為此舉令大家無論在學問及士氣方面都有所提升。
- 本科一直推行有校本特色之課後功課輔導小組。
- 一條龍教學令同工嘗試新挑戰之餘，又可拓寬教學視野，更容易了解中小學中國語文科之課程。
- 本科老師利用學生參與評估計劃以提高自己教學質素。
- 2014-2015年度之中一學生乃全部直資生，希望質素會比過往幾年好。

### 四.危：

- 由於本校實施一條龍教學，因此本科同工忽然增加了許多合作夥伴，溝通及適應方面都比以往複雜。
- 在「銜接中學課程測試」中，同工發現雖然由2014-2015年開始，同學全部是直資生，但有一部分同學的水平仍未如理想。
- 小六同學在中、英、數三科中以中文科的表現最不理想。

## 2015-2016年度中文系配合校方五年計劃之重點工作

### 一.提升學與教效能及學習氣氛

#### 1.照顧學習差異：

##### 目標：

- 照顧學習動機比較低，能力比較弱的同學。
- 在原有的課程之上增加額外之訓練。
- 鞏固同學之語文知識，提升同學之語文能力。
- 期望可進一步提升同學公開試之成績。

##### 推行方式：

##### 高中設補底班及尖子班：

- 由老師根據同學在2014-2015年度期終考試的表現安排同學上補底班及尖子班。
- 補底班同學配合原有之單元額外增加閱讀、寫作訓練、聆聽、說話及綜合訓練，由教學助理任教。
- 尖子班由高中老師輪流任教。

##### 對象：

- 高中同學。

##### 負責人員：

- 高中科主任

##### 評估方法：

- 由老師觀察學生之表現，在科務會議蒐集老師之意見。

##### 完成時間：

- 2015-2016年學年終結。

#### 2.初中分組上課及設課後輔導班：

- 中一及中二級設課後輔導班（中一兩班補底、中二一班拔尖一班補底），由本科老師及助理

教師任教。

--補底班的教學語言為廣東話。

--中一至中三級設小班分組教學，中一及中二分六班，中三五班分七組（其中 3E 班是一班分兩組）。

對象：

--初中同學

負責人員：

--初中科主任及有關負責老師

評估方法：

--由老師觀察學生之表現，在科務會議蒐集老師之意見。

完成時間：

--2015-2016年學年終結。

### 3. 通過課研及同儕觀課以提升教學法及照顧不同需要之同學：

--中一至中六級同工按學校需要定期舉行課研並互相分享教學心得。

--透過同儕觀摩做好課研工作，提升教學法。

推行方式：

--每學期安排若干時間讓同工共同備課，設計課業，然後安排時間讓同級同工實踐、互相觀摩及按同學的學習效能作檢討。

--每學年安排同級觀課/課研一次。

--所有有關教材須整理好然後儲存在內聯網之教學資源庫（教師共享地帶）。

對象：

--中文科全體老師。

負責人員：

--高中及初中科主任。

評估方法：

--觀課之後做檢討報告。

--在科務會議蒐集老師之意見。

--填寫校方所發之問卷。

完成時間：

--2015至2016年學期終結前。

### 4. 調整評估方法：

--期望照顧學習效能比較差的同學同時又能讓程度較高的同學取得額外分數。

--擬卷時須照顧各種程度的同學，盡量安排試題深淺程度的比例合乎校方 4：4：2（深至淺）的要求。

--在考卷中安排不同深淺程度的考題、引入挑戰題及調節測驗與考試的佔分比重。

--中一至中三級在卷一（讀本問題）內設挑戰題，佔該卷分數 10%，即 3 分。

--測驗分的比重佔考試總分的 20%。

對象：

--初中同學。

負責人員：

--初中科主任。

評估方法：

--在科務會議蒐集老師之意見。

完成時間：

--2015 至 2016 年學期終結前。

### 5. 提升學習氣氛及學習態度：

目標：

- 透過聯課活動提升同學學習語文的興趣。
- 啟發同學的潛能。
- 透過籌辦活動訓練同學的領導才能。

推行方式：

a. 在校園內章貼名言警句：

- 大部分來自儒家典籍及〈弟子規〉。
- 在校園內當眼處章貼。

b. 促進學習評估

- 老師須掌握評估的實施方式，以加強促進學習的評估，在此過程中教師找出和診斷學生在學習上遇到的困難，進而提供有效的回饋，使學生改善他們的學習。
- 評估是作為課程、學與教和回饋循環中不可或缺的一部分進行。
- 老師在已制訂了學習目標和重點（例如知識、能力、價值觀和態度等各方面），以說明學生應學習的內容。評估在於收集學生學習的顯證，須因應預期學生的學習（即學習目標、內容等）和學習過程而設計。
- 評估可以是進展性評估和總結性評估。進展性評估在日常教學或於學年中，非正式或正式地進行，著重學習過程和學習進度；而總結性評估多在學與教過程完結前進行，主要著重學期完結時的學習結果。
- 同工可利用測驗結果作為診斷及改善學與教。
- 同工可提供機會讓學生學習及顯示學習的過程和成果，而不是要他們互相比較分數。
- 同工可以償試在同儕課研中落實如何透過評估活動促進學習。
- 同工在安排課堂活動亦宜積極落實。
- 同工宜多用評語，減少依賴等級和分數。

6. 推廣自主學習：

- 配合校方之計劃，推廣自主學習以照顧學生的學習差異。
- 培育學生的學習習慣、學習技巧。
- 同工要注意培養同學自主學習的觀念，包括做好執拾書包、整理習作簿、隨筆簿、默書簿及文件夾等工作。
- 如有相關的教師培訓工作，同事宜積極參加。

7. 推廣聯課活動以促進學習：

對象	訓練/比賽日期	活動名稱
中一至中六	十至十一月	中國中學生作文大賽 文學之星(香港賽區)比賽
中一至中六	十至十二月	「巧言善論」全港學生口語溝通大賽
中一至中六	十至十二月	全港中學「兩文三語」精英大比拼
中一至中六	十一至十二月	校際朗誦節
中一至中五	九至十二月	基本法多面體全港中學生辯論賽
中一至中五	九至十二月	全港中學生模擬法庭比賽
中一至中五	文學班：九/十月至十一月 比賽：二月 講座：大約在五月 出版文集：大約在七月	聯校文學創作班、比賽及文學營 參與學校：英華書院、協恩書院、喇沙書院、民生書院、聖方濟書院、文理書院
中一至中五	九至五月	星島全港校際辯論比賽
中一至中三	十一至三月	Zecra 思辯盃全港中學生辯論比賽
中一至中五	一至四月	香港中國語文菁英計劃
中一至中五	一至八月	聯校中文辯論比賽
中一至中三	二至五月	高論盃

中一至中五	二至五月	全港中小學普通話演講比賽
中一至中五	三至五月	學界粵語正音大賽
中一至中五	五至七月	全港中華文化推廣活動
中一至中六	全年	全港青年學藝比賽
中一至中六	全年	《信報》小作家計劃

#### 8. 提升校園學習氣氛：

- 在學期初安排早會，吸引及鼓勵同學報名參加中文系安排之課外活動或比賽。
- 如有獎項，即在獎盃櫃展示。
- 普通話學會安排午間普通話廣播。

對象：

- 全體同學。

負責人員：

- 初中及高中科主任、中文科課外活動統籌主任。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2015 至 2016 年學期終結前

#### 二. 提升中層管理員工之專業發展：

目標：

- 配合校方/小學部進行有關教師專業發展之工作。
- 透過觀課或公開課分享不同學科的教學心得。

推行方式：

- 科主任擔當公開課/同儕觀課的領導角色。
- 各級之核心小組安排公開課以作培訓。
- 培訓高中同工研究各樣考評報告及考評數據。
- 支持老師參與有關教師專業發展之會議、研討會及校外工作（如借調、做公開試擬卷/閱卷員）。

對象：

- 科主任及各級之統籌員。

負責人員：

- 高中及初中科主任。

評估方法：

- 總結活動次數，在科務會議蒐集老師之意見。

完成時間：

- 2015至2016年學期終結前。

#### 三. 提升同學公開試成績：

目標：

- 提高中三同學TSA達標率。
- 提升中六同學DSE的成績

推行方式：

##### 1. 重點關注成績欠佳的中三級同學：

- 中三同學分組補底訓練，由科任老師揀選能力特別弱的同學作課後特別輔導。
- 在五月份進行模擬考試。

--模擬試後按同學表現再分組進行個別輔導。

--參加考評局之網上練習系統（BA）。

對象：

--中三級同學。

負責人員：

--初中科主任及任教中三級的老師。

評估方法：

--在科務會議蒐集老師之意見。

完成時間：

--2015至2016年學期終結前。

## 2. 設計科本/班本學習計劃及課程

--老師課後私補

--為畢業班舉辦尖子班/講座

--為畢業班舉辦輔導班/講座

--舉辦聯校說話訓練工作坊

對象：

--中六級同學。

負責人員：

--高中科主任及任教高中的老師。

評估方法：

--在科務會議蒐集老師之意見。

完成時間：

--2015至2016年學期終結前。

## 四. 中小學銜接計劃

目標：

--中小學更緊密聯繫。

--透過協作，提升教與學效能。

推行方式：

--雙方共同擬定未來一年之關注項目。

--雙方代表列席對方之科務會議，以期更清楚彼此的工作情況。

--雙方交換課程大綱、教材、試卷及學生課業等。

--透過同學的測考成績，追蹤個別特別需要關注的同學，觀察其進度，鞏固補底工作。

--中小學同工透過互相觀摩，增進交流。

--15-16 年度銜接工作關注項目：

### 1. 以普通話作為教學語言

小學部：

--課前拼讀詞語；

--按各級的拼音學習進度在讀文「默書」卷中檢測學生的拼音能力，期末則安排課外測試；

--為測試未達標者安排課後漢語拼音班，此類小班不分級別，只按能力分組；

--創設語境:安排「故事大王」、「琅來了」等活動；

--拍攝短片(語文趣談、好書介紹、故事大王等)，在英華電視台播放；

--提供「學習筆記」，指導學生「說話」；

--家校合作，安排「TSA 模擬試」：

小三：小組談話

小六：小組討論

--重點培訓學生參加朗誦、講故事比賽。

中學部：

- 2015年8月26日為同學安排 GAPSK 試。
- 繼續在中一及中二級以普通話授課。
- 抓好同學普通話拼讀及拼寫的能力。
- 繼續為同學安排普通話精進課程。
- 為能力稍弱的同學安排以廣東話作為教學語言的輔導班。
- 為能力弱的同學安排附拼音版的教材。口語考核的評分準則以內容及技巧為主，語音準確度分量減輕。
- 鼓勵普通話表達能力強的同學參與各項比賽。

## 2. 閱讀教學

小學部：

- 安排課前預習；
- 課間學習重點除基礎語文知識外，亦在讀文教學中滲透閱讀策略指導，培養學生的高層思維能力；
- 指導四至六年級學生在課堂上摘抄筆記，在課文中學習批註重點，培養自學能力；
- 於課後班加強學生的高層(概括、綜合、歸納)閱讀理解能力；
- 調整測考試題評分比例，提高文本範圍比例；
- 三至五年級全年指定讀本共十本，六年級五本，另加長篇兒童文學(節錄)導讀；
- 指定讀本選書除兒童文學得獎書、古今名著外，五六年級增加歷史文化類叢書，以提高學生對歷史文化的認識；
- 以「閱讀筆記」檢測指定讀本閱讀素質，有關「筆記」的擬題以高層思維題型為主；
- 每個學生全年至少完成三篇閱讀報告或筆記；
- 三至六年級各級全年學約 100 個成語，五六年級共增補八篇古文；
- 提供電子學習平台，讓五六年級學生以 google Classroom 和平板電腦進行網上閱讀、討論、交流學習；
- 設早課班，安排能力稍弱的學生朗讀、背誦優良文章，加強積累；
- 修訂《琅琅集》，內容除唐詩宋詞外，增加名人格言。

中學部：

- 加強文言文教學，編制校本教材，以鞏固學生文言基礎知識，並訓練學生文言語譯能力。
- 培養同學對中國傳統文化的認知，教導同學認識中國傳統文化，以培養正確的價值觀及對美善事物的認同。中一會以儒家思想為主軸，加強培養學生品德情意；中二以道家思想為主軸，加強培養學生思辨能力。
- 培養同學「文本參照及對讀」的能力，並且透過課堂討論、課後練習加強答題技巧相關訓練。
- 改革考試題型，以理解及對讀為主。(參照祝新華教授「閱讀六層次」設題)
- 指定閱讀報告書目，各級全年需完成四篇報告，指定書目為十本。
- 訓練同學上課做筆記以培養同學良好的學習習慣。

## 3. 寫作教學

小學部：

- 按讀文單元內容，訂定各級「小練筆」主練項目(修辭句、心理描寫、動態描寫、實用文)和主題(緊張、尷尬、生氣等)，以仿寫、補白、改寫等方法提高學生掌握具體描寫的能力；
- 除課堂指導用的範文外，寫作前學生需於內聯網各班的「筆記」中完成寫作準備；
- 長文寫作之學習目標和小練筆的重點須相扣；測考重點亦圍繞學習目標而訂；
- 長文寫作之學習重點和體裁按讀文單元而定，以鞏固學生所學；
- 長文寫作之學習目標以不同的寫作方法、具體描寫項目為主，文中必須有「好詞」及「修辭句」；

- 五、六年級刪減長文練習，增加短文寫作次數；
- 高年級 PS1100 字短文訓練以「讀寫說」融合的模式進行，學生寫前或後須完成口頭報告或進行小組討論；
- 推展電子學習，善用 google classroom，輔助學生寫前先閱讀、討論資料。

中學部：

- 改革作文題型，開始滲入文憑試的擬題模式，以訓練同學之審題能力。
- 配合單元的文體教學而設題，加強同學對每種文體的認識。
- 同學作文需緊貼各種文體的基本要求，並且運用一定數量的修辭，務求全面掌握考評原則。
- 為了讓同學有機會發展其創意思維，創意類寫作將在隨筆中進行。另配合校內校外各項徵文比賽，進一步提升學生文字表達功力。
- 在每一個單元的校本文言課程加入先秦哲學思想，以及有關的小故事，強化品德情意教學，培養學生正面價值觀，以讀帶寫，為同學的寫作積學儲寶。

對象：

- 中小學全體中文科老師。

負責人員：

- 高中科主任。

評估方法：

- 校方定時安排檢討會議，跟進檢討。

完成時間：

- 2015-2016年學期終結前。

### 15-16年度之中文系教師名單

#### 一. 中國語文科

- 中一級任教老師--唐韵 郭慧茹 李雅儀 翁偉虹
- 中一級拔尖及補底--郭慧茹 譚明恩
- 中二級任教老師--唐韵 王穎 李雅儀 翁偉虹 胡詠怡
- 中二級拔尖及補底--黃小娟 譚明恩
- 中三級任教老師--曾定祥 林少娟 鄧淑敏 黃小娟
- 中四級任教老師--葉澤亮 甄沃奇 陳志文 郭慧茹 黃小娟 胡詠怡
- 中五級任教老師--陳志文 葉澤亮 吳碧華 黃正夫
- 中六級任教老師--甄沃奇 王穎 黃正夫 鄧淑敏

#### 二. 中國文學科

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

#### 三. 普通話科

- 中一級任教老師--唐韵 黃小娟 翁偉虹 胡詠怡
- 中二級任教老師--郭慧茹 李雅儀 黃小娟

### 財政預算

細項	預算
課外閱讀計劃（廣泛閱讀）	\$18,000
教具、教材、軟件及影音用品	
圖書館用書	
製作教材或繳付租借校外用品之收費	



印製獎狀及感謝狀	
課外活動經費津貼	\$ 8,000
朗誦節報名費	\$ 6,000

英華書院  
二零一五至二零一六年度  
中國歷史科  
周年計劃

配合學校的周年計劃，本科本年度之教學重點概要如下：

(甲) 初中

1. 提高教與學之效能及培養學生之品德情操：  
互動教學，以提高趣味為目的，輔以適量的評論練習

2. 照顧學習差異，冀能提高學習效能。

1. 提高教與學之效能及培養學生之品德情操

初中：互動教學，以提高趣味為主要目的，務求令學生能主動學習。主席建議多利用多媒體教具，如動畫、簡報等輔助教學；也可盡量利用教科書的材料，令課堂教學活潑有趣，隨機培養學生之品德情操；再做好作業的資料題部分，打好基礎，銜接高中課程。作業的題目亦宜刪減，提供空間給同學做好其他題目。

在中一及中二級繼續推行講故事及角色扮演比賽，以配合自主學習的風氣及善用圖書館的資源。

<詳情參考教學手冊的相關部份>

2. 照顧學習差異，冀能提高學習效能

在教與學方面：

● 剪裁課程

各課題建議採取詳教、略教的模式進行：

詳教的原則 – 一至二堂，較重要的史事，可供短答或長答使用。

略教的原則 – 半堂至一堂，較次要的史事，可供填充、選擇等雜類題目使用。

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

● 通過同儕協作及觀課，冀能發掘更多減低學習差異的教學法。

在評估方面：

1. 在擬題方面，每卷可擬定不同難度（高、中、低）的題目，讓不同素質的學生可就其認知範圍選擇有能力應付的題目作答，減低學習差異所帶來的影響。

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

<詳情參考教學手冊的相關部份>

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

## (乙) 高中

為協助學生在公開考試中取得優異的成績，本年度的教學重點如下：

- 一．建構歷史知識：了解中國政治歷史的面貌與治亂因由、社會和民族的發展狀況與演進關鍵；掌握歷史與文化的承傳變化，從而對當前生活的背景有更深刻的體會。
- 二．掌握研習歷史的技能：以訓練同學思辨及論析史事能力為主，藉此深化歷史評論能力。

策略：

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

成功指標：校內測驗、考試中得到良好的成績；公開試中也有優秀的表現。

<詳情參考教學手冊的相關部份>

## (丙) 教學監察：

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

## (丁) 評估：

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

# **Economics**

## **Programme Plan 2015-2016**

### **A. PURPOSES**

Junior Form (S3)

#### RATIONALE

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

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

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

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

Senior Forms (S4, S5 & S6)

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

Develop interest in exploring human behaviour and social issues through an economic perspective;  
Understand the world in which they live through mastery of basic economic knowledge;

Enhance general intellectual capacity for life-long learning, through developing their capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and participate as informed and responsible citizens in the decision-making processes of a modern democratic society.

## **B ISSUES TO BE ADDRESSED**

### Strengths

- (a) Teachers of Economics are dedicated to their own work. They are well-equipped with subject related skills and knowledge. They are willing to help students solve difficult economic questions and provide remedy after school.
- (b) Harmonious relationship between students and subject teachers.
- (c) Old boys are willing to support the school in various ways such as visits for students to gain experience in the business environment and being tutors in after-school tutorials, etc.
- (d) The present economic situation of Hong Kong provides many good cases for students' studies and application of subject matter..

### Weaknesses

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

### Opportunities

- (a) Social Science Society is willing to organize extra-curricular activities for economic students.
- (b) In school year 2013-2014, the school introduces a "tasting" subject in S3 economics in which some topics of economics are included and students should be better informed when doing their subject choice.

### Threats

- (a) The class size is too big. (about 35 students in secondary 4) and there are some repeaters. This is not a good environment for the NSS students. It is more difficult to cater for individual needs.
- (b) Teachers were overloaded in teaching and non-teaching work.
- (c) Learning diversity among through train primary students.

## **C. OBJECTIVES**

Students will develop knowledge and understand about:

- (a) Economic terminology and concepts, as well as elementary economic theories;
- (b) basic economic problems faced by every individual and society, and alternative approaches to tackle these problems;
- (c) the considerations and forces that underlie the economic decisions that need to be taken by

- individuals, firms, institutions and governments;
- (d) the interactions of different economic sectors; and
- (e) the Hong Kong economy and its relationship with the economies of other parts of the nation and the world.

Students will develop skills to

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

Students will develop values and attitudes so that they may

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

**D. The aims of the Economics Department in the academic year 2014-2015 are:**

1. To strive for excellence in public exams
2. Catering for learning diversity
3. Strengthening the role of personnel in middle management

## E. Annual Plan

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 To strive for excellence in public exams	<ul style="list-style-type: none"> <li>Students will be drilling past papers and other sources of questions.</li> <li>Enhancement workshops and remedial workshops to be arranged.</li> <li>Small tasks and Quiz are assigned and feedback is given frequently to encourage learning.</li> <li>More group sharing or group works are held during the lesson to motivate learning.</li> <li>Sharing from graduates on study and exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students' awareness of the requirements of HKDSE</li> <li>Students' participation in after lesson workshops</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and progress record of enhancement and remedial workshops</li> <li>Students' survey</li> <li>Results of school and public exams</li> </ul>	09/2015 – 07/2016	Subject teachers	Funding support for enhancement workshops
1.2 Catering for Learning Diversity	<ul style="list-style-type: none"> <li>More challenging assignments will be given to higher achievers</li> <li>After lesson workshops and tutorial to be arranged for students with diverse abilities.</li> <li>Holding lesson collaboration exercises each term.</li> <li>Sharing of good practices.</li> <li>Modification of Assessment format. (composition of challenging questions in exam papers for S3)</li> </ul>	<ul style="list-style-type: none"> <li>Design of learning materials</li> <li>Students' participation in after lesson workshops</li> </ul>	<ul style="list-style-type: none"> <li>Progress of students' performance</li> <li>Attendance record</li> <li>Results of quizzes and tests</li> </ul>	09/2015 – 08/2016	Subject teachers	Online resources and reference books Old boys

<p>1.3 Strengthening the role of personnel in middle management</p>	<ul style="list-style-type: none"> <li>• participation in training courses</li> <li>• implementation of PIME cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' participation in training courses.</li> <li>• Teachers' participation in school meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Schools' survey</li> </ul>	<p>08/2015 – 07/2016</p>	<p>Panel Head Subject teachers</p>	<p>Update information of related activities and courses.</p>
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## **F. Plan of Economics Panel to prepare students for DSE Examinations**

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing teachers with the level descriptors of public examination	Study the levels attained by various students in the open examination (through buying their DSE scripts) and participation in EDB courses on the evaluation of DSE Exam. Holding panel meeting by panel chairpersons to share the assessment criteria.
2. Familiarizing students with DSE sample scripts and level descriptors	Discussion after school tutorials with students in groups. Discussion and practice during lessons. Practice and discussion will be made with students.
3. Timely revision tests and exam-oriented drillings	Tutorial class will be held during holidays Tests and drilling would be set in line with the public assessment Past CE questions will be adopted in drilling and revision. Past DSE questions will be adopted in revision. Extra mock paper will be given to students for home practice.
4. Timely review of students' needs and ability after tests / examinations	Review performance of students in tests so as to fit in the needs of students in their learning. Some students may be required to sit for re-test.
5. Sharing from current old boys	At least one old boy will be invited to share his skills in preparing for public examinations for DSE students.

## **G. EVALUATION**

1. Academic progress of students can be evaluated by tests, class-work, and group-discussions and questioning during lessons.
2. Teachers will keep detailed records of students' performance throughout the terms so as to evaluate students' progress regularly.
3. Performance in internal and public examinations.
4. Social concern of students can be indicated by
  - (a) Their willingness to take part in educational visits, social services and other related extra-curricula activities.
  - (b) Their ability for viewing social issues on different perspective.
5.
  - (a) There will be at least one test in the first term for S3, S4 and S5.
  - (b) For S4 and S5 tests will carry 20% and 5%(2% home works, 1% class work, 2% quizzes) of course worksof the total marks of the mid-year examination and final examination.
  - (c) There will be at least three tests in the first term for S6
  - (d) For S3 Assessment policy:  
Adoption of 3-tier difficulty levels of test/exam papers  
(40% easy questions, 40% average questions, 20% challenging questions)

## **H. PERFORMANCE STANDARD**

1. School Examinations  
85% of all students should pass the Mid-year and Final Examinations.
2. Public Examinations  
The level 4 or above percentage of this subject in the HKDSE is 50% and the level 2 or above percentage is 85%

## I. BUDGET

Items	Budget
1. Library books	\$750
2. Teaching aids	\$750
Total:	\$1,500

## J. PROGRAMME TEAM

Mr. Lo YW (3A, 3B, 3E)

Ms. Chung YF (3C,3D,3E, 5X1, 55X3, 6X1, 6X3)( S3,S5 and S6 coordinator)

Mr. Lam WH (4X1, 4X3)(S4 coordinator)

## K. SUGGESTIONS TO SCHOOL

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

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

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

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

Prepared By  
Lam wai hoo

# **Geography Programme Plan 2015-2016**

## **School Major Concern :**

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

## **I. Aims**

- To stimulate students' interest in the study of geography
- To develop student's awareness and understanding of the surrounding especially on the contemporary issues
- To enable students to lay foundations for lifelong learning, e.g. thinking skills, map reading skills, skills of data collections and interpretation, etc.
- To help students understand the need to protect our environment, to be aware of global issues
- To enable pupils to be better equipped for the internal and external examinations

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

### **A. Strengths**

1. Teachers of Geography are open and receptive to new ideas. They are co-operative and willing to share experience and new ideas on teaching. They show an enthusiasm in the teaching profession.
2. Most students show interest in environment surrounding them.

### **B. Weaknesses**

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

### **C. Opportunities**

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

### **D. Threats**

1. 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.
3. Learning diversity in senior forms is so great. Less academically inclined students show very low motivation in learning. Some S4 students just want to get into classes of 3X. They show no interest in learning. This may impose bad influence to others.

### III. Implementation plan

Task	Objectives	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1	Staff development through empowerment of panel members to increase competence and ownership	Division of labour and sharing of responsibilities among panel members	HOD	Evaluation of the job performed through appraisal system Evaluation of the effectiveness of empowerment through panel meetings	Panel members with increased competence and ownership	Whole year	--
2	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2015-2016	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	S1 - S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
5	Enhance student learning	Bridging programme	Mrs Ho	Form teacher are required to give a bridging programme to S4 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
6	Enhance student learning	Geography Projects for S.3	S.3 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept - Dec and Feb - May	--
7	Enhance student learning	Geography Project	Mrs. Ho	Teacher is required to check the	Students found the	Sept 25, 2015	--

		for S.5 and S.6 (Field trip organized by Ho Koon)		progress of students in data collection	experience on site visit and first-hand data collection valuable		
8	Enhance student learning	Geography Project for S.4 and S.5 (Field study Cheung Chau organized by Chan Chun Ha)	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	Mar, 2016	--
9	Enhance student learning	Geography Project for S3 (Field trip to Tuen Mun organized by Ho Koon)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	May, 2016	--
10	Enhance student learning	Field visit to Kwun Tong URA	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	Feb, 2016	--
11	Enhance student learning	Mobile learning – Field trip	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 Student found the experience of using different apps in electronic device to collect data and do on-site field study	Apr, 2016	--
12	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	Two news report in each term	--
13	Prepare Ss for Public examinaions	Essay writing training session	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress writing essay	Sept, 2015 – Oct, 2015	--

					Students show stronger confidence in face of public examinations		
14	Prepare Ss for Public examinaions	Enhancement classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress in tests and examination Students show stronger confidence in face of public examinations	Nov 2015 – Mar 2016	--
15	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	Mrs. Ho	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr. 2015	\$6000

#### **IV. Evaluation**

- Through the assessments, teachers can evaluate the ability of students and assess the effectiveness of teaching and learning.
- More frequent quizzes will be given in order to raise the students' academic standards.
- Extra lessons will be given to NSS2 after school as tutorial lessons for doing map works, exercises or informal tests.
- Newspaper cutting on current issues will be done as homework on a monthly basis. Students have to write summary and comment in about 120 words.
- Short-term assessments (every topic)
- Formative assessments, e.g. homework, quizzes and dictation
- Informal assessments, e.g. participation, performance in class, follow-up discussion and questioning\
- Mid-term assessments
- Tests, uniform tests
- Long-term assessments
- Summative assessments, e.g. uniform test, school examination, public examinations

#### **V. Performance standard**

- S.1 and S2 students are able to answer questions in paragraph form. S.3 students are able to write essay in short paragraphs. S.4-S.6 students are able to write short essays.
- 60% of S.1 students are able apply geographical knowledge and skills in doing research project.
- 80% of S.2 and S.3 students are able to apply geographical knowledge and skills in doing research project.
- 80% students are able to pass the 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	\$1500
2. Teaching aids (videos, CD-ROMs, etc.)	\$1500
3. Renew weather instrument	\$3000
Total :	\$6000

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

#### **VII. Programme team**

- Mrs. Ho Chan Suk-ching (Team leader)
- Mr. Lo Yau Wah
- Mr. Tsang Chi To
- Miss Wong Siu Yan
- Miss Kwok Wing Yiu

# **History**

## **Programme Plan 2015-2016**

### Development Audit

#### **Strengths**

1. Teachers of the panel are enthusiastic, open-minded and willing to share;
2. Teachers of the panel shared common vision in the promotion of History learning among students
3. The department has accumulated a good stock of teaching materials for the senior forms. They are for examples, worksheets, reference materials, video-tapes, photos, cartoons, maps and charts.
4. The introduction of History in S1 and S2 can help develop students' generic skills on the one hand and prepare students with knowledge in Humanity subjects on the other. This arouse students' interest and develop their knowledge in History.

#### **Weaknesses**

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

#### **Opportunities**

1. Under the DSE curriculum, History is an elective subject, more students choose to study History out of their own interest and may have a stronger motivation in their study.
2. Other than the first year when students were less comfortable to choose both arts and science subjects as their elective study, there is a trend that high achiever may also choose History. This is reflected in the rising number of S3 students choosing History to study in S4.
3. The introduction of SBA component in the DSE History examination enables students to ensure higher passing rate in public examination.

#### **Threats**

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



Evaluation of the Year plan 2014-15

**Enhancement of classroom learning and teaching effectiveness through lesson study and peer observation**

Strategies	Evaluation
Peer lesson observation <ul style="list-style-type: none"> <li>• Implementing subject-based peer lesson observation once a term</li> <li>• Holding subject-based sharing sessions to review the lessons being observed</li> <li>• Accumulating useful resources in teaching strategies for subject-based knowledge management</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation had been conducted once in a term within the panel</li> <li>• Timely sharing on the teaching of NSS History had been held with teachers concerned</li> <li>• Teaching resources like notes and worksheets had been shared among teachers in the junior and the senior levels</li> <li>• Peer lesson observation was found to be useful in spotting areas for further improvement in teaching practices</li> </ul>
Professional development on lesson observation <ul style="list-style-type: none"> <li>• Receiving training through Staff Development programs</li> <li>• Participation in EDB courses</li> </ul>	<ul style="list-style-type: none"> <li>• Professional training on History teaching organized by EDB</li> <li>• Teachers had been active in taking courses inside and outside the school for updating and polishing up History teaching</li> </ul>

**Catering for learning diversities**

Strategies	Evaluation
The syllabus for S.3 had been shortened to make learning more student-oriented	This was found to be helpful since the S.3 students have no background knowledge on history learning. A shorter syllabus allowed teachers to cater more for students' needs over the subject.
Tutorials were organized during summer (pre-examination) time	Students found them useful to prepare for the examination.
After school tutorials for S1 low achievers	After school revision class were organized before uniform tests and examination to help low achievers to revise the materials. They were effective in acting as a booster to students in their revision.

### Project learning

Strategies	Evaluation
Group investigation on world History in S3	<ul style="list-style-type: none"> <li>Power point presentation on 20<sup>th</sup>-century historical figures had be made by students.</li> <li>It was useful in developing students' learning autonomy and the ability in searching, selecting and composing information in presentation</li> </ul>
Mini project in S4 on important historical figures in the PRC	<ul style="list-style-type: none"> <li>This was a way to develop students' enquiry learning skills and to form a reading habit.</li> <li>This was also a good way to prepare students for the DSE SBA project</li> </ul>
School based learning project in S5 and 6	<ul style="list-style-type: none"> <li>Title proposal and project outline had been composed in S5 and the SBA report to be prepared in summer.</li> <li>Person-to-person discussion had been conducted and students found it useful to their preparation of SBA report</li> </ul>

### Preparation for the NSS curriculum and HKDSE Examination

1. New teaching pedagogy with emphasis on group discussion and marking scheme analysis had been practiced in teaching
2. After school tutorials had been conducted for motivated students for past papers practices
3. Use of online methods like intranet or what's app for topic discussion
4. Timely revision exercises and tests

### Evaluation of 2015 HKDSE Results

DSE History								
	Total No. of Ss	L5* or above (%)	Level 5 or above (%)	Level 4 + (%)	Level 3 + (%)	Level 2 + (%)	Passing %	% of 5 +
<b>2012</b>	<b>10</b>	0 (0%)	0 (0%)	2(20%)	4 (60%)	4 (100%)	100%	0
<b>2013</b>	<b>24</b>	5 (20.9%)	5 (20.9%)	17 (70.9%)	22 (91.7%)	24 (100%)	100%	<b>20.9%</b>
<b>2014</b>	<b>19</b>	2 (10.5%)	3 (15.8%)	11 (57.9%)	15 (78.9%)	19 (100%)	100%	<b>15.8%</b>
<b>2015</b>	<b>15</b>	1 (6.7%)	7 (46.7%)	10 (66.7%)	13 (86.7%)	15 (100%)	100%	<b>46.7%</b>

### **3-Year Average**

<b>Years</b>	<b>Average on L5 or above</b>	<b>Average on L2 or above</b>	<b>Average No. of students</b>
2012 - 14	12.23%	100%	17.7
2013 - 15	27.8%	100%	19.3

### **Credits to Students**

Students' performance this year was pleasing and was much higher than HK average in credit performance. They had been working hard and committed themselves to study groups and the post-Mock discussion. Some of them should have performed better to reached level 5\* according to their year round performance but were unexpectedly a level below. This was a pity. DSE scripts had been bought for further analysis of students' performance.

### **Supportive Measures Taken**

After-school tutorials have been held to help students prepare for their SBA which accounts for 20% of the examination total. There are also after-school tutorials for revision though students might be busy committing themselves to the tutorials of different subjects.

As HKDSEE is new to both teachers and students, refresher courses for teachers have been attended and information about level descriptors shared with students. Practice papers are drilled, debriefed and sample answer scripts circulated.

During the study month before DSE examination, timely tutorials are held to check students' progress of study.

## **Annual Plan 2015-16**

**Five Areas** of history learning and teaching will be promoted in the academic year 2014-15.

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

#### **For Teachers:**

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

#### **For Students:**

- 1.4 Proportion of coursework in overall total in S.3 will be increased to 30%. Term activity like museum visit will be introduced to widen students' horizons and interest over the subject.
- 1.5 Dictations and timely quizzes will be arranged to keep students developing a steady revision habit.
- 1.6 The preparation of students to master the skills in doing their SBA by starting a preliminary project similar to the HKEAA SBA project in S.4.

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

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

### **2. Preparation for the NSSC**

- 2.1 Teachers are encouraged to attend NSSC refresher courses organized by the EDB to keep themselves abreast of the new educational trend related to History.
- 2.2 New teaching pedagogy with emphasis on group discussion and making analysis will be practiced in S.1 to 6 to get students familiarize with the new requirements.
- 2.3 Project-based learning will be carried out in NSS1 so as to familiarize students with the SBA requirement to be conducted in NSS2.

### **3. Peer Collaboration, Peer Observation and Appraisal**

- 3.1 Peer collaboration and peer observation would be conducted according to the school plan. Cooperation will be made with the Chinese History Department for sharing of new

teaching pedagogy.

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

#### **4. Catering for learning diversities**

4.1 The syllabus for S.1-3 will be tailor-made to make learning more student-oriented. A shorter syllabus would allow teachers to cater more for students' needs over the subject.

4.2 Tutorials will be organized during summer (pre-examination) time by teachers to help students revise the subject and to share study methods and strategies. Both classes for low achievers and high achievers will be organized.

#### **Project learning**

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

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

#### **5. Life-wide learning**

5.1 Museum visit will be conducted in S.3-4 to develop students' interest in the subject.

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

#### **Evaluation**

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

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

## Plan of the History Panel to prepare students for 2016 DSE Examination

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing with the level descriptors of public exam	<ul style="list-style-type: none"> <li>- Upload of HKEAA circulars / level descriptors related to DSE to e-class for teachers' easy access</li> <li>- Holding panel meeting by panel chairpersons to share explicitly the assessment criteria</li> </ul>
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> <li>- Feedback after marking test papers and assignments.</li> <li>- Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors</li> <li>- Provision of links related to HKEAA sample scripts</li> <li>- Discussion and practice during lessons</li> </ul>
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Revision tests – once every 3 weeks (refer to attachment for revision time-table)</li> <li>- Tutorial class will be held after school for revision and discussion of essay questions.</li> <li>- Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted.</li> <li>- Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.</li> </ul>
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- In marking students' assignments / tests, highlight marks scoring elements in the answer</li> <li>- Review performance of students in tests / assignments so as to fit in the needs of students in their learning.</li> </ul>
5. Coaching students in doing their SBA	<ul style="list-style-type: none"> <li>- Individual consultation</li> <li>- First draft of the written report have to be handed in mid-October</li> <li>- Second/Final draft of the written report have to be handed in December</li> </ul>
6. Finish the syllabus by the end of December 2015	It should be achievable as only one topic of the syllabus has not been taught.
8. Sharing from current old boys	Old boys are invited to come and share their skills in preparing for public examinations in September.

**A. HISTORY REVISION TEST 2015 – 2016**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Test	Topics	Remarks
SEP	30	31	1 X	2 A <sup>1</sup>	3	4 B	5	1/9 Opening Ceremony 3/9 Special Holiday			
	6	7 C	8 D	9 E	10 F	11 A <sup>2</sup>	12		8/9	Japan: Modernization & Militarism	7/9 revision class (SBA)
	13	14 B	15 X	16 C	17 D	18 E	19	15/9 Annual Swimming Gala (Day 1)	17/9	Japan: Modernization & Militarism & post-war recovery	21/9 revision class
	20	21 F	22 A <sup>3</sup>	23 B	24 C	25 D	26	25/9 S1 Parents' Night			
OCT	27	28	29 X	30 E	1	2 F	3	28/9 Day after Mid-Autumn Festival 29/9 Annual Swimming Gala (Day 2) 1/10 National Day			
	4	5 A <sup>4</sup>	6 B	7 C	8 D	9 E	10		8/10	International conflicts: WWI & WWII	5/10 revision class
	11	12 F	13 A <sup>5</sup>	14 B	15 C	16 D	17				
	18	19 E	20 F	21	22 U A <sup>6</sup>	23 U B	24	21/10 Chung Yeung Festival 22-28/10 Uniform Tests (S1-S3)			19/10 revision class
	25	26 U C	27 U D	28 U E	29 F	30 R	31		27/10	Cold War & Economic cooperation	
NOV	1 X	2	3 A <sup>7</sup>	4 B	5 C	6 D	7	1/11 Annual General Meeting of PTA 2/11 Day after AGM of PTA			
	8	9 E	10 F	11 X	12 A <sup>8</sup>	13 B	14	9-20/11 Gospel Week 11/11 1971 Anniversary Thanksgiving Service And Education Excursion			

	15	16 X	17 C	18 D	19 E	20 F	21	16/11 Cross Country Day	18/11	Hong Kong	
	22	23 A <sup>9</sup>	24 B	25 C	26 D	27 X	28	27/11 Annual Speech Day			
DEC	29	30 E	1 F	2 A <sup>10</sup>	3 B	4 C	5				
	6	7 X	8 X	9	10 D	11 E	12	7/12 Annual Sports Day (Heats) 8/12 Annual Sports Day (Finals) 9/12 Day after Annual Sports Day	10/12	Modern China	
	13	14 F	15 A <sup>11</sup>	16 B	17 C	18 R	19	18/12 Christmas Service			
	20	21 X	22	23	24	25	26	21/12 Staff Development Day 22-31/12 Christmas Holidays			
JAN	27	28	29	30	31	1	2	1/1 New Year Holiday			
	3	4 D	5 E	6 F	7 A <sup>12</sup>	8 B	9	5-22/1 Mid-year Examinations (S1-S5)	4/1	Theme A	EXTENDED AFTER SCHOOL
	10	11 C	12 D	13 E	14 F	15 A <sup>13</sup>	16				
	17	18 B	19 C	20 D	21 E	22 F	23		20/1	Theme B	EXTENDED AFTER SCHOOL
	24	25 A <sup>14</sup>	26 B	27 C	28 M D	29 M E	30	21/1 S6 Farewell Assembly 28/1-5/2 S6 Mock Examinations			
	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Chapters	Topics	Remarks

## B. SBA

- Deadline for **first draft** of your SBA report: **19 October, 2015**  
Discussion Schedule: after school (4:00 -5:00) in October
- Deadline for **second draft** of your SBA report: **17 November, 2015**  
Discussion Schedule: after school (4:00-5:00) in November
- Deadline for **Final Draft** of your SBA report: **11 December, 2015**



### C. After-school Tutorials

Tutorials are set for four purposes:

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

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

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

#### Teaching Duties

Form	Teachers Responsible
1-3	Ms Phoebe Kan, Ms YY Chan*
4-6	Ms YY Chan*

\*Form Coordinator

#### Panel Budget

Items	Budget
Reference books	\$ 400
Library books	\$ 800
Audio visual aid	\$ 300

## Liberal Studies Programme Plans 2015-2016

### Major Concerns of School:

- \* **Enhancement of Learning and Teaching**
- \* **Student support**
- \* **Through-train Development**
- \* **Strengthening School Administration, Management and Leadership**

### Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Budget/ Resources
1.1 Enhancement of learning-and-teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>• To apply diverse pedagogies to foster students' participation and ownership of learning               <ul style="list-style-type: none"> <li>- Regular PO/LC, open classes and lesson study to explore &amp; share good practices</li> <li>- Promotion of self-regulated learning &amp; self-access learning resources of Library</li> <li>- Exploration of e-L&amp;T strategies (Wise Learning, LS Wizard, Sing Tao Daily and HK Economic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 2 SD sessions time for professional sharing in pedagogies</li> <li>• Designated period for lesson collaboration and peer observation in each term</li> <li>• Increased usage hours of Lib SALC recorded</li> <li>• Increase of trial of e-L&amp;T strategies</li> <li>• Increase of teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Students' survey</li> <li>• Progress of student performance</li> <li>• Subject records such as pedagogies and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Subject records on sharing and materials</li> </ul>	9/2015 -8/2016	MY Siu and YW Lam	<ul style="list-style-type: none"> <li>• Funding from school</li> <li>• Manpower from school</li> </ul>

	<p>Journal procured and linked in school web for student frequent access; teacher training provided by EDB)</p> <ul style="list-style-type: none"> <li>• To restructure junior curriculum for better transition to senior form L&amp;T <ul style="list-style-type: none"> <li>- Close watch on the development of <i>Life and Society</i> curriculum</li> <li>- Restructuring of S2 curriculum</li> <li>- Refinement of S1 core and extended curriculum</li> </ul> </li> <li>• To develop the use of data to inform L&amp;T <ul style="list-style-type: none"> <li>- AfoL strategies reflected in subject plans/reports, L&amp;T and assessment tasks</li> <li>- Comprehensive study of HKDSE markers reports and HKDSE live scripts to provide strategies accordingly</li> </ul> </li> <li>• To foster strong academic atmosphere on campus <ul style="list-style-type: none"> <li>- Promotion of academic related activities such as talks, field trips and visits</li> <li>- Fixed &amp; movable board displays and posters (display of past IES projects in school library and other resources in classrooms)</li> </ul> </li> </ul>	<p>participation in training courses</p> <ul style="list-style-type: none"> <li>• Positive response in students' feedback survey</li> <li>• Students being able to reflect on and own their study, demonstrate stronger ownership of their study</li> <li>• Internal and external test /exam result analysis submitted to SHKLACC</li> <li>• Expansion of learning and teaching resources</li> <li>• Increase of numbers of board displays and posters</li> <li>• Organisation of co-curricular activities in support of learning and teaching</li> </ul>	<p>related to assessment for learning and co-curricular activities</p> <ul style="list-style-type: none"> <li>• Number of hardware established in support of promotion of academic atmosphere</li> <li>• Teachers' self-reflection</li> </ul>			
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	<ul style="list-style-type: none"> <li>- Wisenews and LS Wizard are procured and linked in school web for students' frequent access</li> </ul>					
<b>1.2 Strengthening the role of personnel in middle-management</b>	<ul style="list-style-type: none"> <li>• To develop instructional leadership <ul style="list-style-type: none"> <li>- Modelling of good L&amp;T practices for panel members</li> <li>- Implementation of P-I-M-E cycle with timely revision of strategies and curriculum</li> </ul> </li> <li>• To enhance knowledge management of departmental materials <ul style="list-style-type: none"> <li>- All teaching materials, admin reports, EDB course materials are put on web (student resources stored in eclass; collect materials on HKDSE LS Briefing Session on 2015 Exam and Briefing Session on 2015 HKDSE IES; frequent update of resources at resource corner in staff room)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SHs conducting PO/ open class as demonstration</li> <li>• Sharing and mutual support between subject heads</li> <li>• Subject interim/annual reports on dept-mental effectiveness evaluation</li> <li>• Year-round update of subject materials in intranet and resource corner</li> <li>• Expansion of virtual and physical storage capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers' survey</li> <li>• Subject heads' self-reflection and survey</li> <li>• Expansion and usage of storage capacity</li> </ul>	9/2015-8/2016	MY Siu and YW Lam	/
<b>1.3 Excellence in public examinations</b>	<ul style="list-style-type: none"> <li>• To develop subject-based curriculum planning and S.6 study plans <ul style="list-style-type: none"> <li>- S5 supplementary lesson and test in summer vacation</li> <li>- S6 subject-based study plans</li> <li>- S6 revision tests throughout the whole year till March 2016</li> <li>- Completion of HKDSE syllabus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improvement shown in comparison to 3-year moving average (Lv2+ &amp; Lv5+) in core subjects and overall results</li> <li>• Steady performance of students in HKDSE</li> <li>• Composition of</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in HKDSE</li> <li>• Records of internal and external exam practices</li> <li>• Student and teacher feedback</li> <li>• Records of teachers' participation in invitational posts and</li> </ul>	9/2015-8/2016	MY Siu	<ul style="list-style-type: none"> <li>• Funding from school</li> <li>• Manpower from school</li> </ul>

	<p>for S6 by December</p> <ul style="list-style-type: none"> <li>- S6 revision in Jan and Feb 2016</li> <li>- S6 Mock Exam (Jan and Feb 2016) and Post-Mock Exam (Mar 2016)</li> <li>- S6 tutorials in March 2015</li> <li>- S6 Enhancement class and sharing on study and exam skills by old boys and/or teachers</li> <li>- Self-initiated tutorials / group discussion provided by teachers to all forms</li> </ul> <ul style="list-style-type: none"> <li>• To timely evaluate and revise NSS L&amp;T strategies based on DSE results and reports <ul style="list-style-type: none"> <li>- Curriculum review in all forms throughout the year</li> <li>- Attending HKDSE LS Briefing Session on 2015 Exam, and use of live papers for the demonstration of public exam requirements</li> <li>- Attending Briefing Session on 2015 HKDSE IES</li> <li>- IES: preparatory work in S4 (book report, IES talk and preliminary proposal); eclass for IES collection; self-initiated tutorials / group discussion provided by teachers ; constant review and update of school-based</li> </ul> </li> </ul>	<p>revision plans and assessment of learning</p> <ul style="list-style-type: none"> <li>• Self-initiated tutorials / group discussion</li> <li>• Supplementary lessons, tutorials and tests</li> <li>• S6 tutorials in March 2015</li> <li>• Better awareness and use of district resources on training of exam skills</li> <li>• Joint-school exam practices</li> <li>• Composition of revision plans and assessment of learning</li> <li>• Smooth implementation of IES</li> <li>• Constant review of school-based IES procedure</li> <li>• Storage of IES projects in eclass</li> <li>• Participation of teachers in academic-related external organisations</li> <li>• Teachers demonstrated higher confidence in</li> </ul>	<p>HKDSE-related work</p>			
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	<p>IES procedure in accordance of HKEAA requirements</p> <ul style="list-style-type: none"> <li>• To organize after school tutorials and sharing on study and exam skills by old boys <ul style="list-style-type: none"> <li>- S5 after school tutorials on revision of content knowledge and exam skills for financially disadvantaged students</li> <li>- S5-6 after school tutorials revision of content knowledge and on exam skills for low achievers</li> <li>- S5-6 enhancement classes on exam skills conducted by old boys and/or teachers</li> </ul> </li> <li>• To capitalize district resources <ul style="list-style-type: none"> <li>- Participation in joint school exam practices (Student participation in Hok Yau Club LS Mock Examination and exams provided by other organisations) and teacher learning circles (teacher participation in district or organisation activities in support of exam, e.g. West Kln LS network, HKCCCC LS Focus Group, EDB and HKEAA)</li> <li>- Capitalizing district / organization activities in support of exam (collect Mock Exam papers of</li> </ul> </li> </ul>	<p>giving feedback to student learning</p>				
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	other schools for student practice; support to teachers to serve as HKDSE markers)					
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### Major Concern 3: Through-train Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Budget/ Resources
3.1 Improvement in the collaboration between YWC & YWPS	<ul style="list-style-type: none"> <li>Organising joint-section activities between YWC and YWPS students               <ul style="list-style-type: none"> <li>Organisation of interviews</li> </ul> </li> <li>Organising joint-section formal meetings between departments               <ul style="list-style-type: none"> <li>Holding regular joint-section meetings</li> <li>YWC joins the Subject Review session of YWPS</li> </ul> </li> <li>Keeping documents of all the meetings between the two sections</li> </ul>	<ul style="list-style-type: none"> <li>Activities and meetings 'jointly' organised by YWC and YWPS at teacher and student levels</li> <li>Records of all the meetings between the two sections</li> </ul>	<ul style="list-style-type: none"> <li>Activity records and evaluation in the regular meetings of different departments of YWC and YWPS</li> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	9/2015-8/2016	MY Siu and YW Lam	<ul style="list-style-type: none"> <li>Funding from school</li> </ul>
3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> <li>Improving the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS               <ul style="list-style-type: none"> <li>Lesson observation</li> <li>Conduction of debriefing</li> </ul> </li> <li>Developing subject-based common practices to be following in both YWC and YWPS               <ul style="list-style-type: none"> <li>YWC: questions on current affairs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal lesson observations in all core subjects being conducted, followed by debriefing sessions and exchange of teaching ideas</li> <li>Academic results being exchanged</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation documents of lesson observation in the debriefing sessions of different departments of YWC and YWPS</li> <li>Discussion records of YWPS academic results in different departmental meetings</li> <li>Meeting documents</li> </ul>	9/2015-8/2016	MY Siu and YW Lam	<ul style="list-style-type: none"> <li>Funding from school</li> </ul>

	<p>in quizzes, UTs and Exams, news reports. News reading (both Chinese &amp; English) is promoted in Morning Reading Period in collaboration with the school library, Chinese Department and English Department</p> <ul style="list-style-type: none"> <li>- YWPS: news reading: 10 marks are given on news quizzes. Most of the students subscribe Chinese newspaper. MC questions are given in monthly news quizzes in each form (小百答)</li> <li>• Exchanging the summary of class academic results <ul style="list-style-type: none"> <li>- Academic results of UT, Exams and other assessments are exchanged</li> </ul> </li> </ul>					
3.3 Development of common campus routines	<ul style="list-style-type: none"> <li>• Developing common learning practices or habits to be following by students in both YWC and YWPS <ul style="list-style-type: none"> <li>- Subscription of newspaper by students, display of newspaper in school campus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Common practices agreed by both YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion records on common practices in different departmental meetings of YWC and YWPS</li> </ul>	9/2015-8/2016	MY Siu and YW Lam	<ul style="list-style-type: none"> <li>• Funding from school</li> </ul>



# **Business, Accounting and Financial Studies Programme Plan 2015-2016**

## **1. GENERAL AIMS**

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

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

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

### **1.2 Issue to be addressed**

#### **Strengths**

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

#### **Weaknesses**

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

#### **Opportunities**

1. With the introduction of NSSC, more resources are offered outside school that the school can make good use of. Programmes and workshops offered by banks, universities and organisations are usually free and students are encouraged to take advantage of such opportunities to learn through competitions and programmes.
2. Streamlining of curriculum in 2013 slightly relaxed the very tight schedule of learning and teaching. Students may be able to have more in-class practice.
3. Curriculum re-structure also cut School-based assessment (SBA) and thus enables

students to concentrate on their public exam.

4. In school year 2013-2014, the school introduces a “tasting” subject in S3 in which some degree of business elements are included and students should be better informed when doing their subject choice.
5. Starting from year 2012-2013, the school allows students who have very weak foundation to take only two or even one elective subjects. This allows students to concentrate and to manage their studies better.
6. Starting from year 2014-2015, all S.1 students are DSS students. The learning diversity would hopefully be narrowed.

### **Threats**

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

### **1.3 Objectives**

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

#### **Knowledge and understanding**

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

#### **Skills**

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

#### **Values and attitudes**

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

## 2.1 ANNUAL PLAN 2015 to 2016

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Enhancement of learning & teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>Assessment for learning – quizzes and tests given to check students’ understanding and progress</li> <li>Promotion of self-regulated learning and eLearning</li> <li>Promotion of co-curricular activities in support of students’ learning – visits, competitions, workshops, other public exams, eg. HKICPA Examinations in BAFS.</li> <li>Encouraging peer learning - higher achievers help in small groups during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Designated periods for tests and quizzes on top of covering the syllabus</li> <li>eLearning materials sent to students and/or upload to eClass</li> <li>Information of activities and exams passed to students</li> <li>Students’ participation in these activities</li> </ul>	<ul style="list-style-type: none"> <li>Results of quizzes and tests</li> <li>Records of students’ access to the eLearning materials</li> <li>Attendance record</li> </ul>	9/2015 – 07/2016	Panel Head Subject teachers	Update information of related activities and exams
2. Excellence in public exams	<ul style="list-style-type: none"> <li>Familiarising students with Curriculum guidelines and Assessment framework as well as the level descriptors so that they can clearly understand what are expected from them.</li> <li>Students will be drilling past papers from HKDSE and HKCEE and other sources of questions.</li> <li>Enhancement workshops and remedial workshops to be arranged</li> <li>Frequently short quizzes to be given</li> <li>Sharing from graduates on study/exam skills</li> <li>Encouraging students to take public exams before HKDSE, such as HKICPA Examinations in BAFS, as additional mock exam and to familiarise students with public exam settings.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ awareness of the requirements of HKDSE</li> <li>Time space for drilling, workshops, tests and quizzes on top of covering the syllabus</li> <li>Students’ participation in after lesson workshops</li> <li>Information of other exams passed to students</li> <li>Students’ willingness to sit for other public exams</li> </ul>	<ul style="list-style-type: none"> <li>Documents of subject plans</li> <li>Attendance and progress record of enhancement and remedial workshops</li> <li>Students’ survey</li> <li>Results of school and public exams</li> </ul>	9/2015 – 07/2016	Subject teachers	Funding support for enhancement workshops

3. Development of teachers' professionalism	<ul style="list-style-type: none"> <li>• Staff Development programs on pedagogy: assessment for/as learning</li> <li>• Sharing of good practices in/across departments</li> <li>• Encouraging teachers to participate training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Better understanding of the concept of assessment for/as learning</li> <li>• Development of open class and cross subjects lesson observation</li> <li>• Availability of training programme and time</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff development programs</li> <li>• Students' evaluation on classroom learning</li> <li>• Records of teacher training</li> </ul>	9/2015 – 07/2016	Panel Head Subject teachers	Update information of related activities
4. Strengthening the role of personnel in middle-management	<ul style="list-style-type: none"> <li>• Knowledge management of departmental materials – uploading departmental documents in the teachers' sharing folder</li> <li>• Development of instructional leadership <ul style="list-style-type: none"> <li>– participation in training courses</li> <li>– Implementation of PIME cycle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Utilization of share folders</li> <li>• Subject heads showing appropriate evaluation on the effectiveness of subject works</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion and usage of storage capacity</li> <li>• Subject teachers' survey</li> <li>• Subject heads' self-reflection and survey</li> <li>• Training records</li> </ul>	9/2015 – 07/2016	Panel Head	

## 2.2. S6 REVISION PLAN

Targets	Measures to be taken
1. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> <li>- Links of the HKEAA of the subject BAFS have been printed in Students' Handbooks and distributed to students.</li> <li>- Discussion and practice during lessons</li> <li>- Feedback after tests and quizzes – with reference to the level descriptors</li> </ul>
2. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Tests every 2 to 5 weeks</li> <li>- Weekly (lunchtime/after school) workshops will start in October when necessary</li> <li>- Questions from Past CE/AL papers and exam practice from different publishers will be used for drilling and revision</li> <li>- Drilling practice will continue during study leave as long as students find it helpful.</li> </ul>
3. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- Feedback after tests and quizzes</li> </ul>
4. Finishing the subject syllabus by the end of December	<ul style="list-style-type: none"> <li>- Lesson time can be used for doing revision on topics done in S4 and for drilling</li> </ul>
5. Sharing from HKDSE scripts	<ul style="list-style-type: none"> <li>- To share with students how to achieve higher results from live scripts.</li> </ul>
6. Sharing from old boys	<ul style="list-style-type: none"> <li>- Old boys will be invited to share their skills in preparing for public exams and answering techniques with students in November.</li> </ul>

### 3. SUBJECT-BASED PEDAGOGY

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

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

### 4. Budget

Item	\$	Source of fund
Library books	2000	School

### 5. Programme Team

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

英華書院  
二零一五至二零一六年度  
普通話科  
全年計劃

甲. 教學目標

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

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

乙. 現況分析

一. 強

- (1) 中一及中二全級將以普通話教授中國語文科，同學有更多機會接觸普通話。
- (2) 本科老師教學態度認真，曾接受普通話科教學法培訓，並取得認可資格。
- (3) 本學年中一課本改為校本自擬課程，配合中文課程，加入國家語委不同體裁的朗讀篇章。另根據本校學生能力，加強學生的拼音能力，打好拼音基礎。
- (4) 普通話網站，鼓勵學生利用互聯網隨時隨地學習普通話(例如，學生可瀏覽中央電台網站及香港電台的普通話台，聆聽普通話新聞節目，以了解社會動態。
- (5) 本校開設的「普通話學會」為學生安排各種活動，增加學習普通話的趣味性及學生的學習興趣。
- (6) 本科老師積極鼓勵並訓練同學參加各全港性朗誦及演講比賽，提拔普通話尖子。
- (7) 本科自上學年度中一口語考試增加弟子規，與中文科配合，提升學生普通話能力及中國文化知識。本年度會在中二口語考試增加聲律啟蒙。
- (8) 有關的學習資源有助於學生學習，出版商提供圖片、字卡、光碟等，以輔助教導及學習普通話科。

## 二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，只有小部份學生曾經在漢語地區生活居住過，普通話水平較高；由於英華小學普通話課程之前不以拼音為授課重點，仍有部分學生的拼寫能力欠佳；部分學生聆聽方面仍存有困難。
- (3) 中一至二年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

## 三. 機

- (1) 自擬課程更切合學生需要，能更有效率提升學生的拼寫能力。
- (2) 社會越來越重視普通話的推廣，不少團體每年均會舉辦普通話朗誦、演講比賽等或其他有關普通話的活動，可鼓勵學生參加。上年度，本校學生代表香港參加全國普通話配音、朗誦及相聲比賽。
- (3) 校方對推廣普通話不遺餘力，對普通話學會舉辦活動鼎力支持，如普通話早會、全港普通話朗誦比賽。

## 四. 危

- (1) 由於新高中課程沒有普通話這一科目，同學升至高中後就沒有機會在校內修讀普通話課程。
- (2) 中一至二年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

## 丙. 課程安排

### 一. 本年教學目標及實行計劃

#### (1) 中一至中二階段

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



	3.培養說話的興趣。	透過小組討論和分享，培養學生用普通話交談的興趣。課堂上多以提問為主，鼓勵學生大聲說普通話。
朗 讀	1.培養朗讀的基本能力。	教師可選取簡單的散文、詩歌、繞口令，讓學生在課堂朗讀，以培養學生朗讀的基本能力。
	2.朗讀國家語委篇章。	教師可播放國家語委錄音，請學生認識此公開考試,為將來升學就業作準備。
	3.累積詞語、掌握句型。	教師可選取一些有趣味及生活化的課外讀物，與學生共同閱讀，以增加學生的普通話詞語及掌握普通話句型。
	4.增進語文基本知識。	教師於教授課文同時，亦指導學生了解變調、兒化、輕聲等知識。
譯 寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"> <li>• 要求學生以漢語拼音譯寫基本常用詞。</li> <li>• 中一自擬課程，加強拼寫能力。</li> <li>• 透過練習，令學生初步掌握人名、地名的拼寫規則。（原中三課程，今年會列為增潤項目）</li> </ul>

## 二. 教科書：

- 初中：
  - 中一校本自擬課程。
  - 中二用朗文出版社《生活普通話》教科書，老師根據情況製作工作紙配合。

## 三. 考試安排

- 中一新生擬卷方針將參考新生於8月底考取之GAPSK分數，以針對其強弱，鞏固基礎為目的出卷。
- 中二學生擬卷方針將參考其上年度之表現，適度調整。

## 四. 任課老師

- 中一級任教老師--唐韵 黃小娟 翁偉虹 胡詠怡
- 中二級任教老師--黃小娟 郭慧茹 李雅儀
- 任教班級分配如下：
- 中一級任教老師--黃小娟 1E、1F 唐韵 1D 翁偉虹 1A、1C 胡詠怡 1B
- 中二級任教老師--郭慧茹 2B、2C、2D 黃小娟 2A、2E 李雅儀 2F

## 進度表整理工作：

以下老師編排各級進度表

班級	中一	中二
	黃小娟	郭慧茹

五. 2014-2015年度普通話科檢討

期終試

中一

	1A	1B	1C	1D	1E	1F	全級
學生人數							
平均分	60.2	65.5	67.81	62.8	68.74	62.44	64.6
標準差	16.0	11.3	14.26	12.7	11.01	13.26	13.4
不及格人數	6	3	3	6	0	5	23
強	大部份學生口語能力強，聆聽字詞能力不錯。						
弱	拼寫平舌，翹舌拼音稍有困難						
改善方法	在中二學期初先鞏固拼音。						

中二

	2A	2B	2C	2D	2E	全級
學生人數	40	41	41	39	37	198
平均分	83.8	81	69	56.5	60.8	70.4
標準差	7.8	7.4	12	13.3	13.5	15.3
不及格人數	0	0	1	9	8	18
強	學生在分辨「一」、「不」變調方面掌握得不錯，整體得分多於一半。在詞語拼音辨識方面亦取得不錯的分數。					
弱	學生在聽辨詞語方面表現較遜，多未能正確寫出錄音詞語，寫錯字的情況亦屢見不鮮，例如「贏」字。同學對兒化音的掌握欠佳，在譯寫句子方面，部分學生直接略過拼音所示的「兒」字。整體而言，學生在輕聲的掌握方面最弱，在分辨輕聲詞語一題，大部分學生得0分，只有很少學生能夠完全答對。					
改善方法	建議來年加強學生對輕聲詞的背誦和掌握，同時鞏固學生對兒化音的認識，除了兒化音的詞語認識，亦需特別教授兒化音的拼音譯寫規則，例如兒化音在拼音中一般會附於前一個字的拼音後，以r直接顯示。					

期中試檢討

中一

	1A	1B	1C	1D	1E	1F	全級
學生人數	34	34	34	33	34	34	203
平均分	63.3	65.5	70.6	66.9	68	63.7	67
標準差	16.8	12.5	15.7	15.8	14	12	15
不及格人數	7	3	3	5	3	6	27
強	直資同學普遍譯寫能力頗強，普通話整體能力有所提升。						
弱	有小部份同學未能掌握拼音譯寫的技巧。						
改善方法	工作紙設計上增加拼音譯寫的比例。						

中二

	2A	2B	2C	2D	2E	全級
學生人數	40	41	41	39	37	198
平均分	82	83	60.9	48.7	50.1	65.3
標準差	9.7	11.2	16.1	12.6	17.1	20.1
不及格人數	0	0	13	20	15	48
強	學生在聆聽字詞方面表現較佳，能寫出聆聽內容所示的字詞，亦能在聆聽的選擇題中選出正確答案。					
弱	學生在譯寫漢語拼音方面表現遜色，大部分同學只能在一些拼音方面拿少於一半的分數，混淆聲母k/g, c/ch，以及標錯聲調的情況屢見不鮮。 很多同學在閱讀漢語拼音時看不懂“zhè kǒu’ è qì”格式的拼音，將“這口惡氣”誤譯成“這口兒氣”。					
改善方法	在介音方面，部分同學能夠找出帶介音的字，不過亦有不少同學仍弄不清何謂介音。 需加強學生在一些方面的訓練，鞏固基礎。					

六. 2015-2016年度考試安排及形式

為配合學校本年度考卷政策，本科上下學期考試會加入10分挑戰分，但成績表以100分為滿分，故同事在輸入最後成績時，請留意。

A. 上學期

	平時分	聆聽	譯寫	挑戰分
中一	10分（默寫5分）	30分	60分	10分
中二	10分（默寫5分）	30分	60分	10分

B. 下學期（各級加入口語）

	平時分	平時分	聆聽	譯寫	口語	挑戰分
中一	10分（默寫5分）	10分	10分	50分	30分	10分
中二	10分（默寫5分）	10分	10分	50分	30分	10分

C. 以下老師負責出卷

	中一	中二
上學期	黃小娟	郭慧茹
下學期	唐韻	黃小娟

七. 本年度教學重點

- 中一自擬課程樂一樂部份工作紙，第一課唐韻，第二、三課翁偉虹，第四、五課胡詠怡負責。
- 中二沿用上學年校本課後工作紙，老師可根據個別班級學生程度加以增加其他教學資源，例如：流行歌曲、潮語、短片、大電視等等。由郭慧茹負責。
- 中二九月可用工作紙測試各班的拼音，建議用1-2節課鞏固聲母、單韻母及鼻韻母。

- 普通話科將配合中文科在中一級加入弟子規，中二級加入聲律啟蒙，令學生多接觸中國文化。  
-將在下學期派發弟子規及聲律啟蒙誦材（拼音），下學期口語考試將佔十五分。

## 八· 資訊科技教學

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

## 丁. 課外活動

一. 由於本年度中一GAPSK在8月底考核，有關分數未能在9月開學初獲得，所以今年普通話研習班將不開設。

### 二. 精英訓練

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

對象	訓練/比賽日期	活動名稱
中一至中六	十月至十二月	全港中學「兩文三語」 菁英大比拼
中一至中六	十一月至十二月	校際朗誦節
中一至中三	一月至四月	香港中國語文菁英計劃
中一至中五	二月至五月	全港校際即席演講比賽 埠際即席演講比賽
中一至中五	二月至五月	全港中小學普通話演講比賽
二月至五月	五月至七月	全港中華文化推廣活動（待定）
中一至中六	全年	全港青年學藝比賽

- 為增加學生對中華傳統語言藝術的認識，本科已於上年度開設相聲訓練班，外聘資深導師李強民先生加以訓練，並希望能從中挑選學生代表香港1年後參加全國比賽。本年度會繼續開辦。
- 為增加學生對中華傳統語言藝術的認識，本科已於上年度開設配音訓練班，外聘資深導師李鐵秋女士加以訓練，並有3位學生代表香港參加全國配音比賽。本年度會繼續開辦。

### 三. 中一新生入學普通話水平測試

2015-2016中一新生於八月二十六日考GAPSK，成績理想者本科將申請經費，聘請專業老師教授朗誦及演講技巧。成績不理想者，將鼓勵其參加普通話興趣班。

### 四. 財政預算

校方撥款 10000 元於普通話科，本科同事可根據需要購買參考書籍、錄音帶、教學材料等。

# **Biology**

## **Programme Plan 2015-2016**

### **1. Purposes**

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

### **2. Issues to be addressed**

#### *A. Strengths*

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

#### *B. Weakness*

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

### **3. Objectives:**

Students should:

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

#### 4. Implementation Plan

Task	Objective	Task description	Person in charge	Means of evaluation
1	Students appreciate the living world, develop observational skills.	Ecological field study trips  Date: 1 Dec 2015 (5X1, 5X3)	SS Mar SY Wong	Group presentation  Assessment of practical skill
2	Students develop observational, manipulative and experimental skills	Practical work in lab. periods	SY Wong SS Mar	Written lab report for SBA
3	Students develop their awareness and concern for biological issues in personal, social, environmental and technological contexts	Students attend seminars / courses	SY Wong SS Mar	To be evaluated at the end of the year
4	Staff development	-Teachers are encouraged to attend seminars, workshops and visits	SY Wong SS Mar	To be evaluated at the end of the year
5	Coping with learning Diversity	-Enrichment course for students  - Regular tests and assignments to monitor the progress of less-abled students	SS Mar SY Wong	To be evaluated at the end of the year
6	Pedagogical changes through lesson collaboration and peer observation	-Lesson collaboration and peer observation conducted within the school year	SS Mar SY Wong	To be evaluated at the end of the year
7	Modification of assessment format	-Practical skill and lab. report writing skill are assessed separately in the SBA to reduce the pressure  -Questions of tests focus on basic	SS Mar SY Wong	To be evaluated at the end of the year

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

## 5. Performance Standard

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

## 6. Budget

<i>Items</i>	<i>Amount (\$)</i>	<i>Remarks</i>
1. Apparatus for experiment	5100	for S4 – S6
2. Chemicals and other consumable for experiments	9900	for S4 – S6

Total: \$ 15000

## 7. Team members

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



# Chemistry

## Programme Plan 2015-2016

### 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. A well equipped Chemistry laboratory provides a good environment for students to explore their science knowledge.

#### B. Weaknesses

1. Students like to read short-cut notes, and are rarely found to read the assigned textbooks which have more detailed and correct materials.
2. In the first term, most of the S5 students devote the majority of their times in organizing extra-curricular activities, or in participating in inter-school activities. They will find great difficulty in catching up the pace of studying later.
3. Class size of Chemistry elective subject are around 30. Teachers have difficulties in handling School based assessment in laboratory.
4. Some students are reluctant to hand in their homework promptly.

### C. Opportunities

1. Boys usually like science subjects, better batch of students select Chemistry as one of their elective subjects. Their attentiveness to lesson, their eagerness to learn, and their classroom discipline are better. The learning atmosphere is good.
2. The learning incentive of students in EMI school are better, their self-esteem are high, their aim are high, too.

### D. Threats

1. Around 90 students take Chemistry elective subject in each form. Learning diversity exist in each class. Teachers find it difficult to discuss the lesson in a deeper approach, high achievers will seek deeper level of knowledge only after lesson. Low achievers have difficulties in learning extract Chemistry knowledge.
2. Some S5 students find insufficient time in handling three elective subjects, especially after Easter holiday. They may choose to drop Chemistry subject, as they find that the length of Chemistry curriculum is longer than others.

## 3. Objectives

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

## 4. Programme Team

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

## 5. Implementation Plan and evaluation

### Enhancement of Learning and Teaching

Targets	Strategies of Chemistry subject	Methods of Evaluation	Person in charge	Time Scale
Enhancement of learning-and-teaching effectiveness and learning atmosphere	Pedagogical changes <ul style="list-style-type: none"> <li>• students of similar ability are grouped in lesson, and are asked to learn together.</li> <li>• lesson collaboration and peer observation.</li> </ul> Modification of assessment format <ul style="list-style-type: none"> <li>• exercises of different levels are prepared</li> <li>• questions set in quiz/test/exam consists of core and extension parts, core questions cover basic and simple chemistry knowledge, extension questions require higher skills.</li> </ul>	<ul style="list-style-type: none"> <li>• students' survey</li> <li>• progress of students' performance</li> </ul>	S CHEUNG MK CHAN KN KWOK	9/2015 – 5/2016
	Promotion of assessment for learning <ul style="list-style-type: none"> <li>• lesson collaboration on classroom assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>• whole school training</li> </ul>	S CHEUNG MK CHAN KN KWOK	9/2015 – 5/2016
	Promotion of self-regulated learning <ul style="list-style-type: none"> <li>• Topics that Ss can follow or have learnt it before. Ss are given notes with fill-in form, they are asked to fill in. Assessment will follow it.</li> </ul>	<ul style="list-style-type: none"> <li>• assessment record</li> </ul>	S CHEUNG MK CHAN KN KWOK	2/2016 – 5/2016
	Fostering of Chemistry laboratory with strong academic atmosphere with board displays and chemistry chart.	<ul style="list-style-type: none"> <li>• board display in lab.</li> </ul>	S CHEUNG MK CHAN KN KWOK WT KWAN	1/2016 – 5/2016
Strengthening the role of personnel in middle-management	Providing professional development <ul style="list-style-type: none"> <li>• Subject heads receiving relevant training from Education Director and QSIP</li> <li>• Subject heads writing individual reflection log on training and subject work</li> </ul>	<ul style="list-style-type: none"> <li>• training record</li> <li>• reflection log</li> </ul>	S CHEUNG MK CHAN KN KWOK	9/2015 – 5/2016

	<p>Knowledge management of departmental materials</p> <ul style="list-style-type: none"> <li>• all teaching materials, resources and records are properly kept and are shared among colleagues.</li> </ul>			
	<p>Sharing of good practices in departments through lesson observation.</p> <p>Pre-lesson observation</p> <ul style="list-style-type: none"> <li>• holding monthly pre-lesson study sessions</li> <li>• Subject heads select a topic for lesson collaboration</li> <li>• accumulating useful resources in teaching strategies for Chemistry subject-based knowledge management</li> </ul>	<ul style="list-style-type: none"> <li>• records of sharing sessions</li> </ul>	S CHEUNG MK CHAN KN KWOK	9/2015 – 5/2016
	<p>Professional development on lesson observation</p> <ul style="list-style-type: none"> <li>• receiving training</li> </ul>			
Excellence in public examinations	<p>Supporting students to equip themselves effectively to sit for the DSE examinations</p> <ul style="list-style-type: none"> <li>• enhancement classes</li> <li>• examination skills</li> <li>• sorting of past exam. (CE, AL and DSE) topics</li> </ul>	<ul style="list-style-type: none"> <li>• classes are held after Mock exam. and before DSE exam., so as to promote percentages of students entering rank 5 or above. A test will be given to students after the enhancement classes.</li> <li>• related past examination questions are sorted and distributed, teachers in lesson pinpoint the significant points in lesson.</li> </ul>	S CHEUNG MK CHAN KN KWOK	9/2015 – 4/2016

### Strengthening School Administration, Management and Leadership

Targets	Strategies of Chemistry subject	Methods of Evaluation	Person in charge	Time Scale
Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>• To enhance leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training</li> <li>• To strengthen the monitoring practice in PIME cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Professional training records of middle-managers</li> <li>• Documents of subject panel</li> <li>• Staff survey</li> </ul>	S CHEUNG	9/2015 – 5/2016
Strengthening static management	To consolidate and refine work calendars and manual for work description and standard specification for subject panels.	<ul style="list-style-type: none"> <li>• Checking of working calendars and manuals of subject panels.</li> </ul>	S CHEUNG	9/2015 – 5/2016

## Information & Communication Technology, Computer Literacy Programme Plan 2015-2016

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Mr. SY Leung Mr. KS Wang	- Worksheet inspection - Lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2015
S1-02	e-Class Services & Briefing on School IT environment	Mr. SY Leung Mr. KS Wang	- Worksheet inspection - Lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2015
S1-03	File Transfer	Mr. SY Leung Mr. KS Wang	- Worksheet inspection - Lab performance	All students are able to retrieve files from the e-class iFolder.	Mid of Oct 2015
S1-04	Applications of Image Editing Software	Mr. SY Leung Mr. KS Wang	- Worksheet inspection - Project work	All students can produce a greeting card by Photoshop /PhotoImpact	End of Dec 2015
S1-05	Multimedia Presentation	Mr. SY Leung Mr. KS Wang	- Lab performance - Project work	Students can produce a Power Point / Prezi presentation.	End of Nov 2015
S1-06	Use of Scratch	Mr. SY Leung Mr. KS Wang	- Worksheet inspection - Project work	All students can edit a simple game.	End of May 2016
S1-07	Information Security	Mr. SY Leung Mr. KS Wang	- Worksheet inspection	Students are fully aware of the Confidentiality, Integrity and Authentication of Information System	End of May 2016
S1-08	Spreadsheet	Mr. SY Leung Mr. KS Wang	- Worksheet inspection -Classwork submission	All students can perform auto fill, formula calculation with the spreadsheet.	End of May 2016
S2-01	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2015
S2-02	Video Editing Workshop	Ms. SY Kung Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Class work - Video clip project on youtube	Students can manipulate the script production and special effect feature on video clips.	End of May 2016
S2-03	Hardware and Software	Ms. SY Kung Mr. SY Leung Ms. WC Chan	- Homework assignment - Exam performance	Students finish all home assignment and pass in examination.	End of May 2016
S2-04	Use of Scratch	Ms. SY Kung Mr. SY Leung	- Worksheet inspection - Project work	All students can edit a simple game.	End of May 2016

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
		Ms. WC Chan			
S3-01	Webpage Authoring with HTML	Mr. SY Leung Mr. SC Lam Mr. KS Wang	- Project work - Exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2015
S3-02	Networking Concept	Mr. SY Leung Mr. SC Lam Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2016
S3-03	Database Workshop	Mr. SY Leung Mr. SC Lam Mr. KS Wang	- Lab performance -Worksheet Exercise - Practical exam	Students can make query, report and label with the use of database package.	End of Jun 2016
S4-01	Info Processing	Mr. KS Wang Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students are able to apply advanced skills and concepts in Office Application to problem solving, data analysis and information presentation.	End of May 2016
S4-02	Basic Programming Concept	Mr. WH Wan	- Homework assignment - Quiz and mock exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2015
S4-03	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate SQL command.	End of May 2016
S5-01	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2016
S5-02	Internet and its Applications	Mr. KS Wang	-Inspection and Collection of Lab Sheet. -Homework assignment - Quiz & Exam	Students acquire the concepts and methods of Internet access, services and applications of the Internet, and elementary web page design.	End of May 2016
S6-01	Database Elective Course	Mr. WH Wan	-Collection of Course Work -Mark entry onto SBA platform	Students finish the SBA in accordance with HKEA.	End of March 2016
S6-02	Social Implications	Mr. WH Wan Mr. KS Wang	- Homework assignment - Quiz and mock exam	Students are provided with understanding, and ethical analysis, of various issues arising from the use of ICT.	End of Dec 2015

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2016
Sub-02	Staff Appraisal	All Teachers	-Appraisal Form	-Carry out appraisal in accordance with school policy.	End of May 2016
Sub-03	Collaborate Lesson Study	All Teachers	-Feedback Form	-Selected form of S1-3 completed at least one Lesson study session.	End of May 2016
Sub-04	Collaborate Peer Observation	All Teachers	-Peer Observation Form	-Pair up teachers in S1-3 for peer observation. Focus on working out the strategies of collaborate lesson study.	End of May 2016
Sub-05	Catering for Learning Diversity	All Teachers	<ul style="list-style-type: none"> <li>-Adoption of 3–tiers difficulty levels in S1-3 Examination with bonus section.</li> <li>-Homework submission through eLearning Platform.</li> <li>-Small class size in S1.</li> <li>-Split Class Teaching in S2-3.</li> <li>-Past exam papers practice offered to all classes.</li> <li>-Incorporate language support of School based teaching material with glossary and written exercise.</li> <li>-Invite high achiever students act as teaching assistants for low achiever students.</li> <li>-Support SBA course work in with good examples and tutorial class.</li> </ul>	<ul style="list-style-type: none"> <li>-Examination papers reveal the required design.</li> <li>-Detailed system record keeping track of class work submission.</li> <li>-Mid/Final Exam Passing rate not less than 80%.</li> <li>-Positive response in students' feedback</li> <li>-Intensive support given to low achiever group.</li> <li>-Renewal of School based teaching materials.</li> <li>-No student left behind in finishing Lab exercise</li> <li>-Record of SBA progress in HKEA submission System</li> </ul>	End of June 2016
Sub-06	Excellence in Public Examination	Mr. WH Wan Mr. KS Wang	<ul style="list-style-type: none"> <li>-Drilling of past papers and sample papers.</li> <li>-Finish teaching syllabus in December 2015.</li> <li>-Inter-schools Mock Papers exchange.</li> </ul>	<ul style="list-style-type: none"> <li>-Students showing progress in tests and examination.</li> <li>-Not less than 80% passing rate in public exam.</li> <li>-Students showing stronger confidence in public examination.</li> </ul>	End of May 2016



Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-07	Enhancement of Learning atmosphere & attitude	All Teachers IT Assistants IT Technicians	-Production of school based teaching materials with the content of assessment for learning. -Maintain tidiness of Computer Room and CAL Room. -Involving CL books in Young Scholar Reading Scheme. -Prevention of hardware damage caused by students.	-Renewal of School based teaching materials. -Students show initiative to restore the good order setting in Laboratories. -Growth of ICT borrowing records on Library system. -Improved discipline record being observed.	End of June 2016
Sub-08	Promoting co-curricular activities to support students' learning	All teachers	- Participation in HKIO / Canada Computing - Inter-house IT Quiz - Excursion to IT related industry or institutes in HK.	- Team results in competition. - Well organized Quiz event. - Well organized Excursion.	End of June 2016
Sub-09	Strengthening the role of personnel in middle management	All teachers	-Participation in workshops and CPD courses. -Sharing and update of information in the integrate platform of Intranet. -Sharing of teaching materials and data with form teacher.	- CPD records submitted to Staff Development Committee. - Subject files shared on Teacher Sharing Area. - Teaching materials available on the S:\ Drive of school network.	End of June 2016
Sub-10	Replacement of 43 PCs in C604	KS Wang IT Technicians	-Contracting Document	- All PCs set up properly on time.	End of June 2016
Sub-10	Development of Teachers' professionalism	All teachers	-Organize sharing session of MIT Scratch for the preparation of new trend of programming code. -Book sharing on MIT Scratch.	- Sharing Session held successfully - Circulation of Teachers' reference book.	End of June 2016

# **Integrated Science Programme Plan 2015-2016**

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

## **I. Purposes**

On completion of the junior secondary level, students should:

1. arouse interest in science;
2. design and carry out scientific investigation;
3. develop the ability to inquire and solve problems;
4. acquire basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
5. recognize the usefulness and limitations of science and 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 potential and are eligible to learn more than the syllabus required.
3. Teachers are experienced, cooperative and receptive to new ideas.
4. The laboratory technicians are experienced, helpful and responsible.
5. 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. School-based teaching materials have been developed to enhance students' language proficiency to learn science.
8. Reference books and e-books available in the library and I.S. lab. are sufficient for students' self-learning.
9. ScienceLand activities are provided to promote the science learning atmosphere in school.

10. Teachers are eager to offer gifted training and enhancement classes to cater for the specific needs of the students.

**B. Weaknesses:**

1. A number of students, particularly in S3, are not proficient in English. They have difficulties in expressing their ideas in their written work.
2. Students seldom make good use of the library.
3. Some students have not developed a strong ownership of their study.
4. Students' discipline in lab. is worse than in classroom.

**C. Opportunities**

1. Teachers are eager to explore more diversified pedagogies to stimulate students' interest and motivation to study science.
2. Co-teaching will be run in slow learning classes in S3. With a smaller teacher-student ratio, specific needs of students will be catered for more easily.
3. Lesson collaboration and peer observation fosters a sharing culture of science teachers.
4. The shared IS folder provides room for teachers to share and accumulate knowledge.
5. Teachers and some senior students are eager to offer co-curricular activities in ScienceLand and visits.
6. Gifted education programs give opportunity for more capable students to get higher achievements in Science.
7. Enhancement classes conducted by old boy helpers help slow learners to catch up with the subject contents before and after examinations.
8. Under the Young Scholar Reading Scheme, students from S1 to S3 are encouraged to read more books related to Science during their morning reading periods.
9. E-books purchased provide opportunity for students to learn outside classroom.
10. The tutorial period held after school for S1 students in the first two months of the academic year help all new comers to develop learning skills and strategies in Science.

**D. Threats**

1. Students in S3 are less self-motivated to study, and their background knowledge in Science is not as strong as before.
2. Some students are not well behaved in their practical work. Some students are even not aware of the safety in the lab.

### III. Programme Team

#### Integrated Science Panel Members:

I.S. Panel Chairperson: Ms. SY Wong

S1 form coordinator: Mr. KT Choi

S1 project coordinator:

S2 form coordinator: Ms. YL Chao

S3 form coordinators: Mr. KT Choi (Phy), Mr. KW Cheung (Chem), Mr. SS Mar (Bio)

S3 project coordinators: Ms. TN Wong

1A Ms. KN Kwok

1B Ms. TN Wong

1C Mr. KT Choi

1D Mr. KK Lee

1E Ms. YL Chao

1F Ms. KN Kwok

2A Mr. SY Leung

2B Ms. TN Wong

2C Mr. SS Mar

2D Ms. TN Wong

2E Ms. YL Chao

2F Ms. SY Wong

3A (phy) Mr. KT Choi

3B (phy) Ms. TN Wong

3B/3C (phy) Mr. C Siu

3D (phy) Ms. YL Chao + Ms. TN Wong (co-teaching)

3E (phy) Mr. KT Choi + Ms. TN Wong (co-teaching)

3A (chem) Mr. MK Chan

3B (chem.) Mr. KW Cheung

3C (chem.) Mr. SY Leung

3D (chem.) Mr. KW Cheung + Mr. MK Chan (co-teaching)

3E (chem.) Mr. KW Cheung + Mr. SY Leung (co-teaching)

3A/3C (bio) Ms. SY Wong

3B (bio) Mr. SS Mar

3D (bio) Mr. SS Mar + Ms. TN Wong (co-teaching)

3E (bio) Ms. YL Chao + Ms. TN Wong (co-teaching)

#### Lab Technicians

Mr. T. L. Yiu

Mr. W. T. Kwan

Mr. K. M. Leung

#### IV. Objectives:

<b>Objectives</b>	<b>Area concerned</b>	<b>School major concern</b>
1. To develop pedagogies to foster students' participation and ownership of learning	Enhancement of learning atmosphere & attitude	1. Enhancement of L and T
2. To set up after-school tutorials for slow learners	Catering for Learning diversity	1. Enhancement of L and T
3. To develop gifted curriculum	Catering for Learning diversity	1. Enhancement of L and T
4. To develop subject-based L & T strategies and share good practices	Effectiveness of Learning and Teaching	1. Enhancement of L and T
5. To explore various teaching aids to enhance students' learning	Effectiveness of Learning and Teaching	1. Enhancement of L and T
6. To collaborate with the science teachers in the primary school	Through train development	3. Through train development
7. To implement "reading to learn" to arouse the students' interest in Science	Reading to learn	
8. To promote project learning in science	Project learning	
9. To organize mass visit	Life wide learning	
10. To promote science learning atmosphere in school	Enhancement of learning atmosphere	1. Enhancement of L and T
11. To improve the working environment in the laboratory	Enhancement of learning atmosphere	1. Enhancement of L and T
12. To run the score entry process	Subject development	

## V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of Evaluation
1	To develop pedagogies to foster students' participation and ownership of learning	To modify pedagogies in light of new DSS intake.  To promote Assessment for learning by designing tasks/ activities.  To promote self-regulated learning & self-access learning resources.	1. KT Choi (S1) 2. YL Chao (S2)	To be reported in form meetings.
2	To set up after-school remedial for slow learners	To design extra teaching material for slow learners.  To monitor remedial classes for slow learners during pre-exam period.	1. YL Chao (S2) 2. KT Choi (S3) 3. KW Cheung (S3) 4. SS Mar (S3)	To be assessed at the end of the year.
3	To develop gifted curriculum	To collaborate with Gifted Education Committee in Science accelerating programs.  To develop structured gifted curriculum.	1. KT Choi 2. TN Wong	To be evaluated at the end of the year.
4	To develop subject-based L & T strategies and materials	To share subject-based L and T strategies and develop teaching materials to cater for learning diversity in lesson collaboration.  To share pedagogies and experiences in peer observation.  To accumulate useful resources in teaching strategies for knowledge management.	1. KT Choi (S1) 2. YL Chao (S2)	To be evaluated at the end of the year.
5	To explore various teaching aids to enhance students' learning	To collect various teaching aids.	1. TL Yiu 2. KK Lee	List of teaching aids produced and tried out at the end of the year.
6	To collaborate with the science teachers in the primary school	To attend meetings to share year plan and evaluation.  To share experiences and views on teaching by means of reciprocal peer observation.	1. SY Wong 2. KT Choi	To be evaluated at the end of the year.
7	To implement "reading to learn" to arouse the students' interest in Science	Buying library books  Installation of electronic books.	1. SY Wong 2. KT Choi	Booklist to be reported at the end of the year.
8	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), role play, inquiry-based expt.	1. KN Kwok (S1) 2. SY Wong (S2) 3. TN Wong (S3) 4. MK Chan (S3)	To be evaluated at the end of the year.
9	To promote life wide learning	To organize mass visit to Science Museum.	1. SY Wong (S3) 2. KT Choi (S3)	To be evaluated after the visit.

<b>Task</b>	<b>Objective</b>	<b>Task Description</b>	<b>Person in Charge</b>	<b>Means of Evaluation</b>
10	To promote science learning atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)	Leader: 1. TN Wong Helpers: 2. KT Choi 3. SY Wong 4. SS Mar 5. KK Lee 6. MK Chan	To be evaluated at the end of the year.
11	To improve the working environment in the laboratory	To post science notices in different lab.  To display students' projects.	1. SY Wong 2. KT Choi 3. Lab Technicians	Report to be done in the meeting
12	To run the score entry process	To setup an EXCEL templates for teachers to enter raw marks.	1. KT Choi (S1) 2. YL Chao (S2) 3. KT Choi (S3) 4. KW Cheung (S3) 5. SS Mar (S3)	To be released in early September
		To convert and check marks for the whole form.	1. KN Kwok (S1) 2. SY Leung (S2) 3. SY Wong (S3)	To be evaluated at the end of the year.

#### **VI. Performance Standard:**

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

#### **VII. Budget Proposal (2015-2016)**

The 2015-2016 budget is \$21,000 to purchase

1. consumable items in laboratories
2. apparatus
3. furniture and equipment
4. library books
5. CD-ROM

# Mathematics

## Programme Plan 2015-2016

### 1. PURPOSE

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

#### ● Junior Forms (S1 – S3)

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

#### ● Senior Forms (S4 – S6)

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



## 2. SWOT ANALYSIS

<u>Strength</u>	<u>Weakness</u>
<ul style="list-style-type: none"><li>• Most students show great interest in Mathematics</li><li>• On average, the students' standard in Mathematics is high</li><li>• Many students obtain high grades in public examinations</li><li>• Able students are usually eager to participate in various inter-school Mathematics competitions and assessments</li><li>• The Mathematics Society organizes activities that may arouse students' interest and enhance their learning in Mathematics</li><li>• Adequate hardware and software for using IT in Mathematics teaching</li><li>• Class sizes gradually reduce from large (~40) to medium (~33), so that learners' diversity can be better catered</li><li>• Experience and pedagogies sharing among teacher through collaborative lesson planning.</li></ul>	<ul style="list-style-type: none"><li>• Some students' working habit is not good enough in junior forms</li><li>• Some students are weak in algebraic manipulation</li><li>• Some students are too dependent on using calculators. Number sense is therefore weakened. Sometimes they even have no idea in determining whether a numerical answer is reasonable</li><li>• Some students are not good in logical proving and hence weak in tackling problems in geometry</li><li>• Some students are weak in constructing diagrams from literal description of a problem</li><li>• Some students are weak in integrating different concepts in solving problems</li><li>• Some students are lazy and they do not do revision until the last minute</li><li>• Senior form students are "examination-oriented" and they show little interest in Mathematics problems which are outside the examination syllabus</li></ul>

### Opportunities

- Many old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors in tutorial classes and helpers in activities
- The Mathematics Society is ready to organize activities which provide students other experience in learning Mathematics
- More and more organizations outside the school (such as HKAME, HKASME), universities and publishing companies provide professional training and other life-wide learning opportunities to teachers and students
- Old boys who are experts in Mathematics education and curriculum studies are willing to give advice and help in curriculum development and staff development.
- Building of Ele-Middle Curriculum (P5-S2) in Through-Train Development for smooth transition from YWPS to YWC in Mathematics learning
- Student Self-Access Learning Centre provides opportunities to enhance students' self-learning in Mathematics
- Results of HKAT show that the learners' differences of the first batch of DSS students from YWPS have become narrower
- An additional teacher will join the department.
- The assistant teacher will be kept for the department to provide support to teachers.

### Threats

- Internal competitions exist among core subjects for students to take part in after-school enhancement classes.
- Students are almost burnt out by extensive internal assessments and assignments from the other three core subjects, which make them difficult to spare time to practice Mathematics seriously.
- M1 and M2 are still not yet set to be elective subjects which means competition in teaching hours between compulsory part and extended parts still exists in some senior-form classes.
- M1 and M2 are not considered as a must for entering universities.
- Some top students in YWPS choose not to promote to YWC to continue their studies.
- Some panel members need to teach subjects other than Mathematics. They need to spend time in doing preparation for other subjects. More seriously, Mathematics is not the 'major subject', in terms of the number of lessons, to be dealt with for some panel members
- There are still some panel members who need to take up teaching duty of 30 periods in addition to being a class teacher.

### 3. OBJECTIVES

#### ● For Students:

1. To acquire basic concepts and skills in the 3 main learning Strands at secondary level, namely, Number and Algebra; Measures, Shape and Space; Data Handling
2. To develop number sense
3. To acquire higher analytical power and develop logical mind
4. To develop better strategies and methods in problem-solving
5. To connect and apply Mathematics to real-life situations
6. To develop good studying attitude and habit in learning Mathematics
7. To enrich Mathematics learning experience outside the classroom through "*Life-wide Learning*", "*Project Learning*" and "*Learning through Reading*", as proposed by *Learning to Learn* (CDC, 2001)

#### ● For Teachers:

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

#### 4. IMPLEMENTATION PLAN

- The Implementation Plan consists of targets from different areas of concerns, strategies on how to achieve the targets, success criteria, method of evaluation and people of in-charge.
- Some strategies are proposed in the Implementation Plan in response to school's major concerns:
  - ◆ Preparing students for HKDSE 2016
    - Targeting to complete teaching syllabus before the end of December
    - Organizing form-based revision tests
    - Training on tackling multiple-choice papers
    - Holding discussions on HKDSE past papers 2012 to 2015
    - Setting up class-based/individual-based revision schedule
  - ◆ Enhance learning and teaching
    - Broaden learning in S1 as good intake due to second batch of DSS
    - Better allocation of time on teaching of foundation part and non-foundation part of the KS3 and DSE curriculum to fit students' needs
    - Continue trying on cross-subject collaboration
    - Continue fine-tuning of assessment policy:
      - Adjustment of full marks in junior-form uniform tests
      - Monitoring ratio of questions from foundation part and non-foundation part
      - 3-level questions + bonus part
      - Inclusion of assessment on coursework (HW + CW)
      - 2 examination papers in senior form to deal with conventional and multiple-choice questions separately
    - Cultivation of students' learning habits:
      - note-book/classwork book for taking notes and doing classwork, clear folder for worksheet filing
    - Promotion of reading to arouse interest in Mathematics
    - Encouraging self-learning through using IT software
    - Promoting assessment for learning through peer observation and collaborative lesson planning, and also update our pedagogies and strategies through trainings from staff development days
  - ◆ Continue developing and implementing the Ele-Middle Curriculum in Through-Train Development
- Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback.

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

## 5. EVALUATION

- Formative Assessments
  - ◆ **Classwork**, as a kind of formative assessment, will be given to students during the lessons in order to help students consolidate the knowledge and skills just learned. Direct and immediate feedback of students' learning can be obtained and remedy can be made for improvement.
  - ◆ **Homework** is also a kind of formative assessment. After teaching each topic or sub-topic, suitable frequency, quantity and quality of homework will be given to students according to the homework guideline of the department. Detailed marking of homework gives both teachers and students valuable feedback.
  - ◆ **Supplementary Exercises** for each chapter are given to every student for consolidation and drilling.
  - ◆ **Quizzes and Tests** are given to students after finishing one or two topic(s)/sub-topic(s). **Uniform Tests**, given once at the mid-time of each term in S1 to S3, are used for evaluation, providing feedback and planning remedial work.
  - ◆ **Projects and Reading Reports** reveal students' content-knowledge, generic skills and interests. Through the feedback from teachers, students are likely to have improvement and enrichment in the above aspects.
  - ◆ **Informal Assessments** such as participation and performance in class, follow-up discussion and questioning after school are valuable in evaluating students' ability and interest in Mathematics.
  
- Summative Assessments
  - ◆ **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
  - ◆ **Public Examination (HKDSEE)** serves as important indicators of students' individual performance and school performance in Mathematics.
  - ◆ **Hong Kong Attainment Test (HKAT)** in S1 and **Territory-wide System Assessment (TSA)** in S3 indicate the ability of students in Mathematics in junior form. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.
  
- Summative Assessments
  - ◆ **Mathematics Competitions and assessments** (individual and group) reveal the ability of Mathematics elites and also the standard of Mathematics of the school. Inter-school competitions also enable school comparison, which encourages school improvement.
  - ◆ **Participation in Extra-curricular Activities** such as joining Mathematics Society and taking part in activities reveals students' enthusiasm and interest in Mathematics.

## 6. PERFORMANCE STANDARD

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

- **School Examinations**

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

- **Public Examinations**

For compulsory part, 100% of S6 students should achieve level 2 or above, with a 5+ rate of 30% or higher. The corresponding 2+ rate and 5+ rate for extended part should reach at least 90% and 30% respectively.

- **Mathematics Competitions and assessments**

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

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

## 7. BUDGET

Regular annual budget:

Items	Budget	Remarks
Teaching aids & Miscellaneous	\$ 1,000.00	Aids that enhance teaching
Software	\$ 1,500.00	To enhance e-learning
Library books	\$ 2,000.00	For promoting students' reading habits and culture in Mathematics
Student activities	\$ 1000.00	<ul style="list-style-type: none"><li>◆ Expenses on subsidies for students in taking part in Math Competitions.</li><li>◆ Expenses on student activities such as competitions, gifted education, project learning, reading, ... etc.</li></ul>
Total	\$ 5,500.00	

## 8. PROGRAMME TEAM

Team members	Special Duty
CHAN WC	<ul style="list-style-type: none"> <li>● Coordinator of S2 Mathematics</li> </ul>
CHAN YS	<ul style="list-style-type: none"> <li>● Coordinator of S1 Mathematics</li> <li>● Coordinator of S6 Mathematics (M2)</li> <li>● Representative in Teaching &amp; Learning Resources Committee</li> </ul>
CHENG YK	<ul style="list-style-type: none"> <li>● Assistant Teacher</li> <li>● Teacher in-charge of S1 GeoGebra class</li> </ul>
LAU CN	<ul style="list-style-type: none"> <li>● Advisor of Mathematics Society</li> </ul>
LEE HW	<ul style="list-style-type: none"> <li>● Coordinator of S5 Mathematics</li> <li>● Coordinator of external mathematics competitions</li> </ul>
LING KC	<ul style="list-style-type: none"> <li>● Coordinator of S4 Mathematics (M2)</li> </ul>
PUN MC	<ul style="list-style-type: none"> <li>● Coordinator of S4 Mathematics (CP)</li> <li>● Coordinator of S4 Mathematics (M1)</li> <li>● Chief Advisor of Mathematics Society</li> <li>● Web-Admin for TSA(Math) on-line practice</li> </ul>
SHING YM	<ul style="list-style-type: none"> <li>● Panel Chairperson</li> <li>● Coordinator of S5 Mathematics (M1)</li> <li>● Representative in School Executive and Development Committee</li> <li>● Representative in Academic Committee</li> <li>● Representative in IT in Education Committee</li> <li>● Advisor of Mathematics Society</li> </ul>
SO KL	<ul style="list-style-type: none"> <li>● Panel Chairperson</li> <li>● Coordinator of S1 Mathematics</li> <li>● Coordinator of S6 Mathematics (M1)</li> <li>● TTD Coordinator</li> <li>● Representative in SH&amp;KLAC Coordination Committee</li> <li>● Representative in Gifted Education Committee</li> </ul>
WAN WH	<ul style="list-style-type: none"> <li>● Coordinator of S6 Mathematics (CP)</li> </ul>
WANG KS	<ul style="list-style-type: none"> <li>● Coordinator of S5 Mathematics (M2)</li> </ul>
WONG OP	<ul style="list-style-type: none"> <li>● Coordinator of S3 Mathematics</li> </ul>
YU HJ	<ul style="list-style-type: none"> <li>● Coordinator of S5 Mathematics (CP)</li> <li>● TTD Coordinator (Assistant)</li> </ul>

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

## REFERENCE

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



Appendix 1

**Ying Wa College  
Mathematics Department 2015 – 2016  
Implementation Plan**

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
<b>HKDSE 2016</b>	To prepare S6 students for HKDSE examination ☼	<ul style="list-style-type: none"> <li>- Targeting to complete teaching syllabus before the end of Dec</li> <li>- Conducting form-based revision test(s)</li> <li>- Conducting class-based multiple-choice practice</li> <li>- Conducting after-school tutorial classes</li> <li>- Sharing and discussing past live DSE scripts with students</li> <li>- Providing assistance to individual classes/students during the post-mock period</li> <li>- Building up in the library a bank of supplementary exercises and mock papers from different publishers</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching syllabuse completed by the end of December</li> <li>- Revision schedules set</li> <li>- Revision tests arranged</li> <li>- Discussion on past papers held</li> <li>-After-school tutorial classes held</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Feedback from students</li> </ul>	1/9/2015 – 1/6/2016	S6 Subject teachers	Nil
<b>Curriculum development</b>	To tune the S1 curriculum and to broaden students' learning in S1 (the second batch of full DSS students from YWPS) ☼	<ul style="list-style-type: none"> <li>- Completing all chapters in Books 1A and 1B</li> <li>- Spending a lesson for enrichment once a term</li> <li>- Spending a lesson every 2 cycles on learning GeoGebra</li> </ul> <p><i>* Please refer to Appendix 4 for more details</i></p>	<ul style="list-style-type: none"> <li>- All chapters of Books 1A and 1B completed</li> <li>- enrichment materials successfully delivered</li> <li>- confident in mastering the basic skills of GeoGebra</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Assessment results</li> <li>- Student feedback</li> </ul>	1/9/2015 – 1/6/2016	So KL Chan YS Cheng YK	Nil
	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> <li>- Encouraging panel members to attend related seminars and workshops organised by EDB and other organizations</li> <li>- Sharing of the most updated news and adjustments in different aspects of the NSS Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops/seminars attended</li> <li>- Sharing session held</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance records</li> <li>- Documents</li> </ul>	1/9/2015 – 1/6/2016	Shing YM So KL	Nil
	To adjust time allocation on KS3 and DSE curriculum for effective learning ☼	<ul style="list-style-type: none"> <li>- Getting familiar with the foundation and non-foundation parts in official KS3 and DSE curriculums</li> <li>- Focusing on the allocation of time and effort on foundation and non-foundation parts for less able students</li> <li>- Adopting the modified teaching sequences in junior (S2-S3) and senior forms (S5-S6)</li> <li>- Collaborating with D&amp;T Department on selected skill-based topics (S1-S3)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers being familiar with foundation and non-foundation parts</li> <li>- Teaching schedule followed</li> <li>- Selected skills mastered</li> </ul>	<ul style="list-style-type: none"> <li>- Homework and Test</li> <li>- Documents</li> </ul>	1/9/2015 – 1/6/2016	Shing YM So KL	Nil
	To implement the PIME-cycle for the Ele-Middle Curriculum on Through-Train Development ☼	<ul style="list-style-type: none"> <li>- Focused area: Basic arithmetic operations</li> <li>- Holding meetings and sharing sessions with YWPS</li> <li>- Conducting peer observation with YWPS</li> <li>- Conducting Pre-S1 assessment</li> <li>- Exchanging related departmental documents between YWC and YWPS for reference</li> <li>- Monitoring and evaluating the progress of implementation in both YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>- Joint YWC-YWPS meetings held</li> <li>- Documents exchanged</li> <li>- Reciprocal peer observation conducted</li> <li>-Pre-S1 assessment held</li> <li>- Progress observed in the development of Ele-Middle</li> </ul>	<ul style="list-style-type: none"> <li>- Peer Observation</li> <li>- Documents</li> <li>- Tests and exams results</li> </ul>	1/9/2015 – 1/6/2016	So KL Yu HJ	Nil

		<i>* Please refer to Appendix 5 for more details of focuses</i>	Curriculum				
<b>Learning &amp; Teaching</b>	To improve the quality of learning and teaching	<ul style="list-style-type: none"> <li>- Improving pedagogy through</li> <li>* receiving trainings organized in staff development days ☼</li> <li>* conducting collaborative lesson planning and sharing ☼</li> <li>* conducting peer observation and holding post-observation sharing ☼</li> <li>* promoting assessment for learning ☼</li> <li>* developing subject-based L&amp;T strategies</li> <li>* collecting feedback from students for self-reflection on L&amp;T progress and performance</li> <li>- Seeking and applying suitable teaching aids</li> <li>- Promoting students' self-regulated learning through <ul style="list-style-type: none"> <li>* reading (please refer to Learning through Reading)</li> <li>* doing group project (please refer to Project Learning)</li> <li>* using IT software like GeoGebra</li> </ul> </li> <li>- Strengthening the departmental web-page</li> </ul>	<ol style="list-style-type: none"> <li>2. - Active students' participation in classroom learning observed</li> <li>3. - Positive feedback from subject teachers obtained</li> <li>4. - Positive feedback from students obtained</li> <li>5. - Students' learning habits cultivated</li> <li>6. - Good classroom learning atmosphere observed</li> <li>7. - Suitable teaching aids bought</li> </ol> <ul style="list-style-type: none"> <li>- Departmental web-page further strengthened</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Records</li> <li>- Questionnaires</li> <li>- documents</li> <li>- inventory record</li> </ul>	1/9/2015 – 1/6/2016	Shing YM So KL Wan WH	\$1000 for teaching aids
<b>Catering for Learning Diversity</b>	To help low-achievers and to nurture Mathematically gifted students	<ul style="list-style-type: none"> <li>- Holding two split / remedial classes in S3</li> <li>- Splitting more-able students from the classes with 2Xs to have 3 lessons on M1/M2 every cycle.</li> <li>- Properly allocating teaching time on foundation and non-foundation parts of KS3 and DSE curriculums to fit needs of students with different abilities</li> <li>- Fine-tuning departmental assessment policy and examination format</li> <li>- Organizing on-line TSA practice through HKEAA web</li> <li>- Organizing regular after-school enhancement/tutorial classes</li> <li>- Organizing summer remedial classes</li> <li>- Providing on-line platform through external parties for students' practice/enhancement/enrichment</li> <li>- Organizing regular training sessions for high-achievers</li> <li>- Recommending students to various external gifted programmes</li> <li>- Taking part in various competitions and assessments outside school</li> </ul>	<ul style="list-style-type: none"> <li>- KS3 curriculum reviewed and modified</li> <li>- Homework policy fine-tuned</li> <li>- Assessment policy fine-tuned</li> <li>- Remedial classes held</li> <li>- Learning attitude improved</li> <li>- Performance in internal and external examinations improved</li> <li>- 80% of attendance rate of training sessions</li> <li>- active participation in training sessions observed</li> <li>- Performance in outside-school competitions and assessments improved</li> </ul>	<ul style="list-style-type: none"> <li>- Documents</li> <li>- Observation</li> <li>- Tests and exams</li> <li>- Attendance records</li> <li>- Performance in competitions, assessments and examination</li> </ul>	1/9/2015 – 1/6/2016	Shing YM So KL	\$1000* for subsidizing in taking part in competitions
<b>Project Learning</b>	To develop generic skills, apply knowledge and learn how to learn	<ul style="list-style-type: none"> <li>- Getting S1 students involved in small-scale individual/group project ☼</li> </ul>	<ul style="list-style-type: none"> <li>- Projects of good quality received</li> <li>- Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Projects received</li> </ul>	1/9/2015 – 1/6/2016	So KL Chan YS	Nil
<b>Learning through</b>	To develop reading habit and broaden	<ul style="list-style-type: none"> <li>- Delivering selected articles for reading in S1 and S2</li> <li>- Continuing to enrich the collection of Mathematics library books</li> </ul>	<ul style="list-style-type: none"> <li>- Materials delivered read by students and corresponding worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- worksheets</li> <li>- grading records</li> </ul>	1/9/2015 – 1/6/2016	So KL Chan YS	\$2000 for library

<b>Reading</b>	knowledge outside textbook	and promoting reading through library - Promoting useful and interesting on-line reading materials through our subject web	collected -High borrowing rate of Math-related books from library attained	- library borrowing record		Chan WC	books
<b>Life-wide Learning</b>	To provide learning experience outside classrooms	- Organizing activities like talks, workshops, competitions, and so on, through Mathematics Society	-Activities held successfully -Satisfactory attendance rate -Positive feedback from students	-Activity record -Attendance record -Observation	1/9/2015 – 1/6/2016	Pun MC Shing YM	\$1000* for subsidizing activities
<b>Professional Development</b>	To equip panel members in skills, pedagogy, insight and current trend of Math education	- Sharing through panel meetings and form meetings -Encouraging panel members to attend seminars, workshops and training courses held by outside professional parties and to share the useful materials to other panel members through departmental folders in E-class. -Encouraging panel members to take part in EDB/HKEAA subject committee and also get involved in DSE exam work such as setters and markers. - Receiving trainings on staff development days arranged by school's Staff Development Committee - Conducting staff appraisal & sharing views & experiences through debriefings - Enhance panel members' knowledge management of departmental materials ☼	-Every panel member attended seminars/workshops/courses - Some panel members get involved in DSE exam work / take part in EDB/HKEAA subject committee - A collection of materials from seminars/workshops/courses ready to be accessed by panel members -Sharing session held - Activities participated - Appraisal done	- Attendance records - Appraisal records - Documents	1/9/2015 – 1/6/2016	YM Shing KL So Form coordinators	Nil

☼ echo with school's major concerns

## Appendix 2 Allocation of Lessons and Duties

Subject	Class	No. of Lessons	Teacher	Form Coordinator(s)	1 <sup>st</sup> term U-test Setter(s)	1 <sup>st</sup> term / Mock Exam Setter(s)	2 <sup>nd</sup> term U-test Setter(s)	2 <sup>nd</sup> term Exam Setter(s)	Supplementary Exam Setter(s)	Remarks
Mathematics	1A	8	WONG OP	CHAN YS SO KL	WONG OP SO KL	CHAN YS LING KC YU HJ	CHAN YS YU HJ	LING KC SO KL WONG OP	/	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	1B	8	YU HJ							
	1C	8	CHAN YS							
	1D	8	SO KL							
	1E	8	LING KC							
	1F	8	WONG OP							
	2A	7	LEE HW	CHAN WC	YU HJ LAU CN	YU HJ LEE HW CHAN WC	LEE HW WAN WH	WAN WH LAU CN CHAN WC	/	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	2B	7	YU HJ							
	2C	7	LAU CN							
	2D	7	YU HJ							
	2E	7	WAN WH							
	2F	7	CHAN WC							
	3A	7	LEE HW	WONG OP	PUN MC LEE HW	PUN MC WONG OP	WONG OP LAU CN	LEE HW LAU CN	/	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	3B	7	LAU CN							
	3C	7	LAU CN							
	3D	7	LEE HW							
	3X(CD)	7	WONG OP							
	3E1	7	PUN MC							
	3E2	7	WONG OP							
	4A (CORE w/2X)	9	CHAN WC							
	4B (CORE w/2X)	9	LAU CN							
	4C (CORE w/2X)	9	SO KL							
	4ABC-M1	3	PUN MC							
	4ABC-M2	3	CHAN YS							
	4D (CORE w/3X)	8	CHAN YS							
	4E (CORE+M1)	9	PUN MC							
	4F (CORE+M2)	9	LING KC							
	5A (CORE w/2X)	8	LING KC	CORE: LEE HW YU HJ  M1: SHING YM M2: WANG KS	/	CORE: LEE HW YU HJ SHING YM  M1: SHING YM M2: WANG KS	CORE: YU HJ SHING YM  (1 combined paper)	CORE: WAN WH LING KC WANG KS  M1: SHING YM M2: WANG KS	CORE: LEE HW (1 combined paper)  M1: SHING YM M2: WANG KS	Uniform Revision Test will be held on  <i>8 Apr 2016 (Fri)</i>
	5B (CORE w/2X)	8	LEE HW							
	5C (CORE w/2X)	8	YU HJ							
5ABC-M1	3	SHING YM								
5ABC-M2	3	WANG KS								
5D (CORE w/3X)	7	WAN WH								
5E (CORE+M1)	8	SHING YM								
5F (CORE+M2)	8	WANG KS								
6A (CORE w/2X)	9	CHAN WC	CORE: WAN WH  M1: SO KL M2: CHAN YS	CORE: WAN WH SHING YM  (1 combined paper)	CORE: ALL  M1: SO KL M2: CHAN YS	/	/	/	Uniform Revision Test will be held on  <i>23 Oct 2015 (Fri)</i>	
6B (CORE w/2X)	9	SHING YM								
6C (CORE w/2X)	9	PUN MC								
6D (CORE w/3X)	7	WAN WH								
6E (CORE+M1)	8	SO KL								
6F (CORE+M2)	8	CHAN YS								

Panel Chairpersons: SHING YM, SO KL KLA Coordinator: SO KL

Representative in SEDC: SHING YM

Representative in AC: SHING YM

Representative in SHKLACC: SO KL

TTD Coordinator: SO KL, YU HJ (Assistant)

Representative in LTRC: CHAN YS

Representative in GiftEd C: SO KL

Representative in ITed C: SHING YM

Web-Admin for TSA(Math) on-line practice: PUN MC, CHENG YK (Assistant)

Teacher in-charge of S1 GeoGebra class: CHENG YK

Advisors of Math Society: PUN MC, SHING YM, LAU CN, CHENG YK

## Appendix 3

### Mathematics Department 2015-16 Plan to prepare students for HKDSE Examinations

Situation:

- The abilities of those less-able students in 6ABCD this year are comparably lower than that of 6DEFG in last year
- The abilities of those more-able students in 6EF this year are comparably lower than that of 6ABC in last year

Targets:

- To achieve 100% passing rate in compulsory part and at least 95% passing rate in extended parts
- To maintain the 5+ rate comparable to that in DSE 2015

Form-based measures	Class-based measures	Individual measures
<ul style="list-style-type: none"> <li>• Distribution of relevant documents and samples to keep updating subject teachers.</li> <li>• Discuss and share the views on the DSE documents so as to ensure subject teachers involved to have the same understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular class-based tests</li> <li>• Practice on multiple-choice papers for concept-training and time-keeping</li> <li>• Practice and discuss with students on Mock Papers collected from various sources and DSE Papers from 2012 to 2015</li> <li>• Revision would focus on topics which are more commonly examined</li> <li>• For classes with less-able students, revision would also focus on topics belonging to foundation part</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial during lunch time and after school for selected students with poor performance in assignments/form-based/class-based tests</li> <li>• Help individuals to set up their own revision time-tables.</li> <li>• Tutorials for weaker individuals after Mock Examination</li> <li>• Help individuals to get familiar on using some calculator programs which are useful for examination</li> </ul>
<ul style="list-style-type: none"> <li>• Complete the teaching syllabuses by the end of December</li> <li>• Distribute sample scripts with different levels of marking descriptors to students for their reference</li> <li>• Discuss with students on findings from selected live scripts (bought from HKEAA) of past 4 years' students</li> <li>• Conduct form-based revision tests</li> <li>• After-school revision classes on Core Part held by old boys</li> </ul>		

## Appendix 4

Ying Wa College  
Mathematics Department  
S1 Strategic Planning 2015 – 2016

### Teachers:

Five experienced junior mathematics teachers will teach S1.

### Teaching and Learning:

In this academic year, students will use the textbooks, published by Longman, 3<sup>rd</sup> edition. Comparing with the last edition, the two chapters which are about statistics are combined.

There are fourteen chapters in S1 level. We aim at completing all fourteen chapters first. According to last year experience, chapter 5, “Estimation in Numbers and Measurement” will be scheduled in the post-exam period. Method of assessment will be the mini-project. Besides, two selected chapters will be prepared for enrichment. In the first term, based on chapter 1, “Directed Numbers and the Number Line”, patterns and summation of arithmetic sequences will be delivered. In the second term, based on chapter 13, “Manipulation of Simple Polynomials”, method of partial fractions will be delivered. The purpose of the enrichment is to enrich students to the depth of the relating topics. Students can acquire some advanced knowledge or techniques for preparing senior forms’ mathematics. Moreover, the enrichment material will be one of the references of the bonus part questions of the examinations.

### S1 Chapter Overview\*

	Book 1A (1 <sup>st</sup> Semester)		Book 1B (2 <sup>nd</sup> Semester)
	Basic Mathematics		Areas and Volumes(I)
	Directed Numbers and the Number Line		Congruence and Similarity
	Introduction to Algebra		Introduction to Coordinates
	Algebraic Equations in One Unknown		Angles related to Lines
	Percentages(I)		Manipulation of Simple Polynomials
	Estimation in Numbers and Measurement		Introduction to Statistics and Statistical Diagrams
	Introduction to Geometry		
	Symmetry and Transformation		

\* Mathematics in Action, 3<sup>rd</sup> Edition, Longman

In last year, the difficult questions (Level 3) and open-ended questions from various sources were collected and put into intranet. Teachers may use these questions as teaching examples or class work practices.

To enhance and equip students problem solving skills and self-learning, all S1 students are arranged to learn a mathematical software, GeoGebra. The software is free of charge and they can install and use it at home. School based teaching materials are prepared for the above purpose. Each class should reserve 5 periods in each term to implement the curriculum.

Various pedagogies, such as self-exploring, advance organizer, cooperative learning, etc., will be used in teaching S1 Mathematics.

Assessment Policy:

➤ Setting of question papers for Uniform Tests and Examinations

- Each question paper should consist of two sections:

	Section A: Multiple-Choice	Section B: Conventional Questions	Full mark
Uniform Test	20 – 30 marks (10 – 15 Qs)	50 – 60 marks	80
Examination	30 – 40 marks (15 – 20 Qs)	60 – 70 marks	100

- At least 70% of questions should be based on the *Foundation part* of the teaching syllabus and at most 30% of questions could be set from the *whole syllabus*.
- The question paper should consist of questions with three levels of difficulty (levels 1-2-3 correspond to easy-average-hard). The mark ratio for questions of level-1: level-2: level-3 should be 4: 4: 2.
- A bonus part consisting of extra questions of 10 marks should be included in each **examination** paper. This part serves as a challenge for those high-achievers.
- In case a student scores more than 100 after answering the questions in the bonus part, his maximum marks for the **examination** will still be 100.

➤ Weighting of different assessment components

Form	S1	
Term	1 <sup>st</sup>	2 <sup>nd</sup>
Examination	70%	70%
Uniform Test	20%	20%
Regular Tests (best 2)	5%	5%
Revision Test(s) (Summer)	^	---
Homework and Classwork*	5%	5%
Total	100%	100%

\* areas of concern include frequency of HW submission, quality of CW and so on.

\* form based assignments will only be counted in S1.

^ to be absorbed in the component “Regular Tests” when calculating “best 2” marks.

High Achievers’ Trainings:

S1, S2 and S3 Mathematics Olympiad training course will be held from October to May. The capacity of each training course will be 12 to 15. Those trainees will have opportunities to represent school to join various inter-school Mathematics competitions.

Arousing Students’ Interest:

In order to arouse students’ interest and to train students’ number sense, mental calculation, mathematics society will organize activities such as Rummikub.

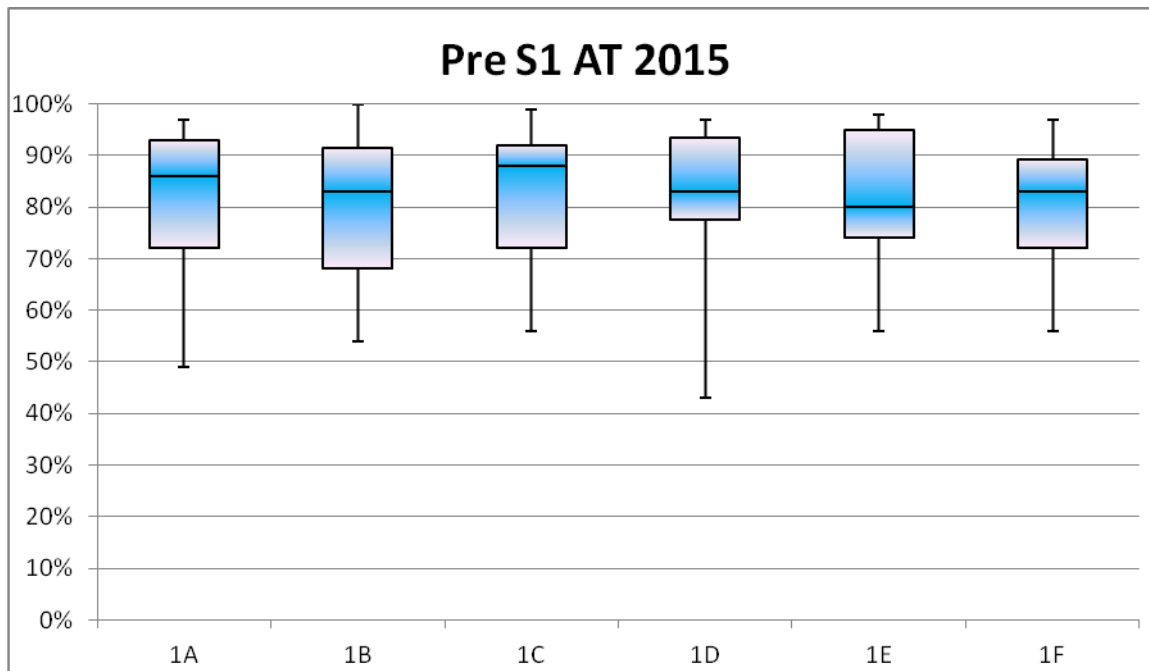


## HKAT 2015

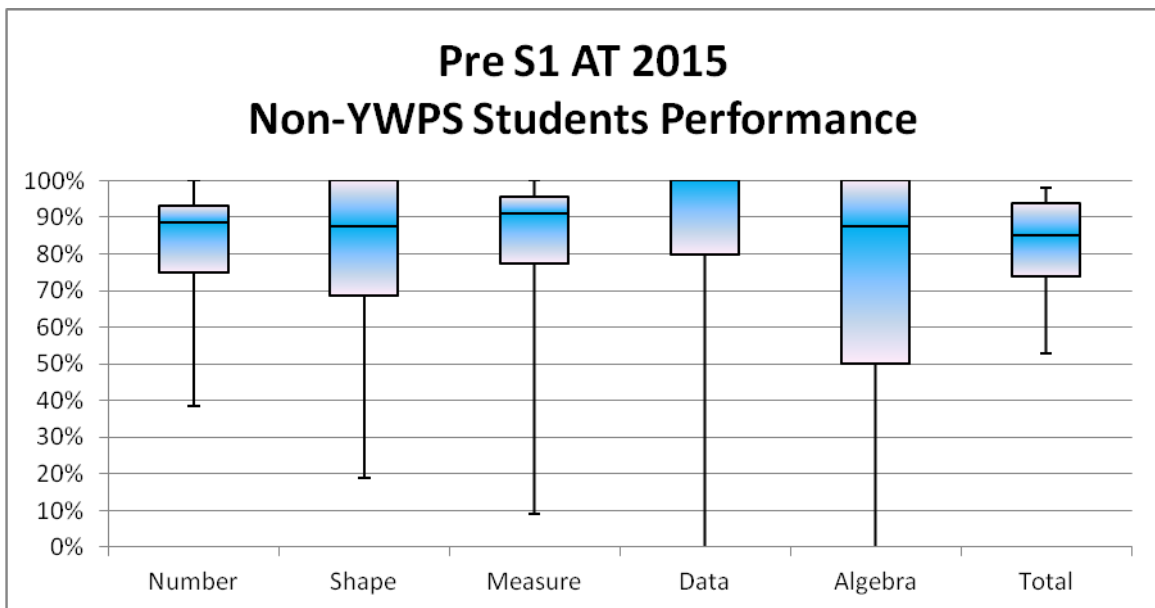
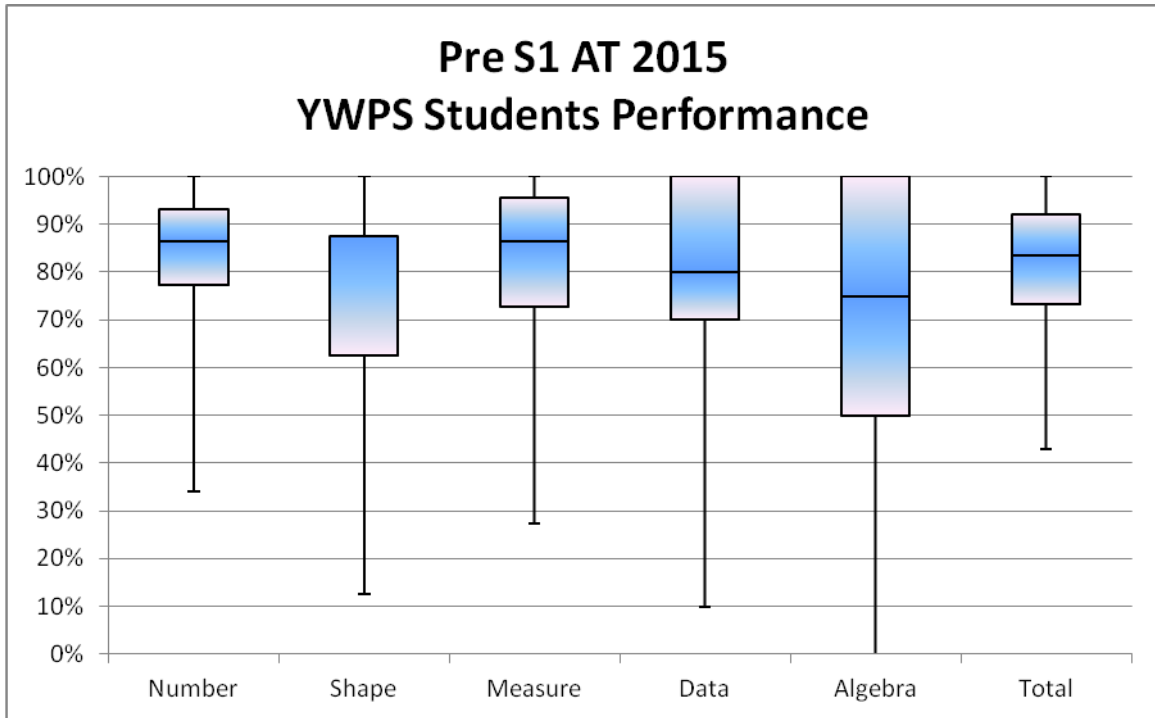
### Statistics

No. of Students	Mean	Median	S.D.
191	81.6%	84%	12.9

Minimum	Maximum	Passing Rate
43%	100%	98.95%



In general, the overall performance was above average because the median marks of the six classes are at least 80%. 1D has the greatest LD whereas 1F has the smallest. The performance of 1C was the best since 50% of students scored 88% or above.



In the five domains, the LD was very large in Data Handling and Algebra. Some students obtained full marks but some students obtained zero mark. In general, students' performance were above average since nearly all the medians were at least 80% except the YWPS performance in the domain of Algebra.

This year, there was an improvement in YWPS students performance. The test-oriented strategies, e.g. similar questions drilling for students, teachers attending seminar so as to understand more the marking scheme, .etc were effective.

## Appendix 5

### Focuses on Through-Train Development (2015 – 2016)

1. Investigation and sharing on the pedagogies in teaching the skill “the four arithmetic operations”.

Last year, YWP teachers reviewed that the S1 students’ skills in four arithmetic operations were weak in general.

S1 students will apply the technique frequently in chapter 1, directed numbers and the number line. At primary level, they learnt from P4. Starting from this year, a “Self Top-up Scheme” will be implemented at P6 level to improve their number sense, calculation speed and technique in arithmetic operations.

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

2. Inclusion of enrichment topics in P6

In order to smoothen the transition of students from YWPS to YWC and to strengthen P6 students’ background in mathematics, teachers from YWPS are advised to teach P6 students some of the enrichment topics which will facilitate students learning in YWC later. YWPS teachers reported that that they did not have enough time to teach enrichment topics last academic year. In the first Panel meeting, we requested it again and hope they can spare teaching hours to teach enrichment topics in this academic year.

3. To help P6 students prepare for HKAT 2015

In order to provide support to P6 students to prepare for HKAT 2016, YWPS will prepare worksheets with questions which are very similar to those to be examined in HKAT. It is hoped that students from YWPS will be more confident in sitting for the Test.

#### Proposed Schedule

- September: YWPS teachers visit a S1 class (Directed numbers)
- November: YWP teachers visit a P6 class (Self Top-up Scheme: Distributive law in multiplication)
- Early December: Pre-S1 Assessment Test
- April: Preparation for HKAT 2016
- May: Delivering enrichment topic

# **Physics**

## **Programme Plan 2015-2016**

### **A. Subject aims**

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

The physics education on the HKDSE level aim to:

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

### **B. Issues to be addressed**

#### **1. Strengths:**

- 1.1 Some students have high academic abilities. They show curiosity to new ideas. They acquire new concepts and complicated theories fast.
- 1.2 Students have acquired basic scientific knowledge and concepts in junior forms Integrated Science.
- 1.3 Teachers are creative and energetic. They are willing to adopt new ideas and approaches in teaching to motivate students, e.g. using newly developed software to make our own teaching aids.
- 1.4 Teachers are patient, responsible, sensitive and are able to spot the weaknesses of students. They are willing to adopt different teaching methods to help the less capable students.
- 1.5 Teachers are experienced, with at least ten years of teaching experience, and able to maintain a good learning atmosphere inside the classroom.
  1. Computer software/animations and audio visual aids are provided to assist in explaining abstract concepts.
  2. Teachers are always ready to share their experience and teaching materials.
  3. Teachers have good communication skills and are always ready to listen to the students and provide emotion support .

#### **2. Weaknesses**

- 2.1 Some students are incompetent in using English as a means of communication.
- 2.2 There is greater learning diversity arising from the "Through Train Policy".
- 2.3 Some students are used to apply the formula directly and not eager to learn the

subject content.

- 2.4 Some students are weak in flexible application of concepts, knowledge and skills in different other contexts.
- 2.5 Some students are poor in time management and they spend too little time on doing revision at home.
- 2.7 Some students are not confident in expressing their ideas in front of teachers and classmates.
- 2.8 Students are examination-oriented. They show low interests in participating in science-related activities like seminars and exhibitions.

### **3. Opportunities**

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

### **4. Threats**

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

## **C. Subject objectives**

### **1. Knowledge and understanding**

Students should be able to recall and show understanding of

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

### **2. Practical skills**

Students should be able to

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

### **3. Attitudes**

Students should be able to

- i. recognize that theories and models have their strengths and limitations in making predictions and describing physical phenomena;
- ii. judge evidence objectively and revise judgment in the light of new evidence;

- iii. support value judgments using sound scientific principles.
- iv. take an active role in the science learning process

## D. Implementation Plan 2015

### 1.1 Catering for learning diversity

School Annual Plan	Task Description	Teacher-in-charge	Evaluation
<b>Setting up remedial/enhancement curriculum</b> <ul style="list-style-type: none"> <li>- Composition of core and extended curriculum in S1-2</li> <li>- Split class according to students' ability</li> <li>- After school tutorials according to students' needs</li> </ul>	Remedial measure -Study groups(for low achievers) are held during lunch time regularly. The focus is on the basic problem solving skill of public examination questions.  <ul style="list-style-type: none"> <li>- Revise the SS1 and SS2 syllabus through discussion to help students learn more effectively.</li> </ul> Elective arrangement Energy and its uses: compulsory, to be taught after school / during post-exam period/ self-directed learning at home. Astronomy/Atomic World--- to be taught during class time. Each class can choose either one of them.	All members          All members	Students' attendance and attitude          Students' performance in assessment
<b>Pedagogical changes through lesson collaboration and peer observation</b> <ul style="list-style-type: none"> <li>- Holding regular whole school lesson collaboration exercises</li> <li>- Sharing of good practices</li> </ul>	<ul style="list-style-type: none"> <li>- Peer collaboration will be conducted before December.</li> <li>- A meeting will be held before and after each session of lesson observation to share ideas on teaching a particular topic. All teaching strategies are noted down for future reference.</li> </ul>	All members	Teachers' self-reflection
<b>Modification of Assessment format</b> <ul style="list-style-type: none"> <li>- Assessment according to the core and extended curriculum in S1-2</li> <li>- Composition of challenging questions in exam papers</li> </ul>	<ul style="list-style-type: none"> <li>- Challenging question (&lt;10%) is put in each test so that the capable students can get extra marks.</li> <li>- For each test, around 50% of the content should be at elementary level so as to encourage students to prepare well beforehand.</li> </ul>	All members	Students' performance in assessment

### 1.2 Enhancement of learning atmosphere & attitude

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Promotion of Assessment for learning</b> <ul style="list-style-type: none"> <li>- Knowledge on assessment for learning (giving feedback to Ss)</li> <li>- Lesson collaboration on classroom assessment activities</li> </ul>	Promotion of assessment for learning -sharing of teaching strategies on some selected topic is held from time to time	All members	Students' Feedback
<b>Promotion of co-curricular activities in support of students' learning</b> <ul style="list-style-type: none"> <li>- Broadening students' learning interest and motivation through activities</li> </ul>	<ul style="list-style-type: none"> <li>- Science Talk: Guest speaker from the universities are invited to share with the students.</li> <li>- Two visits will be held this year. The proposed activity is               <ul style="list-style-type: none"> <li>(a) "Disney's World of Physics" for 30 S.4 students which is held by Hong Kong Disneyland. (Post-examination period)</li> <li>(b) Ocean Park for 40 S.4 students . (Post-examination period)</li> </ul> </li> <li>- To help organise interesting science activities in Scienceland for students.</li> <li>- Upper forms(S4 to S6) students are invited as helpers in Scienceland. They are responsible</li> </ul>	KT Choi KK Lee   C Siu (S.4) KK Lee (S.5)       KT Choi KK Lee	Students' Feedback          Students' Feedback          Students' Feedback

	for demonstrating the experiment and leading the junior form students to learn new knowledge.		
<b>Fostering of a campus with strong academic atmosphere</b> - Board display - Promotion of academic related activities	- Buying library books	KT Choi	Booklist to be reported at the end of the year

### 1.3 Development of teachers' professionalism

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Staff Development programs on pedagogy: assessment for/as learning</b> - Invitation of outside agents for mass talks and subject based workshop			
<b>Support to teachers in participating in invitational posts</b>	Staff development -Teachers are encouraged to attend seminars, workshops and visits	All members	Teachers' feedback

### 1.4 Strengthening the role of personnel in middle-management

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Knowledge management of departmental materials</b> - All teaching materials, administration reports, EDB course materials are put on web - Expansion of virtual and physical storage capacity	- Sharing of teaching materials: Panel members are encouraged to share their teaching materials (e.g. simulation, worksheet ) and put them in the "Teaching Sharing Area" on the intranet. Members can assess them anytime during the preparation of a lesson.  - Materials for self-directed learning concerning some topics in the elective "Energy and its uses" will be prepared by the end of Dec. Students (SS2) are encouraged to learn at home during Lunar New Year holiday. A test –will be held after the holiday to monitor the learning progress.	All members  KK LEE	Checklist of the teaching materials  Students' feedback and performance
<b>Development of instructional leadership</b> - Participation in training courses - Implementation of PIME cycle	Providing professional development - Subject heads receiving relevant training from EDB  Enhancing the P-I-M-E cycle - Investigating Physics subject's annual plan and set of instructions/manual - Sharing and mutual support in KLA subject meetings	Subject Head  Subject Head	

## 1.5 Excellence in public examinations

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Development of subject-based study plans and curriculum planning</b> - Flexibility in the study of the number of elective subjects - Subject-based study plans	<b>Task 2 in annual plan:</b> - Subject syllabus should be finished by the end of December 2014 so as to allow more time for revision and discussion of the DSE sample scripts.  - Special study group (OCT to DEC) for SS3  - For SS2, exam-oriented drilling classes on topic basis are held during the 2nd term. Students are invited and encouraged to form study partner/groups during the class. Special self-learning materials are designed to help them solve the problems independently or through discussion. - Individual counseling is provided for the students in need from time to time	KK Lee C Siu KT Choi  All members  KK Lee  All members	Teaching Progress  Students' attendance and attitude Students' attendance and attitude  Students' feedback
	- Students' performance is assessed in multiple ways such as homework(4%) quizzes(8%) and attitude(3%) towards learning. They will all be counted in final term score. - Short Quiz (around 10 mins) is regularly held near the end of a lesson to assess the learning progress and encourage student to learn seriously during the lesson.	All members	Students' Performance in assessment
	<b>Promotion of Assessment of learning</b> - Subject based revision tests		

### E Performance Standard

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

### F. Budget

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

### G. Program Team

Mr Choi Kam To,  
 Mr Lee Ka Kit,  
 Mr Siu Chung



# Visual Arts Programme Plan 2015-2016

## A. Aims/ Purposes:

Enrich Students' aesthetics experience;

- To develop creativity and critical thinking, nature aesthetic sensitivity, and build up cultural awareness and effective communication;
- To broaden the vision of students through diff. activities, visitations and study trips.
- To build up self-esteem of students who perform relatively weak in school.

*For lower forms (S1-S3)*

- To develop self-discipline, skills, art appreciation aspect, knowledge, positive values and attitudes in visual arts;
- To develop art and art appreciation knowledge so that students can appreciate, art history and respect creative industry.

*For upper forms (S4-S6)*

- Strengthen students' abilities in art appreciation and create various forms of visual arts work aesthetically and critically;
- Develop perceptual abilities, generic skills, and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning, so we strongly required for space to do the media arts and prepare for the NSSC visual arts development;
- Enhance multiple perspectives, and cross cultural understanding through exploration of the visual arts of diverse cultures, especially in western arts and eastern arts;
- Cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries and architecture studies.
- To gain delight, enjoyment and satisfaction through participating in arts-making activities;
- To pursue a life-long interest in the visual arts and broaden the vision of each student.
- Educate the others (parents and colleagues) the fair and beautiful society of future under the Spirit of artists.
- Help in different design works and publications

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

### Strength

- Some students like to create their works by painting and making art pieces. They also respect to their art works as well as the marks. Especially for DSS students and S3 students.
- The lower form (S1-S3) students always enjoy their art lessons, but need to improve their self-discipline. We need to concern this problem by co-operation of our art team. The workshops and extra training will be held in B104 instead of Art Room because many portfolios making (Senior Forms) will be happened in the art room.

- Many upper form students like to stay in the art room and discuss with teacher the ideas and process of art developments. They like to create their personal art works, even for art course of to the others.
- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talks, museum tour and computer graphic.
- Art teachers of YWC can share the workload and take care for the different kind of students.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers.
- Some students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education society that helps to push the growth of Hong Kong Art Education.
- We always have chance to participate the exchange art study trip that can let us understanding the changes of whole art field.

### Weaknesses

- The through train development in our department is relatively young. We have exchanged our documents but the through train curriculum in senior form of primary school and junior form of college is still underdeveloped.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school, approach of our society don't support, like their parents.
- *In the NSSC, EDB seems just want to concern about the core development instead of like they said: Multiple exploration of students' talent. The atmosphere of school is also discourage the development of visual arts.*
- The opening hour of art room is long, but some of the students are not used to tidy up after finishing their work, especially for the ceramics making class, teachers need to help them. The room B104 didn't have enough time to do the tidy up works. The art teachers are usually helping them. The support from our school to visual arts, music and sport are not balanced. Not even the budget, policy, but also the atmosphere built up. However, we have more students could participate the art faculties in universities. If we really expect to have a better development and learning attitude of VISUAL ARTS in YWC, basic policy and respecting should be balanced.
- The DSE result is not satisfying in our subject. We are still finding solution to solve the problem. Joining more workshops held by EDB and HKEAA, and even joining the public exam by teachers are some potential solution.

### Opportunities

- Our art club and drama club have participated the external art activities and volunteer works. We also understand academic development is the main concern in our department.
- We have art weeks, drama night, Joint-school drama performance, public performances and talks to encourage the student to open their minds and enhance students to raise their life standard.
- Encourage students to participate the competitions of HK and international. It helps students to broaden their vision and helps them to apply for the overseas art/ architecture / design studying.

- Our students and teachers can stay in the art room for an extra time to discuss and have extra art training after school, this help the students to love their school and their works.
- Drama club and art club are 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.
- Our alumni (these years) are willing to support our school's art developments, like holding workshops and talks to younger brothers.
- The museum, art centre and heritage museum have different kinds of exhibition to promote different media of art presentation.
- We have opportunity in many art activities through the art societies and parties.
- The anniversary exhibition held in last year is a great success. Seeing artworks from teachers and alumni, students' interest could be raised.

### **Threats**

- Our class lessons don't have enough time for the students to finish their works, especially for the senior form. The form 6 students and teacher need to have lessons on Friday after school and public holiday. We care about every boy's development and art life. Art teacher should concern the whole school publication that consumed many teaching time for individual portfolio making in senior classes.
- The result of DSE is not good enough.
- 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 will to do more work to change their bias.
- We don't have enough space to stock the art works and drama settings and we try to ask for more spaces.
- Encourage to promote environmental protection and cultural concern in activities and curriculum.

### **C. Objectives:**

- **Developing Creativity and Imagination**  
Develop ideas from observation, imagination and experiences  
Interact with other subjects or clubs to develop artistic ideas  
Explore art elements and design principles to express ideas and feelings
- **Developing Skills and Processes**  
Record direct responses to art forms in nature and man-made environments by verbal/non-verbal presentation  
Explore ideas with visual elements and design principles  
Explore alternatives by using different materials and techniques (sketching, drawing, information technology or other appropriate tools and resource materials)  
To evaluate alternatives based on aims, purposes, aesthetic logic and design principles.
- **Cultivating Critical Responses**  
Reflect their lives, communities, societies and cultures in relation to the arts.  
Respect, appreciate and demonstrate open-mindedness towards arts expressions that are different from their own  
Build up the self-esteem for all art students.

- **Understanding Arts in Context**  
Understand the abreast of global trends and adapt these to suit the local context  
Concern the development of Western Kowloon Cultural Project.  
Try to Combine the drama and visual arts , art appreciation in the coming curriculum  
Understand the development of the curriculum development in universities in HK and new senior school curriculum.  
Understand the development of Art marketing and Art Trend in the world and Mainland.
- **Understanding Art in personal growth important.**  
Understand the depth value of art is mainly for life-long development, for all youth and parents.

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

- For students,  
Students can handle different kinds of materials to present their ideas and enjoy the process of creation.  
Examine how to combine the visual elements and principles and arranged to achieve certain effects.  
Analysis the image sources and image-development strategies used in the work.  
Identify the materials used to create the image and the processes and technologies applied.  
Identify cultural or stylistic aspects represented in the artwork.  
Emphasizes the art appreciation and criticism.  
Broaden their view in future and build up their self-esteem.  
Exchange the idea with the others or classmate, build up their self-assessment mind.  
Students can be measured by the 3-4 course works and one competition each term.  
S1 to S3 will have final examination in May.  
The extra art or drama activities and report will be counted as the bonus mark 10% each term.  
Selected one outstanding and one best improvement students each form at the end of academic year.  
Cooperate with counseling, discipline group and civic education  
Cooperate with other activities, like student council, D & T.  
Students' reflection and teachers' reflection finished by each term.  
SBA schedule reference to the syllabus outline from S4 to S6 (2011-2012)  
Form 1) train the observation of students  
    How to observe the prespective and vanishing point  
    How to observe the texture, composition and color value of the drawing and painting  
    Self-identity studying  
    Values and attitudes of art appreciation  
    Build up interest in art  
    Try to create art work by cooperation with others: Group Work.  
Form 2) Enhance basic technique training  
    Enable to handle different kinds of technique, materials  
    Art criticism, Values and attitudes of art appreciation  
    Try to create art works by cooperation with others: Group Work (paint on wood)

- Form 3) Understand the different countries, styles, and media. in visual arts development trend and contemporary world.  
 Art criticism, Values and Attitudes of art appreciation  
 Concern about self-development.  
 Enable to handle different kinds of technique, medium, materials.
- Form 4) Try to understand the relationship of cultures and art in art history and art trend, especially to focus in the culture of HK, like the film appreciation these years.  
 Understand the relationship of human culture and Beauty  
 Search the main theme and try to finish the art works on it  
 Let the students to define the relationship of fine arts and design, as well as the architecture and computer graphic.  
 Analysis different techniques  
 e.g. Chinese painting, soft-pastel, oil painting, acrylic painting, plant and figure drawing, sculpture, ceramics, computer graphic, photography and presentation.
- Form 5-6) stretch students' aesthetic and artistic potential and develop their values and attitudes, empowering them;  
 embody physical, cultural and spiritual aspects of life;  
 enable them to participate in the fast growing creative industries of HK;  
 help students to select the individual examination papers which based on their abilities;  
 select the suitable reference notes and artists to be the study theme's reference;  
 select the suitable career for their futures;  
 select the suitable career for their futures;  
 help them to get satisfactory public examination result;  
 stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;

- For teachers

Co-operated to plan the curriculum and activities.  
 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, publication in school  
 Crossover with the other subjects and clubs within school and art society or organization in HK.  
 Miss Lam will help in managing the workshops and normal works of art room.  
 Concern the development in new curriculum and other changes, Miss Lau will highly concern and follow the EAA and EDB development, Miss Lau will concern about the Education Trend in HK and Mainland by studying in CAFA (PhD).  
 Peer observation each term and concern the self-reflection.  
 Cooperate with other KLA departments.

- For Parents and staff,

Analysis the global visual arts development  
 Analysis the development in universities of HK these years  
 Help us to build up better visual arts environment  
 Reduce the resistant of students' development in visual arts aspect  
 Reduce the bias of visual arts in the past generation

Continue cooperation with PTA in Bookmark design competition and School Publication.  
Cooperate with other old boys, like MTR manager or other organizations.

- For the new curriculum,  
Believe visual arts is a professional subject in school and society that can contribute to the quality of life (embody physical, cultural and spiritual aspects of life) and the humanity development.  
Highly concern the development of the senior school curriculum in creative industrial development of HK.  
Enhance the art criticism in visual art curriculum.  
Recreate a ceramics workshop and lessons in school which can work together with counseling and civic education  
Communication with the other schools and art society in HK  
Combine drama and art appreciation in visual arts lessons  
Cross-curriculum with other subjects or societies  
Concerns about the generic skills and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning  
Have public exhibition about the portfolio making next July.  
Have art criticism training —藝術小記者培訓 in 2012 and criticism training:
- For the school,  
Decorate and enrich the new campus that can help L & T.  
Build up “Art Path” in school, focus on mural paintings and sculptures
- ***Promote beauty and love through Art Work, linking the retired teachers to build up Home of our Youth Spirit.***
- For the YWP’s student,  
Helping them to broaden the art presentation, like drama  
Co-operation the activities ,performances and competitions  
Work closely to develop the new curriculum (if possible)

#### **E. Evaluation:**

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

**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 add into lessons and concerns about the fully used of the new campus	Introduce the environment protection idea to students and fully used the campus' space	Whole school space
3	Cross curriculum and concern to the society	Participate the activities and art services out of school Concern to the development of creative industry and Western Kowloon project	Activities in society
4	Learning project and Art Path	Try to promote the fun and study in ceramics making which can be displayed outdoor	Continue to apply for the funding of ADC
5	Cross curriculum with the other club, like drama environmental protection, computer society, Chinese Cultural Society and Moral education/ counseling	Co-operation with the clubs and work together with the whole school	Other societies/ clubs  <b><u>Like counseling, Chinese.</u></b>
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 <b><u>Applying OEF</u></b>
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  <i>More students need to have more DV and DC taking experiences, so we need to replace the DV and DC equipments.</i>	More software and disk for the computer teaching material
9	Communication with	Work together with the YWP in	YWP

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



## G. Ying Wa College -- Visual Arts NSSC Planning

S4-S6	50% 校本評核(SBA) S5 and S6 should upload the marks 學生須提交兩個作品集 包括：研究工作簿(顯示與藝術創作/評賞研究相關的藝術評賞及研究過程) (20%)； 以及針對主題的藝術作品/評賞研究(每一作品集包含三件作品，不同媒介) (30%)	50% 考評內容 文字表達 45 mins. 藝術創作 3 hrs.15 mins 學生須選擇卷一或卷二。 卷一視覺形式表達主題或 卷二設計(Our boys can't keep the works tidy, so just open paper I) 在每一考卷中，學生須完成以下兩部分：對所提供的藝術作品複製本作評賞，並以文字表達(10%)，以及藝術創作(40%)	
S4	Sept.	Impressionism painting practice – students are weak in coloring. Art history with DVD and notes Still Life Drawing practice – color tone practice, forms, volume perspective basic training	Acrylic Painting on Canvas  Pencils Drawing/ color pencils – A2 paper
	Oct.	Exhibition Visit – art history and criticism practice Umbrella Painting – creative 3-D practice, issue base in environmental protection topic 3-D sculpture making – theory, art history (Dadaist)	Short essay Acrylic Painting  Clay, card or rubbish materials
	Nov.	Fashion Design – theory with practice Exhibition Visit – art history and criticism practice Design exercise	Storyboard or casual wear Short essay Simplify the form of landscape
	Dec.	Painting with topic, like exam. Art history revision: Impressionism, Cubism, Chinese painting	Acrylic and poster color on paper Notes with DVD
	Jan.	Analysis the examination: art history and criticism painting Making Correction	ppt. Painting on paper and A4 paper
	Feb.	Portfolio making theory and samples Portrait of yourself/ an idol	Ppt. Acrylic or Oil on Canvas
	March	Portrait of yourself/ an idol Clay—floating (Individual interview with each S4 to S6 VA students in lunch)	Acrylic or Oil on Canvas clay
	Apr.	Pop Art and Chinese Paper Cutting Poster Design – Photoshop using technique Design a set – 3 piece as a social issue Chinese Contemporary Artist and trends Analysis Ai WaiWai Case in Contemporary Chinese – issue based art appreciation training (Individual interview with each S4 to S6 VA students in lunch)	Notes, ppt and VCD Notes, samples A4 – 3 pieces Ppt. Notes and question paper
	May	Evaluation of the designs Photography taking Day Comics drawing Portfolio making – based on the discussion with teacher (can be 2-D or 3-D art work) Work together with written process	Printed- design with statement Notes and Social issue Storyboard: A Day ... Sketch book on the process and statement. Different materials
	June	Painting Training for examination and essay, Art history: Expressionism and Pop Art	Painting on A2 paper Exam. book for essays
	July (Post-exam)	Portfolio making – based on the discussion with teacher SBA	Sketch book on the process and statement. Different materials
S5	Sept.	Portfolio making – based on the discussion with teacher (SBA) Self-portrait/ Environment Protection Painting – expressionism Edward Munch(Scream)	Sketch book on the process and statement. Different materials Acrylic on Canvas Acrylic on Canvas
	Oct.	Exhibition Visit – art history and criticism practice Chinese Painting Collage – Cubism theory (art history) Different kinds of paper Portfolio making – based on the discussion with teacher (SBA) 3-D sculpture making – theory, art history (Dadaist)	Short essay Chinese painting technique Ching Ming Scene visiting Notes, ppt. with DVD Paper and bands on black paper Sketch book on the process and statement. Different materials Clay, card or rubbish

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

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

Will have a study trip, not sure at this moment and will discuss with school later.

#### H. Programme Team:

Art Teacher Ms. Lau Ying

(For 1A, 3B, 3C, 3D, S4-S6))

Total Teaching Lesson:	1A,	-- 2
	3B , 3C, 3D	-- 9
	S4-S6	--17

28 lessons

Art Teacher Ms. Lam Oi Man

(For 1B-1F, S2, 3A, 3E)

Total Teaching Lesson:	1B-1F	-- 10
	S2	-- 12
	S3A, 3E	-- 6

28 lessons

Judgement:

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

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

#### I. Budget of Visual Arts in 2015-2016:

- Amount of student taking visual arts classes:
- S1-S3 around 610 students
- S4-S6(Optional) around 30-40 students

➤ <b>Materials Budget:</b>	
➤ <i>Consumable Materials</i>	\$40000
➤ <i>Teaching Materials</i> (More materials fee for the plant drawings these years and more CD, DVD for the new trends of art development nowadays, especially in the NSSC. Consumable Ink and paper for the Printer bought last year.	\$5000
➤ <i>Material for Ceramics</i> (Ceramics art works and mosaic making to decorate the campus)	\$8000
➤ <b><i>Transport fee for museum tour, artists' talk fee</i></b> (broaden the view of students)	\$5000
➤ Art Path and Frames, mural painting (Build up the art atmosphere in school)	\$9000
➤ Art Gallery (Build up the art atmosphere in school)	\$14000
➤ Library Books	\$3000
➤ International Competition Fee, stamp and exhibition	\$5000
____(application fee)_____	Total: \$86000

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

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

We will also apply for exchange programmes by other funds.

## Duty list of Art and Drama 2015-2016

Aug.	Preparation for drama night	Lau, Lam, Nicole, Jacky, KK
Sept.	Open house booklet	Lau
Sept.	Art and Drama Recruitment Day	Lau, Lam
26/9/2015	Annual Drama Night	Lau, Law, Nicole, Jacky, KK
Oct.	Preparation for the recruitment day	Lau, Lam
Oct.	Preparation for the celebration of 11/11	Lau, Lam
Oct.	Through-train workshops and meeting	Lau, Lam
Nov.	Board Design competition (before 11/11)	Lau, Lam
Nov.	Competitions for arts/photos.	Lam
Nov.	QEF	Lau, Lam
Nov.	Exhibition for the NSSC	Lau
Nov.	Workshops for inter-house drama competition	Nicole, Lau
Nov.	Workshops for Home publication, Speech Day	Lam
Nov.	Museum visit and workshops of public organization	Lau
Dec.	DSE Portfolio making mark sheets and preparation for S6	Lau
Dec.	Examination paper for S6, S5 and tutorial classes for S6	Lau
Dec.	Joint school art workshops for senior students	Lau
Dec.	Script for the drama festival, casting for actors	Nicole, Lau
Jan.	Competitions for international or others	Lam
Jan.	Preparation for the Joint school art weeks and SBA	Lau, Lam
Feb.	Preparation for the drama festival	Lau, Law, Nicole, Jacky
Feb.	Setting of Art Weeks , 3/3 talk	Lau, Lam
Mar.	Drama Festival	Lau, Law, Nicole, Jacky
Mar.	Joint-school workshops	Lau, Lam
Apr.	Inter-House Drama Competition	Lau, Law, Nicole, Jacky
Apr.	Preparation for the exhibition and publication QEF	Lau, Lam
May	Publication for the Canvas	Lau, Lam
May	Torch	Lau
June	Exhibition of Junior Form	Lam
June	Art Study Trip	Lau
June	Competitions	Lau, Lam
June	Post-Exam. Period Workshop	Lau, Lam

The duties will be divided into two parts: External representative → Lau Ying  
Internal representative → Lam Oi Man

Duty List for Art and Drama 2014-2015		
• Aug.	Prepare for the Drama Night	(Prisca, Fei, Nicole, Jacky)
• 4/10/2014	Drama Night	(Prisca, Fei, Nicole, Jacky)
• Oct.	Preparation for the celebration of 11/11	(Prisca, Fei)
• Oct.	Open House Booklet	(Prisca, Fei)
• Nov.	Board design competition (before 11/11)	(Prisca, Fei)
• Nov.	Competitions for arts / photos.	(Prisca)
• Nov.	News for public	(Fei)
• Nov.	workshops for inter-house drama competition	(Fei)
• Nov.	workshops for Home Publication	(Prisca)
• Nov.	Open for S1 Admission Boards	(Prisca)
• Nov.	Museum visit to the Contemporary Art Exhibition (should be reserved before 3 months)	(Fei)
• Dec.	DSE Portfolio making mark sheets preparation and remind the boys to finish the art works by time.	(Fei)
• Dec.	Examination paper	(Fei)
• Dec.	Script for the drama festival, asking for the actors	(Fei, Nicole)
• Jan.	Competitions for the international or others.	(Prisca)
• Jan.	Preparation for the art weeks and SBA	(Prisca)
• Feb.	Preparation for the drama festival	(Prisca, Fei, Nicole, Jacky)
• Feb.	Preparation for the art weeks	(Prisca, Fei)
• Mar.	Drama Festival	(Prisca, Fei, Nicole, Jacky)
• Apr.	Inter-House drama competition	(Fei, Nicole, Jacky)
• Apr.	Preparation for the exhibition and publication	(Prisca, Fei)
• May	Exhibition and publication	(Prisca, Fei)
• May	Torch publication	(Fei)
• June	Exhibition and publication	(Prisca, Fei)
• July	Planning and evaluation	(Fei)

The duties will be divided into two MAIN parts: External representative → Tse Fei  
Internal representative → Prisca Chan

## Teaching Schedule 2015-2016

### Form 1

循環週	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1	2 堂 2/9-10/9	闡述美術室守則 藝術與同學之關係 速寫本的運用	1. 讓學生了解本科要求及學習應有態度 為甚麼要畫畫？ 美術之源—生活 2. 了解美術室使用情況  <b>點、線、面的認識：</b> 1. 認識點、線、面的原理 2. 練習不同的點、線、面 3. 以簡單點、線、面畫出一幅練習畫	白紙、工作紙 簡報、參考資料、 木顏色、廣告彩、 麥克筆。	速寫本、筆記 簿、文具
2-5	6 堂 11/9-12/10	<b>點、線、面的認識</b> 點 - 聯想畫 線 - 練習白描 面 - 明暗素描 點線、面的抽象畫	1. 星星的聯想/豆豆畫 (點、線、形的出現) 4 堂 2. 形的結合 (構圖)—疊透和覆疊 2 堂 3. 線的運用 (粗幼白描和情感) 2 堂 純構圖的認識 - 何謂抽象畫？ 1. 認識虛實的處理與關係 2. 色彩對構圖的影響、色彩的象徵性。	素描筆、廣告彩、 三種豆、參考圖： 重疊、疊透例	基本文具速寫 本、廣告彩、 筆、圭筆、6B
6-7	4 堂 13/10-28/10	卡通 <b>四格漫畫</b>	認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、說話、 思想 2. 故事性：如自愛、防止家庭暴力、環保、 社會議題	簡報、參考圖例、 筆記、工作紙	素描筆、木顏 色、廣告彩
8-9	4 堂 1/11-20/11	<b>立體製作-紙黏土</b>	1. 介紹浮雕 2. 浮雕的基本技巧 3. 以紙黏土製作浮雕作品 4. 作品上色(2 堂)	參考圖、筆記、簡 報、工具	
10-11	4 堂 23/11-14/12	<b>剪紙/ 紙雕創作</b>	1. 認識紙雕歷史及發展 2. 介紹中西方紙雕作品 3. 製作聖誕節製作紙雕作品	黑畫紙 玻璃紙 剪刀 CUTTER	文具
School holiday (22/12-1/1) , EXAM (5/1-22/1)					

14	2 堂 25/1-1/2	<b>書簽設計比賽</b>	書簽設計比賽	白紙、工作紙 簡報、設計參考資料、木顏色、麥克筆	速寫本、筆記簿、文具
15-16	4 堂 2/2-26/2	(中) 利用散點透視法作傳統中國畫的練習 <b>中國現代水墨畫繪製</b>	(中) 透視： 1. 認識中西畫對透視的不同理念 作品欣賞 2. (4 人一組) 抽象 - 中國現代水墨畫(點題，中三有詳析)	宣紙 墨 中國顏料 舊報紙	毛筆 (大白雲、圭筆) 色碟、報紙
17-18	4 堂 29/2-15/3	<b>藝術史欣賞</b> <b>藝術評論</b> <b>現代藝術的認識</b>	1. 甚麼是現代? (討論)現代與當代的分別。簡化、清晰、直接、快變、表達個人內感為主、知識豐富、文明技巧高、講求為藝術而藝術 2. 作者作品欣賞一同學介紹心愛藝術家作品及評論。 3. 美術史： ■ 文藝復興代表藝術家、雕刻家、建築師作品分析。Internet 的善用 ■ 反思與自己現實生活的關係	文章欣賞、評論 文學/電影/混合 作品範例 不能只下載網上資料、簡報、評畫工作紙	筆記簿寫感受 分組(3-4 人一組)搜集資料 需加入個人見解，不能單下載網上資料。
	9/2- 15/2 (School holiday)	<b>藝術欣賞</b> <b>藝術評論</b> <b>現代藝術的認識</b>	<b>藝術評論：農曆年假後交評論(500 字)</b> 1. 作者作品欣賞一同學介紹心愛藝術家作品及評論。	文章欣賞、評論 文學/電影/混合 作品範例 不能只下載網上資料	筆記簿寫感受 搜集資料 需加入個人見解，不能單下載網上資料。
<b>School holiday (8/2-15/2)</b>					
19-21	6 堂 16/3-25/4	<b>平面拼貼：自畫像</b> (環保) Picasso Collage	1. 認識畢加索作品和立體派(Cubism)的創作原理。 2. 學習觀察周遭事物，善用廢棄物和生活上的小物件，轉變為作品上不同媒介材料 3. 讓學生透過色彩、形狀和媒介表達情感和個人風格	藝術史史料 美學、參考圖、彈性及編織物料的準備	資料搜集、討論、物料搜集
<b>School holiday (23/3-1/4)</b>					



22-23	4 堂 25/4-12/5	<b>考試：繪畫</b>	<ol style="list-style-type: none"> <li>與自然為題的作品</li> <li>善用構圖及着色手法</li> <li>讓學生在指定時間內完成指定之作品</li> </ol>	參考圖、簡報、參考資料、木顏色、麥克筆、廣告彩	文具
24	2 堂 13/5-20/5	<b>評賞</b>	評賞： <ol style="list-style-type: none"> <li>學生作品總結</li> </ol>	學生作品分享	作品
Optional 25-26	23/5-3/6	<b>藝術欣賞</b>	<ol style="list-style-type: none"> <li>播放影片</li> <li>了解藝術家的創作動機和意義</li> <li>認識藝術品的特色和風格</li> </ol>	有關 VCD、圖片等	

\*\*考試後自行參觀香港藝術館/任何展覽，選一作品/一電影撰寫評論—寒假後交。

## Form 2

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1-2	4 堂 2/9-21/9	討論課堂守則及簡介學生需備用具  <b>平面設計</b> 字體設計 班名設計	<ol style="list-style-type: none"> <li>讓學生了解本科之要求及應有之學習態度</li> <li>與學生討論在視藝室上視藝課時應注意的地方</li> <li>選科長、組長</li> </ol> <ol style="list-style-type: none"> <li>認識平面設計的要素</li> <li>學習基本工具的運用</li> <li>為作屬班別設計班徽</li> </ol>	基本用具之示例  鴨咀筆、蛇尺、雲尺、直尺、廣告彩	畫簿、文具
3-5	6 堂 22/9-20/10	<b>膠版畫</b>	<ol style="list-style-type: none"> <li>簡介各種版畫及製作方法</li> <li>學習凸版畫的製作</li> <li>學習再造紙的製作</li> <li>結合兩種製作，創製心意卡</li> </ol>	筆記、圖例 製作再造紙之用具 版畫工具	畫簿、文具
6-8	6 堂 22/10-20/11	<b>中國畫 梅蘭菊竹</b>	<ol style="list-style-type: none"> <li>介紹梅蘭菊竹</li> <li>學習基本技巧的運用</li> <li>練習基礎線條</li> <li>臨摹梅蘭菊竹</li> </ol>	VCD、墨汁、簡報、參考圖	毛筆和圭筆
9-10	4 堂 23/11-14/11	<b>「奇幻之旅」繪畫比賽</b>	<ol style="list-style-type: none"> <li>以「奇幻之旅」(Life Fantasy)為題，繪畫 A3 作品</li> <li>引導學生繪製腦圖</li> <li>提供參考資料</li> </ol>	簡報、參考資料、木顏色、廣告彩、麥克筆	畫簿、文具



		書簽設計比賽	書簽設計比賽 (聖誕假期後交)		
<b>School holiday (22/12-1/1) , EXAM (5/1-22/1)</b>					
14	2 堂 25/1-1/2	藝術欣賞 藝術評論 現代藝術的認識	<p><b>藝術評論：農曆年假後交評論(500 字)</b>甚麼是現代？ (討論)現代與當代的分別。簡化、清晰、直接、快變、表達個人內感為主、知識豐富、文明技巧高、講求為藝術而藝術。</p> <p><b>藝術欣賞簡報</b> 分組完成資料搜集，於假期後匯報及介紹心愛藝術家作品及評論。</p>	<p>筆記簿寫感受 搜集資料 需加入個人見解，不能單下載網上資料。文章欣賞、評論。</p>	文學/電影/混合作品範例
<b>School holiday (8/2-15/2)</b>					
15-16	4 堂 2/2-26/2	藝術欣賞匯報	分組匯報		
17-18	4 堂 29/3- 15/3	校園戶外寫生	<ol style="list-style-type: none"> <li>1. 學習遠距離觀察、選材、構圖</li> <li>2. 分析光對物件的影響和變化</li> <li>3. 臨摹寫生作品</li> </ol>	原子筆素描參考圖畫、簡報、相片、白畫紙	素描工具 畫簿
<b>School holiday (23/3-1/4)</b>					
19-20	4 堂 16/3-15/4	手的素描	手是繪畫人物造型時不可或缺的部分，而且變化多端，亦具親切感	白畫紙、簡報、解說之圖片	素描工具 畫簿 基本文具 素描筆
21-22	4 堂 18/4-4/5	(考試) 透視的認識 —素描	<p>透視：視藝室一角</p> <ol style="list-style-type: none"> <li>1. 善用構圖及着色手法</li> <li>2. 讓學生在指定時間內完成指定之作品</li> <li>3. Or competitions</li> </ol>	簡報、參考圖例、筆記、黑色畫紙	素描擦膠 廣告彩
23-24	4 堂 5/5-20/5	美術常識 美的欣賞 (由巴洛克至洛可可藝術)	<ol style="list-style-type: none"> <li>1. 認識巴洛克至洛可可藝術</li> <li>2. 欣賞及分析他們的作品</li> <li>3. 善用互聯網</li> </ol>	有關 VCD、圖片等	在互聯網及書本上搜集有關資料作匯需加入個人見解，不能單下載網上資料。
25	2 堂 23/5-30/5	評賞 – 總結	<ol style="list-style-type: none"> <li>1. 學生作品</li> <li>2. 剪報分享</li> </ol>	參考筆記、參考圖片、剪報	基本文具、速寫本
Optional 25-26	23/5-3/6	藝術欣賞	<ol style="list-style-type: none"> <li>4. 播放影片</li> <li>5. 了解藝術家的創作動機和意義</li> <li>6. 認識藝術品的特色和風格</li> </ol>	有關 VCD、圖片等	
**考試後自行參觀香港藝術館/任何展覽，選一作品寫評論—復活節假期後交。					

### Form 3

循環週次	課數	教學內容	教學目的	工具材料	
				學校供應	學生自備
1	1 lesson	闡述美術室守則 美術與同學未來之關係	1.讓學生了解本科要求及學習應有態度 2.了解美術室使用情況 3 了解基本設計	powerpoint	鉛筆、膠擦
		書籤設計(家課)	中一至中三以書籤設計形式參與比賽 1. 了解閱讀對同學的重要，尤其在學期初 2. 帶出缺乏閱讀的問題 3. 需學生學習設計元素	白紙 powerpoint 設計參考資料 Color pencils Markers.	鉛筆、膠擦
1 to 4 2/9-12/10	6 lessons	(中) 利用散點透視法作傳統中國畫的練習	國畫透視法： 1. 認識中西畫作對透視的不同理念 2. 國畫的手卷表現故事方法 3. 認識中國神話及香港社會	powerpoint 宣紙 墨 中國顏料 舊報紙	毛筆 (大白雲、圭筆) 色碟、報紙
		<b>competition</b>	<b>Check if any design or painting</b>		
5 to 8 (13/10-20/11)	6 lessons	表現主義(野獸派)繪畫	4.表現主義作品欣賞與製作(繪畫) 感情的、內在的 – 經分析、簡化過渡到抽象的過程。 5. 學習野獸派代表剪貼風格：線、色和結構關係 6. 一筆畫	powerpoint 白畫紙 廣告彩、筆 色紙剪貼	Sketchbook 鉛筆、膠擦
		<b>competition</b>	<b>Check if any design or painting</b>		
9 to 11 (23/11-14/12) 4/1/2016	3 lessons	自畫像	1. 正確人面比例 (五目三庭) 2. 素描技巧 3. 介紹人像畫大師：Rembrandt and Chuck Close	參考資料, DVD 鉛筆、膠擦	Sketchbook 鉛筆、膠擦
		<b>With coloring</b>	<b>With coloring theory and painting skills</b>	DVD	Acrylic with canvas
<b>EXAM.(5/1/2016-22/1/2016)</b>					
14 to 17 (25/1-7/3)	6 lessons	超現實主義	<ul style="list-style-type: none"> <li>● 介紹超現實主義</li> <li>● 抽取三張圖片</li> <li>● 仿超現實主義作一張畫作</li> <li>● 文字詮釋自己作品(100-150 字)</li> </ul>	powerpoint 參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook

		competition	Check if any design or painting		
18 to 21 (17/3-25/4)	6 lessons	設計元素練習	1. 構圖 2. 用色(圖片搜集) 3. 重覆/放射/覆透 4. 用黑白結構整個構圖	參考圖例、 範畫、 Power-point、廣 告彩、marker	基本文具、 sketchbook
		competition	Check if any design or painting		
22 to 25 (26/5-30/5)	6 lessons	考試	1. 插畫構圖技巧/ theme painting/ drawing (discuss at 2 <sup>nd</sup> term) 2. 運用已學習的技巧，如故事、用色、人 像處理等/ drawing skills	參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook
			Conclusion of whole year		
Optional 26 (31/5-3/6)	3 lessons	藝術欣賞 (電影)	1. 認識香港 60 70 年代歷史 2. 認識電影的節奏和構圖 3. 認識『對倒』的故事手法 4. 電影評論 (case)  (Only half classes)	文章欣賞、評論 文學/電影/混合 作品範例 工作紙	文具、 Sketchbook
<b>EXAM.(6/6/2016-24/6/2016)</b>					

\*\*復活假後交電影評論、畫評或展覽報告一則。

## Form 4

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1-2	2/9-21/9 10 lessons	闡述美術室守則 美術與同學未來之關係分享 標誌設計	1.讓學生了解本科要求及學習應有態度，了解美術室使用情況 2.各家對藝術定義 3.選科長、組長(美術學會與戲劇學會成員) – DSE 課程簡介 4.了解基本設計 5.標誌設計的重要和方法	白紙、筆、筆記、ppt、設計參考資料、Color pencils、Markers.	基本文具、Sketch book
		Competition on design/ logo design			
		素描	1. 素描技巧 2. 反白練習	Paper, black paper	Drawing pencils
3-4	(22/9-12/10) 10 lessons	實驗素描	1. 巴洛克藝術 2. 使用射燈構圖 3. 素描技巧 4. 完成一實驗素描	畫例、powerpoint and 筆記 charcoal	基本文具、畫筆
		素描	1. color pencil drawing practice 2. soft-pastel drawing practice ● 簡介 Degas ● 學習乾粉彩基本技巧的運用 3. water-color drawing practice	畫例、乾粉彩參考圖 powerpoint and 筆記	基本文具、畫筆
5-6	(13/10-30/10) 10 lessons	印象派畫作臨模	1. 溫習印象派畫作及畫家 2. 仿繪一張印象派畫作 3. 完成一位印象派畫家簡介(學期末交)	畫例(印象派)、powerpoint and 筆記	基本文具、畫筆、搜集資料作報告
		Test in art history and report in exhibition			
7-9	(3/11-1/12) 10 lessons	人像	● 簡介 Rembrandt ● 介紹人像的表達模式 ● 製作表達有特色的人像	參考筆記、作品、ppt. Acrylic/oil	基本文具、Photos.
		Presentation of selected artist			
10-11	(2/12-18/12) 5 lessons	Art for art's sake	1. 藝術史脈絡、文藝復興歷史 2. 思考藝術目的 3. 預備考試	筆記、白紙 powerpoint	基本文具、搜集資料作報告
		Test in art criticism and creation → examination			
<b>School holiday (22/12-1/1) , EXAM (5/1-22/1)</b>					

14	(25/1-5/2) 5 lessons	<b>Mind-map Imagination Box</b>	1. 重新思考藝術的目的 2. 尋找所感興趣的題材 3. 製作 mind map	參考筆記、 powerpoint、 作品	基本文具, 搜集 資料作報告
15-17	(2/2-7/3) 15 lessons	政治漫畫製作	1. 學習新古典主義及同期畫作及畫家 2. 認識香港政治漫畫 3. 完成一張政治漫畫版畫	畫例(新古典 主義)、 powerpoint、 筆記、膠版、 雕刻刀	基本文具、畫 筆、
		Competition for the comics creation/ storyboard.			
18-20	(8/3-15/4) 15 lessons	<b>Model making/ ceramics making</b>	1. 介紹 bauhaus 2. 立體的點線面 3. 製作一 model 4. (參與光的藝術)/ceramics making	參考筆記、 作品、 powerpoint	基本文具
21-23	(18/4-12/5) 15 lessons	攝影	1. 了解香港地區特色 2. 學習基本攝影技巧 3. 完成十張有特色照片	powerpoint、 參考圖 Invitation to artist	相機
		Outing and competition of the photo-taking day.			
24-26	(13/5-3/6) 5 lessons	<b>Portfolio and art appreciation</b>	1. 思考 portfolio 的主題 2. 開始做第一件作品	參考筆記 and ppt.	基本文具
			Reference from diff. portfolio makings.		
<b>EXAM.(6/6/2016-24/6/2016)</b>					

\*\*復活假後交電影評論、畫評或展覽報告一則。

## Form 5

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1-2	2/9-21/9 12 lessons	闡述美術室守則 美術與同學未來之關係 呈交假期功課	讓學生了解本科要求及學習應有態度 了解美術室使用情況 5. 評論呈交假期功課 6. 通過 slide-show 與同學分析會考情況 7. 溫習以往所學的畫派、畫家特色、取其相近處助同學鞏固畫技與信心  *基於同學水平稍弱，如往年般設午間畫室開放時間，包括靜物及人物素描練習。	白紙、筆、筆記、ppt、設計參考資料、Color pencils、Markers.	基本文具，Sketch book
		Competition on design/ logo design			
		陶藝製作	1. 陶藝製作技巧：Methods of ceramics making: slab building, pinching, coiling, mold making, sculptural, throwing 2. 陶藝簡史：新石器時代彩陶、秦俑、唐俑、宋瓷、明瓷、清瓷、近代台灣、香港陶瓷發展 3. 陶藝的發展可能	Terracotta and stoneware, glazes	Sketch book
3-4	(22/9-12/10) 12 lessons	分析會考作品 請同學分享自己作品 溫習以往學過的畫派	1. 美術史、中國藝術 ● 寫實主義, 印象派, 表現主義, 抽象主義 ● Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics. ● Chinese Contemporary Art and Trend 先教現代藝術，因方便學生做藝術創作	畫例、乾粉彩參考圖 powerpoint and 筆記	基本文具、畫筆
		Test : contemporary art and creation			
		Charcoal practice  Painting of reproduction of art masters.	1. Large drawing with different methods in charcoal creation. 2. Introduction of artists in charcoal drawing. 3. Reference of creations	畫例、powerpoint and 筆記 charcoal	基本文具、畫筆

5-6	(13/10-30/10) 12 lessons	<b>3-D sculpture/ installations</b>	<ol style="list-style-type: none"> <li>1. 發保膠雕塑</li> <li>2. Mixed-media making on Canvas</li> <li>3. Fabric making</li> <li>4. Automatic painting</li> <li>5. 石膏繃帶</li> <li>6. Workshops at Lee Yu Mun</li> </ol>	畫例(印象派)、 powerpoint and 筆記	基本文具、畫 筆、搜集資料作 報告
		Test in art history and report in exhibition Exhibition in portfolio making.			
7-8	(3/11-20/11) 12 lessons	<b>Self-portrait</b>	<ul style="list-style-type: none"> <li>● 配合比賽和每屆同學喜好、能力和意向作課程調整</li> <li>● 作品集製作(每人自設主題和表達方法)</li> <li>● 評賞小測(每月最後一節課)</li> </ul> <b>參觀展覽和報告</b> <ol style="list-style-type: none"> <li>1. 簡介人像的表達模式 製作表達有特色的人像 Photo-taking/ video making/ stop motion</li> </ol>	參考筆記、 作品、ppt. Acrylic/oil	基本文具、 Photos.
		Presentation of selected artist			
9-11	(23/11-21/12) 12 lessons	<b>Mind-map Imagination Box</b>	中五作品集製作 小習作內容： Chinese painting computer aided sculpture water color 排版 local art photography/installation stop motion ceramics	筆記、白紙 powerpoint	基本文具
		<b>Portfolio making Painting practice</b>	<ol style="list-style-type: none"> <li>1. Portfolio making development</li> <li>2. Theme creation：製作 mind map</li> <li>3. Presentation of favorite artists</li> <li>4. 重新思考藝術的目的</li> <li>5. 尋找所感興趣的題材</li> <li>6. 完成第 1 件作品</li> </ol>		
		Test in art criticism and creation → examination		Test paper	基本文具
<b>School holiday (22/12-1/1) , EXAM (5/1-22/1)</b> <b>1 月參觀/exam.參觀創意學生展</b>					

11-12	(4/1-14/1) 6 lessons	政治漫畫製作	<ol style="list-style-type: none"> <li>1. 學習新古典主義及同期畫作及畫家</li> <li>2. 認識香港政治漫畫</li> <li>3. 完成一張政治漫畫版畫</li> </ol>	畫例(新古典主義)、powerpoint、筆記、膠版、雕刻刀	基本文具、畫筆、
		Competition for the comics creation/ storyboard. Report in comics critic and reproduction.			
13-14	(15/1-1/2) 12 lessons	Product design/ Fashion design	<ol style="list-style-type: none"> <li>1. 介紹 bauhaus</li> <li>2. 光的藝術/paper making sculpture</li> <li>3. Mobile making sculpture</li> <li>4. Fashion design</li> </ol>	參考筆記、作品、powerpoint	基本文具
15	(2/2-17/2) 6 lessons	攝影	<ol style="list-style-type: none"> <li>1. 了解香港地區特色</li> <li>2. 學習基本攝影技巧</li> <li>3. 完成十張有特色照片</li> </ol>	powerpoint、參考圖 Invitation to artist	相機
		Outing and competition of the photo-taking day.			
16-24	(18/2-20/5) 20 lessons	Portfolio and art appreciation	<ol style="list-style-type: none"> <li>1. 思考 portfolio 的主題</li> <li>2. 開始做第 2 件作品</li> <li>3. 完成作</li> </ol>	參考筆記 and ppt.	基本文具
			Reference from diff. portfolio makings.		
25-26	(23/5-3/6)	Practice for exam.	<ol style="list-style-type: none"> <li>1. composition, form and painting skill of examination</li> <li>2. art critic and history</li> </ol>	參考筆記 and ppt.	基本文具
<b>EXAM.(6/6/2016-24/6/2016)</b>					
<b>Second term should participate at least One competition and one exhibition, do the reflection of each events.</b>					

\*\*復活假後交電影評論、畫評或展覽報告一則。



## Form 6

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1-2	2/9-21/9 12 lessons	闡述美術室守則 美術與同學未來之關係 呈交假期功課 分析會考作品 請同學分享自己作品 溫習以往學過的畫派	讓學生了解本科要求及學習應有態度 了解美術室使用情況 1. 評論呈交假期功課 2. 通過 slide-show 與同學分析會考情況 3. 溫習以往所學的畫派、畫家特色、取其相近處 助同學鞏固畫技與信心 *基於同學水平稍弱，如往年般設午間畫室開放時間，包括植物及人物素描練習。 1. 美術史 / 史前 ● Pre-historical, ● Egypt, Greek Art, Roman Art, ● Renaissance, Baroque, Rococo ● Chinese Art and Antique Art	白紙 筆 Slides、 筆記 powerpoint	作品、 筆記簿、 文具
3-6	(22/9-30/10) 24 lessons	中六習作內容 <b>Portfolio making</b> Design and computer graphic	中六作品集製作 小習作內容： ● logo design ● portfolio layout ● computer aided sculptures ● photography / stop motion	參考圖例、ppt. 二開畫紙、 書、海報、 VCD, Video	搜集資料簿、 畫具
7-12	(3/11-1/12) 18 lessons	中六習作內容 <b>Portfolio making</b> Mixed-media painting	Mixed-media painting ● self-portrait/ reproduction of master piece ● Used ready-made to combine the personal theme. ● Development of art pieces	參考圖例、ppt. 二開畫紙、 VCD, Video	搜集資料簿、 畫具
1 月參觀參觀創意學生展 Mock 前加 兩次 Pre-Mocks，令學生習慣限時考試守則。 二月後 study leave、mock 前畢業展 – everyone has his own board at Art Weeks.					
個人 portfolio 面試和 Pre-mock Examination					
13-16	13/12-27/1	畢業展、考試	年中一次測驗，並一次模擬考試 二月後 study leave、mock 前畢業展 * 評論同學作品，提醒同學考試注意事項。	題目、展板	物料自備

# **Music Programme Plan 2015-2016**

## **I. Purposes**

This programme aims at providing students with opportunities:

1. to appreciate music through general music lessons, instrumental training course for S1, instrumental tutorial groups for S1-S5 and musical activities.
2. to raise students' confidence, co-operation and leadership through rehearsals, performances, workshops, festivals and contests.
3. to develop a sense of creativity in music making and composition.
4. to integrate music learning with information technology.

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

### *Strengths*

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

### *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. The time allocation recommended by the E.D. is 2 periods per cycle/week. Our school has only one period per cycle 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 enhance team building and class spirit through Interclass Hymn Singing Contest.
5. To find financial assistance from alumni/parents.

## **IV. Implementation Plan**

### **1. Singing**

Tone quality, intonation and enunciation are focused. Examples of good singing by children and adult voices related to the singing programme are presented to serve as

models.

2. Musical reading

Time, tonality, rhythm, pitch, sight-reading are focused.

3. Listening

Music appreciation in music room and regular attendance to public concerts are focused.

4. Learning musical instruments

Each S1 student is recommended to learn a Chinese or Western instrument under the S1 music training scheme.

5. Musical Composition

Each S5 student can compose one short musical piece with the use of music notation software.

**V. Budget(Proposed)**

1. Piano Tuning	\$2,000
2. Laser Discs	\$1,000
3. Music Score (Orchestras)	\$3,000
4. Orchestra Conductors	\$200,000
5. Transportation for HK Music Festival	\$12,000
6. Entry fees for HK Music Festival	\$25,000
7. Repair Orchestra Instruments	\$5,000
8. Purchase New Instruments	\$30,000
9. Library Books/DVD/CD	\$2,000
Total	\$280,000

**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 Interclass Hymn Singing Contest
5. Annual and Prize Winners' Concerts
6. Achievement in Winter Festivals, Hong Kong Schools Music Festival, Hong Kong Youth Music Interflows and New Tune Chinese Music Contest

**VII. Programme Team**

Mr. C. YUEN (Acting head of music department)

Ms. E. HUI (music teacher)

Ms. W. CHO (music assistant)

Boron Li  
August 2015

# Physical Education and Sports Programme Plan 2015-2016

## A. Aims/ Purposes

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

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

## B. Issue to be addressed

### Strength

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

### Weaknesses

1. The indoor facilities are limited when there is an inclement weather condition.
2. The building of the swimming pool makes the limited space become more tight.
3. About 40% of the students are poor in general fitness and body coordination.
4. Many junior students are weak in focusing and self management and most of them are self-centred.

## Opportunities and Threats

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

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

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

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

## **C. Programme and Implementation Plan**

### Objectives

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

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

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

#### **Athletics**

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

#### **Badminton**

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

#### **Basketball**

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

#### **Long Distance Run**

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

#### **Fitness Training**

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

#### **Football**

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

#### **Handball**

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

#### **Table Tennis**

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

## **Volleyball**

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

## **Implementation Plan**

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

/Secondary One Sports Development Program

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

/Organizing seminars, visits or talks on PE and sports

/Organizing friendly matches

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 16 sports in the HKSSF;

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

## **Performance Standard**

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

### **Skill**

/Students from S.1 to S.3 are expected to demonstrate the basic skills of eight sport activities.

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

### **Fitness**

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

/A Twelve-minute run test is used to assess students from S.4 to S.6.

/Skin fold measurement, strength measurement and sit ups tests are taken to reflect students' level of muscular endurance.

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

/Chinning is used as a challenging item.

### **Attitudes**

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

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

### **D. Achievement**

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

## **Methods of Evaluation**

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

effectiveness and the teaching content.

It is challenging for PE colleagues to measure an increasing number of students with learning diversities like audio, visual or physical impairment.

## **E. Programme Team**

### **Lessons allocation:**

Pong Yiu Wing	S.2: 4, S.4: 6, S.6: 6, DSE S.4: 5, DSE S6: 6	Total: 27
Law Hon Leung	S.1: 6, S.2: 8, S.4: 4 S.5: 6 S.6: 4	Total: 28
Tang Wai Chung	S.1: 6 S.3: 10, S.5: 6, S.6: 2 DSE S5: 6	Total: 30

### **Special Duties:**

<b>Head of PE:</b>	<b>Pong Yiu Wing</b>
<b>KLA Coordinator, Sports Master:</b>	<b>Law Hon Leung</b>
<b>House Master:</b>	<b>Tang Wai Chung</b>
<b>Assistant Teacher:</b>	<b>Lee Man Kit</b>

### **Sports Advisors**

<b>Athletics:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. W.C. TANG,</b>	<b>Mr. K.K. LEE</b>
<b>Badminton:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. W.C. TANG,</b>	<b>Mr. W.M. WONG</b>
<b>Basketball:</b>	<b>Mr. H.L. LAW</b>		
<b>Beach Volleyball:</b>	<b>Mr. W.C. TANG</b>		
<b>Bowling:</b>	<b>Mr. W.C. TANG</b>		
<b>Cheering:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. Y.W. PONG</b>	
<b>Cross-country:</b>	<b>Mr. M.K. LEE,</b>	<b>Mr. W.C. TANG</b>	
<b>Diving:</b>	<b>Mr. H.L. LAW</b>		
<b>Fencing:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. M. K. Lee</b>	
<b>Football:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. K. L. So,</b>	<b>Mr. W.H. WAN</b>
<b>Handball:</b>	<b>Mr. Y.W. PONG,</b>	<b>Mr. M.K. LEE</b>	
<b>Indoor Rowing:</b>	<b>Mr. H.L. LAW,</b>	<b>Mr. M.K. LEE</b>	
<b>Judo:</b>	<b>Mr. H.L. LAW</b>		
<b>Life Saving:</b>	<b>Mr. T.Y. Mak,</b>	<b>Mr. Y.W. PONG,</b>	<b>Ms. SYW. WONG,</b>

Mr. M.K. LEE  
**Rugby Seven:** **Mr. H.L. LAW**  
**Squash:** **Mr. H.L. LAW,** Mr. M.K. LEE  
**Swimming:** **Mr. T.Y. Mak,** Mr. Y.W. PONG, Ms.SYW. WONG,  
Mr. M.K. LEE  
**Table Tennis:** **Mr. W.M. WONG**  
**Tennis:** **Mr. M. K. LEE**  
**Volleyball:** **Mr. W.C. TANG**



**PE (DSE) Learning Diversity Grant  
(2015 - 2016)**

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

Network

Schools: Cheung Sha Wan Catholic Secondary School,  
SKH St. Benedict's School,  
Ng Wah Catholic Secondary School.

Suggested Programs:

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

**英華書院**  
**二零一五至二零一六年度**  
**宗教教育科周年計劃**

**(一) 本科宗旨**

- 1) 使學生對基督信仰有基礎的認識。
- 2) 帶領學生尋求人生的意義與價值，從而建構安身立命的基礎。
- 3) 透過具體的生命故事，帶出對生命抱持的信念：肯定生命，熱愛生命，並從生命整體的角度認識及思考人生——從思考生命的種種，到思考人生的終極關注，以期能從不同的人生處境中體悟基督教信仰的真實，使福音的種子在生命中茁壯成長。

**(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) 本科同工：
  - 藉著同工間交流有關本科知識，以豐富各同工教學

**(三) 本年度綜合教學計劃**

- 1) 級際活動：
  - a) 配合本校福音工作，以助學生認識及經歷神
  - b) 每天午間團契，邀請同學分批參加
- 2) 教學形式：
  - a) 使用資訊科技的教材，以配合時代的需要
  - b) 運用大眾傳媒作為教學媒體，信仰與生活結合，在現實的人生中體認出信仰的真實，建立人生安身立命的價值觀
  - c) 利用校本教材，同學的校園生活片段，讓學生自然投入，具體感受同學間的互助互愛，充滿祝福的校園生活。

**四. 評估：強、弱、機、危**

**強項：**

- 1) 本科與本校「創校宗旨」配合：溝通中西文化，以廣傳耶穌基督的福音，本校長遠及優良的傳統有助於本科發展。
- 2) 採用持續評估制度，會減低學生的學習壓力，以致能更自由地投入生命的反思，明白生命原來就是豐盛的、有價值的、有意義的。

- 3) 本校近年信主的基督徒學生及老師有所增加，資源上較之前豐富，對學生的栽培也較全面
- 4) 配合學校五年計劃中，學生支援組的方向，課程設計以正向人生為主，培養學生正向的人生觀，愛校愛人的情操，加強學生對學校的歸屬感。

**弱項：**

- 1) 時代訊息萬變，學生的需要每天都在變化，單靠教科書授課，常有不足的情況，需不斷更新教學材料，以期能讓學生感到親切和共鳴。

**機會：**

- 1) 新高中的推行，宗教科不再是公開考試的科目，由較重視分數，轉變為重視生命價值的培育，讓學生從考試壓力及追求分數中釋放出來。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命的關係，和自己，和他人，和社會有和好的關係，有關心和熱愛。
- 2) 透過與宗教事務委員會的合作，增加人力資源，加強學生工作，及課外活動。
- 3) 著重信仰與生命的結合，全面栽培學生，尊重生命，熱愛生命。

**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。

2015-2016 各同工任教宗教科教節數目

	總數	中一	中二	中三	中四	中五	中六
李詠儀	29	1x5	1x5	1x1	1x6	1x6	1x6
周若蘭	2	1x1	1x1				
陳滿堅	4			1 x 4			

**財政預算**

<b>R.E.</b>	<b>參考書目</b>	<b>\$1000</b>
	<b>教材</b>	<b>\$1000</b>
	<b>總計：</b>	<b>\$2000</b>

注：參考書目及教材主要是買信仰答問的書籍及工具，以回

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李詠儀老師  
英華書院  
宗教教育科科主任

英華書院  
二零一五至二零一六年度  
設計與科技科教學計劃

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# 設計與科技科教學計劃

## 2015-2016 年度

### 【壹】 宗旨

初中三年的設計與科技科課程，旨在為學生提供科技與設計的基礎知識和技能，培養他們具備創新及富創業精神的特質，以便在知識型的經濟環境中，能面對社會、經濟及科技的急劇轉變。課程要求學生能理解和應用科學、數學和科技的知識，探討如何綜合和實踐於設計上，並能檢視科技對社會和環境的影響。

### 【貳】 對本科的評估

#### 優點

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

#### 弱點

1. 作為一門中一至中三的科技科目，一般學生甚至家長，均不甚重視本科，故教學成效亦會受影響；

#### 機會

1. 基於校本課程設計的改革，本科課程的設計及內容，可以更自主及有彈性，朝向社會科技發展及興趣方面前進；
2. 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，現已配置兩台立體打印機，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較少，對本科的發展會有影響；
2. 市面上有關本科的多媒體教材仍然非常缺乏；若自製教材，要動用的人力資源是很龐大，支援也欠缺；
3. 教育局和教育學院對設計與科技教育前景未明，對本科長遠發展構成障礙；
4. 學生質素下降，其學術水平和學習興趣均兩極化。

### 【參】 目標

本科於 2015-2016 年度的教學目標：

#### 中一教學目標

1. 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；
2. 讓學生認識「設計過程」，及應用此過程之「解難」精神於生活處境；並學會從成本計算、設計及製作各方面評估及改良設計；
3. 讓學生透過探討和認識紙、木和塑膠的特性及用途；
4. 讓學生正確應用不同手工具和機器操作；
5. 透過校內或校外比賽，讓同學互相觀摩。

## 中二教學目標

1. 讓學生認識及應用更多、更精確的圖象傳意方法；
2. 讓學生認識「設計過程」，及應用此過程之「解難」精神於生活處境；並學會從成本計算、設計及製作各方面評估及改良設計；
3. 讓學生認識更多不同材料的特性及用途；
4. 讓學生正確應用更多不同手工工具和機器操作，如電路焊接、激光砌割機…等；
5. 讓學生認識基本電子線路、能源應用和環保知識；
6. 讓學生使用電腦輔助設計及模擬測試工作；
7. 讓學生應用激光砌割機；
8. 透過校內或校外比賽，讓同學互相觀摩。

## 中三教學目標

1. 讓學生使用電腦輔助設計；
2. 讓學生應用 3D 打印機；
3. 讓學生使用電腦和 Lego NXT 組件，學習機械人編程及模擬測試工作；
4. 從機械人科技發展史中，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；
5. 讓學生認識不同的基本數碼邏輯電子線路及節約能源方法；
6. 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；
7. 透過校內或校外比賽，讓同學互相觀摩。

## 【肆】 教學策略

剪輯生動 ETV、活動和習作，引起學習興趣。讓學生以科學、技術和數學知識，應用於設計上，實現理想，令「夢想成真」；讓學生有機會去將自己的興趣、理念，透過課堂或課外的比賽活動，變成可觸摸、可使用的製成品。

## 中一教學安排

1. 首先讓學生學習基本表達技巧：
  - i. 認識基本繪圖技巧及尺寸標註方法
  - ii. 認識徒手繪畫之平面（2D）及立體（3D）繪畫方法
  - iii. 認識基本數學構圖技巧
2. 讓學生認識基本材料及明白到物料可循環再用
  - i. 塑膠-----PMMA 亞加力膠片、PVC 膠片
  - ii. 木材-----白楊夾板
  - iii. 紙張
3. 讓學生認識基本材料接合方法：
  - i. 黏合法：白膠漿、化膠水、PVC 膠水
4. 讓學生認識設計過程及欣賞市面上不同的產品設計，從而可以自行設計下列習作：
  - i. 便條座
  - ii. 匙扣設計
  - iii. 時鐘

5. 讓學生認識基本手工具及機械運用，並注意工業安全。

## 中二教學安排

1. 讓學生認識更多繪圖表達技巧
  - i. 第一角投影法（三視圖）
  - ii. 展開圖
  - iii. 均角圖（立體圖法）
  - iv. ProDeskTop V8 基本 3D 及工程圖電腦繪圖
  - v. CorelDraw 及 LaserWorks 電腦軟件
  - vi. 基本數學構圖技巧
2. 讓學生認識設計過程及欣賞市面上不同的產品設計，從而可以自行設計下列習作：
  - i. 支架大橋
  - ii. 激光切割習作
  - iii. 鋁櫃門掛鉤
  - iv. 機械原理
3. 讓學生認識更多材料：
  - i. 鋁片、金屬線
  - ii. 木棒
  - iii. 紙張
4. 讓學生認識更多材料接合法及變形法
  - i. 金屬冷屈曲法
  - ii. 木榫
  - iii. 各類黏接法

## 中三教學安排

1. 深化 ProDeskTop V8 電腦繪圖:包括零件組合方法
  - i. 讓學生認識更多繪圖表達技巧
2. 配合以下 LEGO NXT 套件，學習不同的能量傳輸及省力方法
  - i. 讓學生認識簡單機械編寫程式、運作原理、簡單力學、齒輪原理、簡單結構原理、槓桿與連桿原理、氣動原理、齒輪原理及輪軸與滑輪原理。
3. 深化「設計過程」的應用-設計「電子定力遊戲」
  - i. 電子零件及電線焊接法
  - ii. 電子學及數碼電路
4. 加強認識不同材料特性及其連接方法金屬、木材、塑膠
5. 混合使用不同材料及其接合法
  - i. 白膠漿黏合法、熱熔膠接合法、機牙螺絲接合法、木牙螺絲接合法

## 6. 專題研習: 認識 3D 打印的原理

### 跨科協作

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

### 本年度關注事項

1. 配合本年度關注事項，各級注意訓練學生紀律，並需要求同學準時提交習作。
2. 培養學生互相欣賞，展示佳作。
3. 老師互相檢視功課批改，提升教學質素。

### 一條龍及特殊需要學生的安排

1. 與英華小學小四至小六常識科技課課程交流。
2. 據資料顯示，本年度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。部分課程均設基礎和常規習作。

### 【伍】本科之評核準則

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

	上學期		下學期	
	繪圖/理論	習作	繪圖/理論	習作
中一	50%	50%	50%	50%
中二	60%	40%	40%	60%
中三	100%		100%	

註：以上各級之評分方法及比例表，會因教學進展及實際情況而作出調整。

### 【陸】檢討

為使預定之教學目標及內容達致預期效果，以及評估學生學習能力，我們預定全年最少有三次科會議，主要商討有關教學進展及困難，這些中期檢討有助我們計劃及調節後期的教學目標及內容，以期達致最佳效果。

另一方面，讓學生清楚知道自己在設計習作的強弱點，我們設計了一份習作評估表（參看附錄一），使他們在以後的習作作出改善。

有關繪圖習作的評估標準（參看附錄二）。



**【柒】財政預算**

1.	圖書館圖書	\$ 2,000.
2.	消耗性材料	\$ 42,500.
3.	維修或增補工具 / 設備	\$ 15,000.
4.	推廣本科活動（如比賽、參觀等）	\$ 2,500.
5.	添置教具或教材	\$ 25,000.
	總計：	\$ 87,000.

**【捌】任教本科老師名單、教節分配及各級統籌**

任教本科老師共有三位，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		2ACE	3ACE	15
蔡迪坤	1ACE	2BCDEF	3B	19 + 課後開放設計與科技室
林錫忠	1ABCDEF	2ABDF	3D	23 + 課後活動
麥德祥	1BDF			6

統籌老師：

中一級 蔡迪坤老師

中二級 麥泰元老師

中三級 林錫忠老師

中一至中三級 ETV 剪輯 麥泰元老師

各級統籌老師之職責：

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

【玖】附錄（一）

設計習作評估樣本

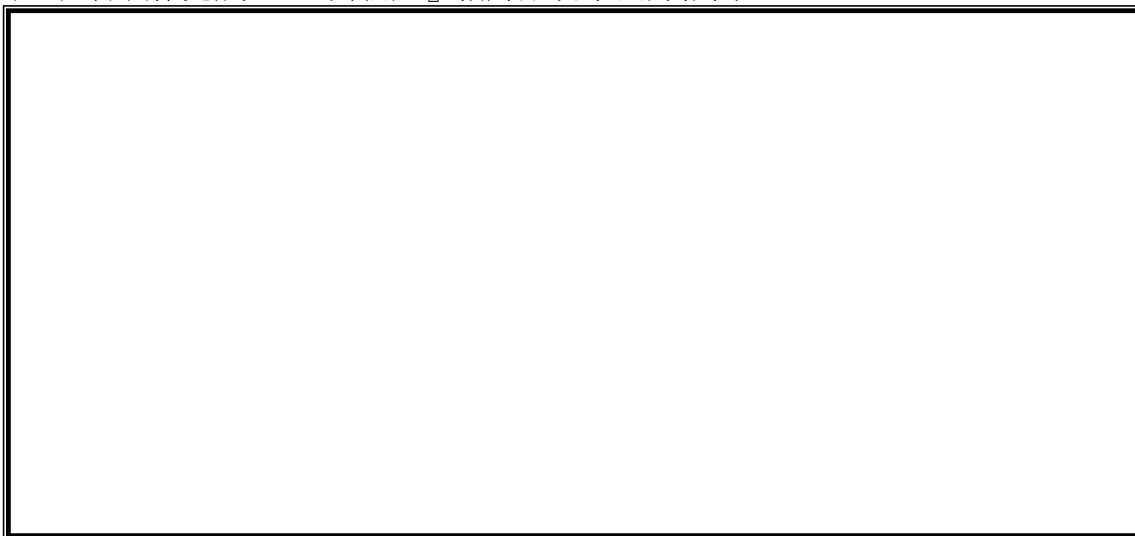
評分項目		滿分	得分
設計過程	<b>設計方案</b> (必須使用方格紙或 A4 紙，圖文並茂作答並塗上木顏色。)	5	
	1. 傳意技巧 (包括封面設計，可使用電腦。)		
	2. 資料搜集 及 問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	<b>製作習作</b>		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

(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 × 150mm × 3mm		\$10	
2	吸塑膠片 240mm × 300mm × 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



(a) 描述設計及製作上遇到的困難：

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(b) 描述解決困難的方法或策略

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(三) 改良：你認為可以怎樣改良設計？

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(四) 家長評估：設計成品的外觀屬

優 / 良 / 可 / 有待改善 (圈一項) 其他回應：(歡迎家長寫下回應並請簽署)

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家長簽署：\_\_\_\_\_

## 附錄 (二)

得分	繪圖習作評分準則
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保

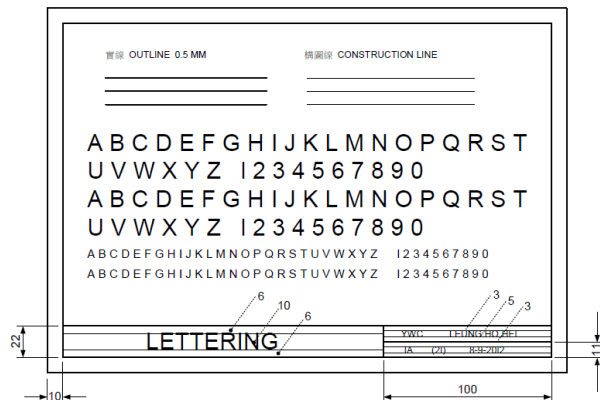
	持圖紙清潔。文字格式，字體正確。全圖少於 5 個錯誤。
8	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於 10 個錯誤。
7	線條大致平均，色澤均勻。大部分線條接合位保持圓滑。尺寸大致準確。完成指定題目。尺寸標示及字體大部分正確。全圖少於 15 個錯誤。
6	線條大致平均。大部分線條接合位保持圓滑。尺寸大致準確。完成大部分指定題目。尺寸標示及字體部分正確。全圖少於 20 個錯誤。
4-5	未能完成全部指定題目。繪圖法欠準確，尺寸標示及字體欠正確。線條欠平均，色澤欠均勻。未能保持圖紙清潔。全圖超過 20 個錯誤。
1-3	祇完成小部分題目，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

其他功課要求:

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



設計習作



繪圖習作

## **CHAPTER III**

**Plan for Capacity Enhancement Grant (CEG)  
2015-2016**

**Plan for Diversity Learning Grant (DLG)  
2015-2018**

**School-based After-school Learning and  
Support Programmes  
2015-2016**

**Ying Wa College**  
**Plan for Capacity Enhancement Grant (CEG)**  
**2015–2016**

Number of operating classes: 35

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

Task Area	Major Areas of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' language proficiency	Improvement of Chinese learning environment in school	To employ one full-time Chinese teacher to help create a language-rich environment in the school	<ul style="list-style-type: none"> <li>- More split-classes can be implemented in Chinese lessons so that more students will benefit from smaller class-size arrangement.</li> <li>- More Chinese learning activities outside the classroom can be held, such as debate, public speaking and speech training.</li> </ul>	1/9/2015 – 31/8/2016	Monthly Salary (MPS pt. 14 & MPF: \$25,505x1.05x12) = <b>\$321,363</b>	<ul style="list-style-type: none"> <li>- Students' improving performance in language examination</li> <li>- Students' active participation in language learning activities</li> <li>- Students' active participation in smaller classes</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation by Panel Chairpersons</li> <li>- Students' language examination results</li> <li>- Participation records of learning activities</li> <li>- Panel Chairpersons' observation in language learning activities outside the classroom</li> </ul>	Panel Chairperson of Chinese
	Improvement of English learning environment in school	To employ one full-time English teacher to help create a language-rich environment in the school	<ul style="list-style-type: none"> <li>- More oral classes can be implemented so that more students will benefit from native English speaker in the classroom.</li> <li>- More English learning activities outside the classroom can be held, such as English debate training, English drama workshop, and reading activities.</li> </ul>	1/9/2015 – 31/8/2016	Monthly Salary (MPS pt. 19 & MPF: \$32,560x1.05x12) = <b>\$410,256</b>			Panel Chairperson of English
					<b>Total: \$731,619</b>			

Expected amount of Capacity Enhancement Grant to be received in 2015–2016:

$$1125 \times \$614 = \$690,750$$

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

$$\mathbf{\$731,619} - \$690,750 = \$40,869$$

**YING WA COLLEGE**

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2015/16 to 2017/18 cohort of senior secondary students**

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

DLG Funded Programmes	Strategies & Benefits Anticipated	Name of Programmes	Duration of Programmes	Target Students	Estimated No. of Students Involved in Each School Year			Evaluation of Student Learning / Success Indicators	Teacher -in-Charge
					2015-16	2016-17	2017-18		
Other Programmes	<b>Network Programme</b> In view of the small number of students opting for PE, this network programme with Cheung Sha Wan Catholic Secondary School CSWCSS and Ng Wah Catholic Secondary School NWCSS can help to cater for students' diverse needs.	Network Programme of HKDSE Physical Education	3 years	S4-6 students of this cohort of students	25	25	25	Students will take the HKDSE Examination	PE teachers of YWC, CSWCSS and NWCSS jointly organize the programme.
	<b>Gifted Ed Programme</b> To enhance students' language and speaking skills	Training courses for language elites	3 years	S4-S5 elites in language & speaking	30	30	30	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.	Language teachers and coaches outside the school
	<b>Gifted Ed Programme</b> To enhance students' knowledge and analytical skills in PSHE KLA	Training courses for PSHE elites	3 years	S4-S5 PSHE elites	30	30	30	Students will broaden their knowledge and analytical skills in PSHE KLA. Participation and satisfactory learning products are expected.	PSHE teachers and tutors outside the school
	<b>Gifted Ed Programme</b> To provide acceleration and enrichment courses in Science and Mathematics	Advanced Math / Science courses for Math / Science elites	3 years	S4-S6 elites in Math / Science	30	30	30	Students will improve their Math / Science knowledge. Participation and achievement in Math contests are expected.	Chairman of Gifted Ed Committee; Math / Science subject heads; experienced Math Olympiad trainer outside the school
	<b>Gifted Ed Programme</b> To financially support high ability students to take gifted education courses in universities	University gifted education courses for secondary school students	3 years	S4-S6 elite students in various aspects	5	5	5	Elite students gain advanced knowledge and share their knowledge with other students after taking university courses.	Chairman of Gifted Ed Committee; heads of relevant subjects/teams
	<b>Gifted Ed Programme</b> To financially support students to take part in overseas and Mainland study tours	School-based study tour programmes or outside programmes	3 years	S4-S6 gifted students in various aspects	20	20	20	Students' tour reflection articles / products are expected.	Chairpersons of various subjects / teams

**School-based After-school Learning and Support Programmes 2015/16 s.y.**  
**School-based Grant - Programme Plan**

**Name of School:** Ying Wa College

**Project Coordinator:** Mak Tak Cheung

**Contact Telephone No.:** 2336 8838

**A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 1 CSSA recipients, B. 31 SFAS full-grant recipients and C. 8 under school's discretionary quota).**

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/ser- vice provider (if applicable)
					A	B	C		
Art/Cultural Activities (Music Instrumental Classes)	Music training and appreciation	Performance in musical instrument	Aural Test by Music teachers and trainers	9/2015-6/2016		13		7500	-
Sports	Basic skills in sports activities	Performance in training course and school team	Observations by coaches	8/2015-6/2016	1	8		15000	-
Leadership training	Goal setting, Leadership training	Strong team spirit & will to succeed	Questionnaire	8/2015 & 3/2016-4/2016		15		20000	-
Language training	To expose students to foreign languages	Performance in class	Test by Instructors	11/2015-5/2016		2	1	1000	-
Tutorial Service	To support students' academic development	Performance in class and examinations	Test by tutors	9/2015-6/2016		3	1	5000	-
Study Skill Class	To support students' academic advancement	Performance in class and examinations	Academic Advancement in Exam	11/2015-5/2016		2		2000	
Outdoor Activities	To put theory into practice	Performance in activity report	Feedback by Teachers	11/2015-5/2016		1		500	
<b>Total no. of activities: <u>7</u></b>									
					<b>@No. of man-times</b>				
					<b>**Total no. of man-times</b>				
					1	44	2		
					48				

Note:

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

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

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

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