

Ying Wa College

(Founded 1818)



Annual Plan

(2013-2014)

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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 2013-2014

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"> • Setting up of remedial / enhancement curriculum • Developing gifted curriculum • Promoting pedagogical changes through lesson collaboration and peer observation • Modifying assessment format • Consolidating language ability 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Progress in students' academic results • Increase in manpower to cater for LD and to try out new pedagogies • Positive response in students' feedback survey • Students having strong ownership of their study
	1.2 Enhancement of learning atmosphere & attitude	<ul style="list-style-type: none"> • Promoting e-learning through interactive media • Promoting assessment for / as learning • Promoting self-regulated learning • Promoting co-curricular activities to support students' learning • Fostering strong academic atmosphere in campus 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Progress in students' academic learning • Increase in e-learning resources • Positive response in students' feedback survey • Development of co-curricular activities
	1.3 Development of teachers' professionalism	<ul style="list-style-type: none"> • 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. • Promoting sharing of good practices in / across departments • Supporting teachers to participate in invitational posts e.g. secondment, teacher advisor, exam moderators of EDB / CDC / HKEAA 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Arrangement of staff development program • Positive response in students' feedback survey • Increase in number of teachers participating in external academic institutes

	1.4 Strengthening the role of personnel in middle management	<ul style="list-style-type: none"> • Enhancing knowledge management of department • Developing instructional leadership • Coordinating junior and senior curriculum • Enhancing PIME cycle 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Setting up of shared folders to be accessed by teachers of the same subject • Coordination in junior and senior curriculum
	1.5 Excellence in public examinations	<ul style="list-style-type: none"> • Developing subject-based study plans e.g. tutorials, analysis of DSE exam questions, talks on examination skills • Conducting curriculum-planning e.g. choice of electives, time-tabling • Promoting assessment of learning • Coordinating district resources • Participating in public examinations other than HKDSE e.g. IELTS, ICGSE, ICAS etc. 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Improvement in students' performance in public examinations • Organization / participation of joint-school or district exam practices • Number of students joining public exams other than HKDSE

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"> SSDC formulating student support curriculum by reviewing, refining and enhancing current programs and add new ones in response to the development needs of students Highlighting core values / themes: <ul style="list-style-type: none"> - self-discipline - positive thinking and appreciation - brotherhood and peer support - healthy self-image - goal-driven life 	✓	✓				<ul style="list-style-type: none"> Student support curriculum acknowledged by all staff and students All staff members integrating the core values in planning their teaching and non-teaching programs
	2.2 Establishment of a whole-school student support framework	<ul style="list-style-type: none"> Enhancing synergistic collaboration of committees under SSDC Enhancing form committee which comprises class teachers and SSDC member to implement and monitor student support program effectiveness Promoting core values through themed based multi-level implementation - mass programs, class-level workshops, assemblies, OLE, etc. Developing form councils to enhance class building and inter-class cooperation 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> All staff & students aware of the main theme Students showing qualities and positive characters in different aspects of school life Better understanding of students across classes Good S-S & T-S relationships
	2.3 Collaboration with Parents	<ul style="list-style-type: none"> Organizing well-structured parent education programs (courses, seminar talks) which echo student support themes and values Strengthening communication channel Making school information readily available 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Parents aware of the requirements of the school Parents using the electronic means of communication comfortably Enhanced school web page providing easy access to school information
	2.4 SEN student support	<ul style="list-style-type: none"> Giving higher priority to SEN support for teachers Encouraging & supporting teachers to receive professional training Promoting good practice sharing in case conference Refining school-based guidelines and workflow in handling SEN cases 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Teachers showing confidence in handling SEN SEN guidelines and workflow shared by staff

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"> Organizing joint-section activities between teaching staff from YWC and YWPS Organizing joint-section activities between YWC and YWPS students Inviting YWPS parents to attend activities held by the PTA of YWC, such as seminars Organizing joint-section formal meetings between different departments of YWC and YWPS Keeping documents of all the meetings between YWC and YWPS 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Activities and meetings organized between YWC and YWPS in different levels such as school leaders, teachers, students and parents Records of all the meetings between YWPS and YWC
	3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> Improving the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS Developing subject-based common practices to be followed in both YWC and YWPS Exchanging the summary of class academic results, TSA and AT. Exchanging the teaching pedagogy between YWC and YWPS 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reciprocal lesson observations conducted, followed by debriefing sessions and exchange of teaching ideas Subject-based common practices developed Academic results exchanged Exchange in pedagogies and preparation for the curriculum reform
	3.3 Development of common campus routines	<ul style="list-style-type: none"> Developing common practices or habits to be followed by students in both YWC and YWPS Organizing more taster programs for YWPS students to cultivate the sense of belongings of YWPS students 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Common campus practices agreed by both YWC and YWPS Taster programs held for YWPS students in different departments

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"> Organizing staff retreat, school-review, self-reflection and team building activities Organizing staff professional development activities for building consensus on the commonly shared vision as well as the changes and innovations needed 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Retreat and activities being held, with desirable response from staff Reaching consensus on the vision, with concrete direction on changes
	4.2 Re-structure of organization framework and duty re-allocation	<ul style="list-style-type: none"> Re-framing organizational chart by simplifying, merging, clarifying responsibilities and representatives Re-allocating teachers' duties Re-allocating duties of supporting staff members by re-engineering the General Office 	✓	✓				<ul style="list-style-type: none"> New, simplified and effective organization chart being set Teachers' duty being re-allocated to meet the school needs Supporting staff members' duty being re-allocated to meet the school needs
	4.3 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> Consolidating the Core Team to enhance group leadership & to gather critical mass to enhance the competencies of middle-managers for school changes Enhancing leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training Developing the monitoring practice in PIME cycle 	✓	✓				<ul style="list-style-type: none"> Change strategies being consolidated by the Core Team Desirable leadership performance being observed: high expectation, consensus building, role-modeling, collaborative measures Middle-managers receiving relevant professional training Effective monitoring on PIME cycle in school level and subject panel / team level being observed

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

Ying Wa College
Annual Plan 2013–2014

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 Catering for learning diversity	<ul style="list-style-type: none"> • Setting up remedial/enhancement curriculum <ul style="list-style-type: none"> - Composition of core and extended curriculum in S1-2 - Split class according to students' ability - After school tutorials according to students' needs • Pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> - Holding regular whole school lesson collaboration exercises - Sharing of good practices • Modification of Assessment format <ul style="list-style-type: none"> - Assessment according to the core and extended curriculum in S1-2 - Composition of challenging questions in exam papers • Consolidation of language ability <ul style="list-style-type: none"> - Promotion of language-related activities / workshops - Use of assistant teachers for remedial and enhancement needs 	<ul style="list-style-type: none"> • Progress in students' academic results • Increase in manpower to cater for LD and to try out new pedagogies • Conduction of collaboration and peer observation • Progress in students' language ability • Positive response in students' feedback survey • Students have strong ownership of their study 	<ul style="list-style-type: none"> • Teachers' survey • Students' survey • Progress of students' performance • Subject records of useful resources in teaching strategies 	9/2013–5/2014	<ul style="list-style-type: none"> • Academic Committee • Subject Heads & Key Learning Area Coordinators (SHKLAC) Committee • Academic Enhancement Committee 	Funding to support enhancement curriculum and manpower

<p>1.2 Enhancement of learning atmosphere & attitude</p>	<ul style="list-style-type: none"> • Promotion of Assessment for learning <ul style="list-style-type: none"> - Knowledge on assessment for learning (giving feedback to Ss) - Lesson collaboration on classroom assessment activities • Promotion of co-curricular activities in support of students' learning <ul style="list-style-type: none"> - Broadening students' learning interest and motivation through activities • Fostering of a campus with strong academic atmosphere <ul style="list-style-type: none"> - Board display - Promotion of academic related activities 	<ul style="list-style-type: none"> • Awareness of assessment as a means for learning on departmental basis • Composition of subject materials on assessment for learning • Development of co-curricular activities in support of learning and teaching • Provision of physical and human factors in support of academic atmosphere • Students showing higher motivation in learning 	<ul style="list-style-type: none"> • Teachers' training records • Subject records on sharing and materials related to assessment for learning • Number of co-curricular activities organized • Number of hardware established in support of promotion of academic atmosphere 	<p>9/2013–5/2014</p>	<ul style="list-style-type: none"> • Academic Committee • SHKLAC Committee • Academic Enhancement Committee • Campus Management Committee 	
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Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.3 Development of teachers' professionalism	<ul style="list-style-type: none"> Staff Development programs on pedagogy: assessment for/as learning <ul style="list-style-type: none"> Invitation of outside agents for mass talks and subject based workshop Sharing of good practices in/across departments through lesson observation and open class <ul style="list-style-type: none"> Inter/intra KLA lesson observation Organization of open class Support to teachers in participating in invitational posts 	<ul style="list-style-type: none"> Better understanding of the concept of assessment for/as learning Development of open class and cross subjects lesson observation Teachers showing positive feedback on lesson observation Students showing greater engagement in lessons Participation of teachers in academic-related external organizations 	<ul style="list-style-type: none"> Teachers' self-evaluation Number of staff development programs Students' evaluation on classroom learning Records of teacher training Records of teachers' participation in external academic organizations 	9/2013–5/2014	<ul style="list-style-type: none"> Academic Committee Staff Development Committee SHKLAC Committee 	Budgeting on staff training programs
1.4 Strengthening the role of personnel in middle-management	<ul style="list-style-type: none"> Knowledge management of departmental materials <ul style="list-style-type: none"> All teaching materials, administration reports, EDB course materials are put on web Expansion of virtual and physical storage capacity Development of instructional leadership <ul style="list-style-type: none"> Participation in training courses Implementation of PIME cycle 	<ul style="list-style-type: none"> Utilization of departmental shared folders through intranet Year-round update of subject materials in intranet Participation in training courses Sharing and mutual support between subject heads Subject heads showing appropriate evaluation on the effectiveness of subject works 	<ul style="list-style-type: none"> Expansion and usage of storage capacity Subject teachers' survey Subject heads' self-reflection and survey Training records 	9/2013–5/2014	<ul style="list-style-type: none"> Academic Committee SHKLAC Committee 	Expansion of virtual and physical storage capacity
1.5 Excellence in public examinations	<ul style="list-style-type: none"> Development of subject-based study plans and curriculum planning <ul style="list-style-type: none"> Flexibility in the study of the number of elective subjects Subject-based study plans Sharing on study and exam skills by old boys Coordination of district resources <ul style="list-style-type: none"> Participation in joint school exam practices Participation in district or organization activities in support of exam Promotion of Assessment of learning <ul style="list-style-type: none"> Subject based revision tests 	<ul style="list-style-type: none"> Examination-oriented tutorials for high and low achievers Steady performance of students in public examination Awareness and use of district resources on training of examination skills Joint-school exam practices Composition of revision plans and assessment of learning 	<ul style="list-style-type: none"> Performance of students in public examinations Records of internal and external examination practices 	9/2013–5/2014	<ul style="list-style-type: none"> Academic Committee SHKLAC Committee NSSC Concern Group Academic Enhancement Committee 	

Major Concern 2: Student Support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Development of a student support curriculum with clear themes across the whole Year	<ul style="list-style-type: none"> SDSC formulating student support curriculum by reviewing, refining and enhancing current programs and add new ones in response to the development needs of students Highlighting core values / themes: <ul style="list-style-type: none"> self-discipline positive thinking and appreciation brotherhood and peer support healthy self-image goal-driven life 	<ul style="list-style-type: none"> Student support curriculum acknowledged by all staff and students All staff members integrating the core values in planning their teaching and non-teaching programs 	<ul style="list-style-type: none"> Student support curriculum documents composed Progress monitored by core members of SDSC 	8/2013-7/2014	<ul style="list-style-type: none"> VP(Student Support) SDSC 	
2.2 Establishment of a whole-school student support framework	<ul style="list-style-type: none"> Enhancing synergistic collaboration of committees under SDSC Enhancing form committee which comprises class teachers and SDSDC member to implement and monitor student support program effectiveness Promoting core values through theme based multi-level implementation - mass programs, class-level workshops, assemblies, OLE, etc. Developing form councils to enhance class building and inter-class cooperation 	<ul style="list-style-type: none"> All staff & students aware of the main theme Students showing qualities and positive characters in different aspects of school life Better understanding of students across classes Good S-S & T-S relationships 	<ul style="list-style-type: none"> Records of committees' annual plan and documents echo the main theme Form committee meeting reports available for reference and inspection Form councils formed and operated with significant students involvement 	8/2013-7/2014	<ul style="list-style-type: none"> VP(Student Support) SDSC 	
2.3 Collaboration with parents	<ul style="list-style-type: none"> Organizing well-structured parent education programs (courses, seminar talks) which echo student support themes and values Strengthening communication channel Making school information readily available 	<ul style="list-style-type: none"> Parents aware of the requirements of the school Parents using the electronic means of communication comfortably Enhanced school web page providing easy access to school information 	<ul style="list-style-type: none"> Records and Documents of parenting programs included in PTA's annual program plan Response rate to e-Notice Hit rate of school web page 	8/2013-7/2014	<ul style="list-style-type: none"> PTA Exco School social workers IT Coordinator 	
2.4 SEN student support	<ul style="list-style-type: none"> Giving higher priority to SEN students support for teachers Encouraging & supporting teachers to receive professional training Promoting good practice sharing in case conference Refining school-based guidelines and workflow in handling SEN cases 	<ul style="list-style-type: none"> Teachers showing confidence in handling SEN SEN guidelines and workflow shared by staff 	<ul style="list-style-type: none"> Number of teacher undergoing training SEN students guideline/workflow questionnaire 	8/2013-7/2014	<ul style="list-style-type: none"> SDSC SEN students Support Committee 	

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"> Organizing joint-section activities between teaching staff from YWC and YWPS Organizing joint-section activities between YWC and YWPS students Organizing joint-section formal meetings between different departments of YWC and YWPS Keeping documents of all the meetings between YWC and YWPS 	<ul style="list-style-type: none"> Activities and meetings organized between YWC and YWPS in different levels such as school leaders, teachers, students and parents Records of all the meetings between YWPS and YWC 	<ul style="list-style-type: none"> Activities evaluated in the regular meetings between different departments of YWC and YWPS Activities evaluated in different departments. 	9/2013–8/2014	<ul style="list-style-type: none"> Leaders of YWC and YWPS TTD Committee 	
3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> Improving the mutual understanding of the students' characteristics and teaching approaches adopted by teachers by means of reciprocal lesson observation between YWC and YWPS Exchanging the summary of class academic results, TSA and AT 	<ul style="list-style-type: none"> Clarifying the purpose of lesson observations Reciprocal lesson observations conducted, followed by debriefing sessions and exchange of teaching ideas Academic results exchanged 	<ul style="list-style-type: none"> Lesson observation evaluated in the debriefing sessions between different departments of YWC and YWPS The summary of YWPS academic results discussed in different departmental meetings 	9/2013–6/2014	<ul style="list-style-type: none"> TTD committee 	
3.3 Development of common campus routines	<ul style="list-style-type: none"> Developing common learning practices or habits to be followed by students in both YWC and YWPS Organizing more taster programs for YWPS students to cultivate the sense of belongings of YWPS students 	<ul style="list-style-type: none"> Common practices agreed by both YWC and YWPS Taster programs held for YWPS students in different departments 	<ul style="list-style-type: none"> Common practices discussed and recorded in different departmental meetings between YWC and YWPS Taster programs evaluated in departmental meetings 	9/2013-8/2014	<ul style="list-style-type: none"> TTD committee 	

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"> Organizing staff retreat, school-review, self-reflection and team building activities Organizing staff professional development activities for building consensus on the commonly shared vision as well as the changes and innovations needed 	<ul style="list-style-type: none"> Retreat and activities being held, with desirable response from staff Reaching consensus on the vision, with concrete direction on changes 	<ul style="list-style-type: none"> Records and documents of retreat and activities Staff feedback on retreat and activities (verbal and written) 	10/2013-6/2014	<ul style="list-style-type: none"> Principal and Vice Principal SEDC Staff Professional Committee 	Budget on retreat and staff development programmes
4.2 Re-structure of organization framework and duty re-allocation	<ul style="list-style-type: none"> Re-framing organizational chart by simplifying, merging, clarifying responsibilities and representatives Re-allocating teachers' duties Re-allocating duties of supporting staff members by re-engineering the General Office 	<ul style="list-style-type: none"> New, simplified and effective organization chart being set Teachers' duty being re-allocated to meet the school needs Supporting staff members' duty being re-allocated to meet the school needs 	<ul style="list-style-type: none"> Records and documents of new organization chart Records and documents of manpower allocation of teachers and supporting staff members Staff feedback (verbal and written) 	8/2013-12/2013	<ul style="list-style-type: none"> Principal and Vice Principal SEDC 	
4.3 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> Consolidating the Core Team to enhance group leadership & to gather critical mass to enhance the competencies of middle-managers for school changes Enhancing leadership of middle-managers by helping them to set up targets and expectations, and by promoting professional training Developing the monitoring practice in PIME cycle 	<ul style="list-style-type: none"> Change strategies being consolidated by the Core Team Desirable leadership performance being observed: high expectation, consensus building, role-modeling, collaborative measures Middle-managers receiving relevant professional training Effective monitoring on PIME cycle in school level and subject panel / team level being observed 	<ul style="list-style-type: none"> SEDC meeting documents Staff feedback (verbal and written) Professional training records of middle-managers Documents of subject panel / team 	9/2013-7-2014	<ul style="list-style-type: none"> Principal and Vice Principal SEDC Subject & team heads 	Budget on professional development

Major Concern 4: Strengthening School Administration, Management and Leadership

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4.4 Strengthening static management	<ul style="list-style-type: none"> Revising staff procedural manual to meet the need of the school and the new standard of DSS schools Consolidating and refining work calendars and manual for work description and standard specification for subject panels / units and teams 	<ul style="list-style-type: none"> New staff procedural manual being set Checklist of DSS administration and management being fulfilled Detailed work calendars and manuals of subject panels / units and teams being set appropriately 	<ul style="list-style-type: none"> Checking new procedural manual Matching the details of the new procedural manual with DSS administration and management requirements Checking working calendars and manuals of subject panels / units and teams 	7/2013-9/2013	<ul style="list-style-type: none"> Principal and Vice Principal SEDC Subject & team heads 	
4.5 Strengthening human resources management	<ul style="list-style-type: none"> Revising and strengthening the enforcement of staff appraisal system Rewarding / recognizing high-performing staff members Facilitating staff collaboration 	<ul style="list-style-type: none"> Staff appraisal system being revised and implemented More and more high-performing staff members being recognized Productive and positive team-building work culture being observed 	<ul style="list-style-type: none"> Checking documents of the new appraisal system Checking school administration circular or meetings on staff recognition Staff feedback in subject / team / staff meetings (verbal and written) 	9/2013-7/2014	<ul style="list-style-type: none"> Principal and Vice Principal SEDC Subject & team heads 	
4.6 Enhancing efficiency and effectiveness of school administration	<ul style="list-style-type: none"> Setting up electronic administration system 	<ul style="list-style-type: none"> Electronic administration system being set Efficiency and effectiveness on school administration being observed 	<ul style="list-style-type: none"> Successful installation upon smooth operation in the trial period and afterwards Electronic roll call and payment records 	9/2013-12/2013	<ul style="list-style-type: none"> Principal and Vice Principal IT Coordinator Office Supervisor 	Approved extra funding on top of QEF

CHAPTER II

(Programme Areas)

**Programme Plans of
Special Committees and Teams**

Academic Committee Programme Plan 2013-2014

I. Purposes

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

II. Issues to be addressed

A. Strength

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

B. Weaknesses

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

C. Opportunities

1. The school is located in Sham Shui Po which has a large population of school boys who are keen to apply for admission to our school.

2. The school is forming a ‘Through-train’ with Ying Wa Primary School, where students are trained from Primary 1 to 6 before entering the College. The school can cooperate with the primary school to understand the academic ability and habits of S1 intakes from YWPS.
3. The School is granted Direct Subsidy School status. It gives the school more freedom and resources to carry out new plans.
4. The new teachers employed are comparatively young. Though young, they are enthusiastic and experienced teachers who are committed to the profession.

D. Threats

1. The formation of the Through-train with Ying Wa Primary School results in the admission of students with diversified learning capabilities.
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. Catering for learning diversity
2. Enhancement of learning atmosphere & attitude
3. Development of teachers' professionalism
4. Strengthening the role of personnel in middle-management
5. Excellence in public examinations

(Please refer to the attached table.)

Academic Committee
Annual Plan 2013–2014

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Catering for learning diversity	<ul style="list-style-type: none"> • Setting up remedial/enhancement curriculum <ul style="list-style-type: none"> - Composition of core and extended curriculum in S1-2 - Split class according to students' ability - After school tutorials according to students' needs • Pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> - Holding regular whole school lesson collaboration exercises - Sharing of good practices • Modification of Assessment format <ul style="list-style-type: none"> - Assessment according to the core and extended curriculum in S1-2 - Composition of challenging questions in exam papers • Consolidation of language ability <ul style="list-style-type: none"> - Promotion of language-related activities / workshops - Use of assistant teachers 	<ul style="list-style-type: none"> • Progress in students' academic results • Increase in manpower to cater for LD and to try out new pedagogies • Conduction of collaboration and peer observation • Progress in students' language ability • Positive response in students' feedback survey • Students have strong ownership of their study 	<ul style="list-style-type: none"> • Teachers' survey • Students' survey • Progress of students' performance • Subject records of useful resources in teaching strategies 	9/2013–5/2014	<ul style="list-style-type: none"> • Academic Committee • Subject Heads & Key Learning Area Coordinators (SHKLAC) Committee • Academic Enhancement Committee 	Funding to support enhancement curriculum and manpower

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	for remedial and enhancement needs					
2. Enhancement of learning atmosphere & attitude	<ul style="list-style-type: none"> Promotion of Assessment for learning <ul style="list-style-type: none"> Knowledge on assessment for learning (giving feedback to Ss) Lesson collaboration on classroom assessment activities Promotion of co-curricular activities in support of students' learning <ul style="list-style-type: none"> Broadening students' learning interest and motivation through activities Fostering of a campus with strong academic atmosphere <ul style="list-style-type: none"> Board display Promotion of academic related activities 	<ul style="list-style-type: none"> Awareness of assessment as a means for learning on departmental basis Composition of subject materials on assessment for learning Development of co-curricular activities in support of learning and teaching Provision of physical and human factors in support of academic atmosphere Students showing higher motivation in learning 	<ul style="list-style-type: none"> Teachers' training records Subject records on sharing and materials related to assessment for learning Number of co-curricular activities organized Number of hardware established in support of promotion of academic atmosphere 	9/2013–5/2014	<ul style="list-style-type: none"> Academic Committee SHKLAC Committee Academic Enhancement Committee Campus Management Committee 	
3. Development of teachers' professionalism	<ul style="list-style-type: none"> Staff Development programs on pedagogy: assessment for/as learning <ul style="list-style-type: none"> Invitation of outside agents for mass talks and subject based workshop Sharing of good practices in/ across departments through lesson observation and open class <ul style="list-style-type: none"> Inter/intra KLA lesson observation Organization of open class Support to teachers in participating in invitational posts 	<ul style="list-style-type: none"> Better understanding of the concept of assessment for/as learning Development of open class and cross subjects lesson observation Teachers showing positive feedback on lesson observation Students showing greater engagement in lessons Participation of teachers in academic-related external 	<ul style="list-style-type: none"> Teachers' self-evaluation Number of staff development programs Students' evaluation on classroom learning Records of teacher training Records of teachers' participation in external academic organizations 	9/2013–5/2014	<ul style="list-style-type: none"> Academic Committee Staff Development Committee SHKLAC Committee 	Budgeting on staff training programs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		organizations				
4. Strengthening the role of personnel in middle-management	<ul style="list-style-type: none"> • Knowledge management of departmental materials <ul style="list-style-type: none"> - All teaching materials, administration reports, EDB course materials are put on web - Expansion of virtual and physical storage capacity • Development of instructional leadership <ul style="list-style-type: none"> - Participation in training courses - Implementation of PIME cycle 	<ul style="list-style-type: none"> • Utilization of departmental shared folders through intranet • Year-round update of subject materials in intranet • Participation in training courses • Sharing and mutual support between subject heads • Subject heads showing appropriate evaluation on the effectiveness of subject works 	<ul style="list-style-type: none"> • Expansion and usage of storage capacity • Subject teachers' survey • Subject heads' self-reflection and survey • Training records 	9/2013–5/2014	<ul style="list-style-type: none"> • Academic Committee • SHKLAC Committee 	Expansion of virtual and physical storage capacity
5. Excellence in public examinations	<ul style="list-style-type: none"> • Development of subject-based study plans and curriculum planning <ul style="list-style-type: none"> - Flexibility in the study of the number of elective subjects - Subject-based study plans - Sharing on study and exam skills by old boys • Coordination of district resources <ul style="list-style-type: none"> - Participation in joint school exam practices - Participation in district or organization activities in support of exam Promotion of Assessment of learning <ul style="list-style-type: none"> - Subject based revision tests 	<ul style="list-style-type: none"> • Examination-oriented tutorials for high and low achievers • Steady performance of students in public examination • Awareness and use of district resources on training of examination skills • Joint-school exam practices • Composition of revision plans and assessment of learning 	<ul style="list-style-type: none"> • Performance of students in public examinations • Records of internal and external examination practices 	9/2013–5/2014	<ul style="list-style-type: none"> • Academic Committee • SHKLAC Committee • NSSC Concern Group • Academic Enhancement Committee 	

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 Tao Wah, Bonnie (Hon. Secretary)

Mr. CHENG Kwun Kit (Principal)

Mr. MAK Tak Cheung (Vice Principal)

Ms. NG Pik Wah (Chinese Language)

Ms. Lai Wai Man, Norris (English Language)

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)

Ms. Chao Yeuk Lan, Crystal (PBL Team)

Careers Guidance Programme Plan 2013-2014

1. Purpose

- To promote career education through the formulation of a holistic career guidance curriculum across all forms in school
- To promote career / life planning, ownership of students in their own life and academic development and pursuit of academic achievement
- To enlighten 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 15 members working as a team. There are collaboration, experience-sharing and support among the members. While many of the team members are experienced careers teachers, new members also act as strong input for conducting life planning workshops.
2. In light for supporting NSS students in the production of SLP and personal statements, over 20 teachers (career teachers, form teachers and language teachers) have taken the Preparing Students for Successful Transition in the NAS: Effective Presentation and Planning Ahead workshop organized by HKACMGM in 2012 and are equipped with essential knowledge of coaching students in related areas.
3. There is a careers room in the school where reference books and information pamphlets are kept. Students may borrow and make use of the materials. There are also computers in the careers room and the library for students to read CD-Roms for information provided by various local and overseas universities. Since last school year, a second careers corner has been set up in the library for students' easier access to printed career information and reference books.
4. The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and mentorship program.
5. Class-teachers often assist the team in conducting certain programmes and disseminating careers information.
6. There is a close partnership between the school careers guidance committee and the counseling team.

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

B. Weaknesses

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

C. Opportunities

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

teachers inside or outside Careers Team are more active in taking professional training in career guidance.

D. Threats

1. NAS, HKDSE and new JUPAS have imposed unprecedented pressure on Careers Guidance Committee. The team has to support students from S.3 to S.6 intensively, while S.6 students require tremendous form level and individual level attention their tertiary education application. Manpower, venue (Hall and SA Centre), lesson time are all stretched to their limit.
2. Student profile becomes more and more diverse. A widening gap in ability and career aspiration makes career counseling and career education more difficult to be carried out than before.
3. NSSC is a brand new game for students and parents. Parents who do not fully understand the underlying principles of the curriculum reforms make unreasonable demands and complaints about our S.3 subject allocation system.
4. There is a widening diversity in our students' academic ability and awareness of individual life planning. The team may have to provide career guidance programs of much more levels to suit their needs, e.g. multiple pathways.

E. Major concerns of Careers Team 2013-2014 (in response to School Annual Plan 2013-2014)

1. Enhancement of learning
2. Enhancement of Student Development
 - S.6
 - Assisting students to locate their career interests and related further studies opportunities
 - JUPAS applications and SLP production –Career Mapping workshops, mass talk, class workshops, Career Inventory Test, interviews, etc.
 - S.5
 - Developing students' work values
 - Developing students' career aspiration – matching one's dream job with his life goals
 - To promote career planning among senior form students and to prepare them for the production of SLP – 'Career Mapping' workshops
 - S.4
 - Helping students manage their learning: -review study plan and study method for NSS
 - Strengthening students' self understanding – strengths & weaknesses + self managing strategies
 - S.3
 - To promote career planning among junior form students – 'Finding Your Colours of Life' career planning workshop

3. Implementation Plan 2013-2014

S.4 - 6 Career Mapping Workshops 【生涯地圖工作坊】

Objective:	<ol style="list-style-type: none">1. To support S.6 JUPAS application2. To promote career / life planning, ownership of students in their own life and academic development and pursuit of academic achievement3. To enlighten students to find a purpose in life, set goals and take actions to achieve them4. SLP as a tool for setting goals & a reference of learning experiences5. To foster positive work value and life value
Task Description:	<p>S.6: 4-5 mass talks and 3 classroom workshops to coach students on the preparation of SLP and JUPAS application. Students are systematically guided to make serious reflection on their senior form study life (academic & non-academic studies), write self accounts and plan forward for JUPAS application.</p> <p>S.4-5: 3 workshops 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>
Person in Charge:	C.F. Wong, M.Y. Siu
Means of Evaluation:	<ol style="list-style-type: none">1. Feedback from students, class teachers & subject teachers2. SLP self accounts written by students
Success Criteria:	<ol style="list-style-type: none">1. Manpower: 1-2 career teacher(s) for each S.6 class to work with class teachers2. Familiarity of new career teachers and S.4-6 class teachers with the theoretical backgrounds of the workshops3. Close cooperation between career teachers and class teachers4. Fixed designated teaching periods (reading periods) to conduct workshops5. Support from OEA Committee and IT / Web SAMS in handling SLP production
Date of Completion:	S.6: October to December 2013 S.4-5: 2 nd term (2014)
Budget:	\$750 for 3 forms (materials for workshops & gifts for students)

S.6 Career Interest Inventory Test (CII) 【事業興趣測驗】

Objective:	<ol style="list-style-type: none">1. To support students' JUPAS application2. To enhance students' self-understanding and to relate themselves to further study opportunities
Task Description:	Students take CII Test under supervision of Career Teachers Mass briefing and debriefing followed by group counseling
Person in Charge:	C.F. Wong, M.Y. Siu
Means of Evaluation:	Level of satisfaction of Ss' JUPAS results
Success Criteria:	<ol style="list-style-type: none">1. Students' understanding of CII Test's theoretical backgrounds2. Support from I.T.
Date of Completion:	Late October / early November 2013
Budget:	\$500 – Administrative cost for HKACMGM \$200 – Teacher training

S.5 Mentorship Programme 【師友計劃】

Objective:	<ol style="list-style-type: none">1. To provide opportunities to S.5 students to meet alumni from working in fields that they are interested in and learn from their experiences2. To foster positive work value and life value3. To support S.5 Career Mapping workshop and S.5 English – workplace communication module
Task Description:	S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters
Person in Charge:	C.F. Wong, M.Y. Siu, C.T. Tsang, C.N. Chan
Means of Evaluation:	<ol style="list-style-type: none">1. Higher awareness of students about jobs and work environment2. Feedback from students, English teachers and alumni
Success Criteria:	<ol style="list-style-type: none">1. Strong support from OBA and alumni2. Close cooperation between Careers Team, Student Council and English Department3. Readiness of S.6 students
Date of Completion:	29 th March 2014 (tentative)
Budget:	To be absorbed by Student Council

S.3 Finding Your Colours of Life Workshops 【尋找生命的色彩】

Objective:	<ol style="list-style-type: none">1. To enhance students' awareness of career development and life planning2. To prepare them to make wise NSS subject choices and to lay good academic foundation for NSSC3. To enlighten students to find a purpose in life, set goals and take actions to achieve them
Task Description:	6 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.
Person in Charge:	C.F. Wong, M.Y. Siu
Means of Evaluation:	<ol style="list-style-type: none">1. Feedback from students, class teachers & subject teachers2. Level of satisfaction of students' NSS subject allocation results
Success Criteria:	<ol style="list-style-type: none">1. Familiarity of new career teachers and S.3 class teachers with the theoretical backgrounds of the workshops2. Close cooperation between career Teachers and class Teachers3. Fixed designated teaching periods to conduct workshops4. Subject teachers to brief students on NSS subjects
Date of Completion:	March 2014
Budget:	\$250 (materials for workshop & gifts for students)

Career Guidance Facebook page

Objective:	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
Task Description:	<ol style="list-style-type: none">1. All S.6 students subscribe to the school-based career guidance page2. Career teachers make timely update of career information (school or outside school)
Person in Charge:	C.F. Wong, M.Y. Siu
Means of Evaluation:	Feedback from students, class teachers & subject teachers
Success Criteria:	Mandatory subscription of all S.6 students Make timely update of career information on the webpage
Date of Completion:	Year-round
Budget:	N / A

4. Evaluation

- Performance of individual programs to be evaluated in due course
- To be reported in Annual Report 2013-14

5. Budget

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

Careers Guidance Committee

Duty List

2013 – 2014

1. Academic Role as career counseling services provider

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

	Duties	Date	Manager	Teachers-in-charge
1	Subject Add-drop and Subject Enrollment Data Processing (SAMS)	Jul - Sep 2013	C.F. Wong	M.Y. Siu
2	S.6 JUPAS Application	Sep 2013 – Feb 2014	C.F. Wong M.Y. Siu	C.N. Chan, Y.K. Yan
3	S.6 Non-JUPAS Application Local: Self-finance, AD, HD	Sep 2012 – May 2013	C.F. Wong M.Y. Siu	S.Y. Leung, Y.K. Yan
4	S.6 Interviews + CII Test	Nov – Dec 2013	C.F. Wong M.Y. Siu	Refer to p.14
5	S.6 Parents' Talks	3 Nov 2013 5 Jul 2014	C.F. Wong M.Y. Siu	S.Y. Leung, W. Tong
6	S.6 HKDSE Result Release & JUPAS Result Release	Jul – Aug 2014	C.F. Wong M.Y. Siu	All Team Members
7	S.3 Parents' Night	Mar 2014	C.F. Wong	W.Y. Ko, H.W. Lee
8	S.3 Interviews	May 2013	C.F. Wong	Refer to p.14
9	S.5 Parents' Night	Jun – Jul 2014	C.F. Wong M.Y. Siu	M.Y. Lee, T.C. Tsang
10	S.4 Mass Talk	Jul 2014	C.F. Wong	M.Y. Siu, S.W. Lee
11	S.3 NSS Subject Allocation	Jul 2013	C.F. Wong	M.Y. Siu, W.Y. Ko, K.H. To, Y.K. Yan
12	Overseas Studies Talks & Information Dissemination	All year round	C.F. Wong M.Y. Siu	H.W. Lee, M.Y. Lee
13	Mainland/ Taiwan Studies Talks & Info. Dissemination	All year round	C.F. Wong M.Y. Siu	K.H. To, W. Tong

	Duties	Date	Manager	Teachers-in-charge
14	Reference Letters	All year round	C.F. Wong M.Y. Siu	W.Y. Ko, M.Y. Lee, S.W. Lee (English)
				T.W. Au Yeung, T.C. Tsang (Chinese)
15	Documentation & Parent's Letters	All year round	C.F. Wong M.Y. Siu	S.W. Lee, T.C. Tsang
16	Information Dissemination by Emails & Announcements	All year round	C.F. Wong M.Y. Siu	K.H. To, W. Tong
17	Scholarships & Grants Application & Record Keeping	All year round	C. F. Wong	Senior Form: T.W. Au Yeung Junior Form: W. Tong

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

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

	Duties	Date	Manager	Teachers-in-charge
1	S.3 to S.6 Life Planning Workshops	S.6 Oct - Dec S.5 Jan - Feb S.4 Apr - May S.3 Mar	C.F. Wong M.Y. Siu	Refer to p.14
2	S.5 Mentorship Programme	29 Mar 2014	C.F. Wong C.N. Chan	M.Y. Siu, Y.K. Yan
3	Careers Expo	Feb 2014	Y.K. Yan	C.F. Wong, M.Y. Lee
4	Summer Job Placement	Jul & Aug 2014	T.W. Au Yeung	C.F. Wong, Office Staff
5	Summer Exchange Programs	Jul & Aug 2014	C.N. Chan	C.F. Wong
6	Junior Achievement HK Programs	All year round	C.F. Wong	M.Y. Siu, H.W. Lee, S.H. Ng
7	Visits (Workplaces & Career Centres)	All year round	C.F. Wong M.Y. Siu	T.W. Au Yeung, H.W. Lee, T.C. Tsang
8	Hok Yau Club Link Teacher	All year round	C.F. Wong	S.Y. Leung, S.H. Ng
9	HKFYG Link Teacher	All year round	M.Y. Siu	S.Y. Leung, S.H. Ng
10	Careers Guidance Facebook Page	All year round	C.F. Wong	C.F. Wong

Duty List of Careers Workshops and Interviews

S.6 Careers Mapping Workshops and Interviews

	Workshop Teachers	Interview Teachers		
		Careers Teachers		Class Teachers
6A	Y.K. Yan	C.F. Wong	S.H. Ng	Y.K. Yan
6B	M.Y. Siu	S.Y. Leung		M.Y. Siu
6C	M.Y. Lee	M.Y. Lee	H.W. Lee	Y.W. Lam
6D	W. Tong	W. Tong		W. Wong
6E	C.T. Tsang	C.T. Tsang		T.Y. Cheung
6F	C.F. Wong	C.F. Wong		K.H. Yiu
6G	C.N. Chan	C.N. Chan		Y.S. Chan

S.5 Careers Workshops

5A	M.Y. Lee
5B	T.C. Tsang
5C	S.Y. Leung
5D	C.F. Wong + <i>H.W. Lee*</i>
5E	M.Y. Siu
5F	Y.K. Yan
5G	C.T. Tsang

S.4 Careers Workshops

4A	C.F. Wong
4B	C.T. Tsang + <i>K.H. To*</i>
4C	H.W. Lee
4D	M.Y. Siu + <i>W.Y. Ko*</i>
4E	Y.K. Yan + <i>S.W. Lee*</i>
4F	C.F. Wong

S.3 Finding Your Colours of Life Workshops and Interviews

	Workshop Teachers	Interview Teachers		
		Careers Teachers		Class Teachers
3A	C.F. Wong	C.F. Wong	T.W. Au Yeung	O.P. Wong
3B	Y.K. Yan + <i>S.W. Lee*</i>	Y.K. Yan	S.W. Lee	S.K. Wong
3C	M.Y. Siu + <i>W.Y. Ko*</i>	M.Y. Siu	M.Y. Lee	W.Y. Ko
3D	S.Y. Leung + H.W. Lee	S.Y. Leung	C.T. Tsang	H.W. Lee
3E	W. Tong + <i>K.H. To*</i>	W. Tong	K.H. To	M.C. Pun

*Team members with * will be the observers of the workshops*

Civic Education Programme Plan 2013-2014

I. Aims:

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

II. Objectives:

1. Knowledge

To help students understand:

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

2. Skills

To help students develop the following skills:

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

3. Attitudes

To help students cultivate the following attitudes:

- a. the concern for the people, the community, the State and the world
- b. the willingness to consider problems from different perspectives;

- c. the courage to express opinions; the willingness to employ civic values in daily life;
- d. the enthusiasm to participate in public affairs and contribute to the community and the State;
- e. a sense of identity and belonging to the community and the State;
- f. the open-mindedness and objectivity towards different cultures, values and ways of life.

III. Implementation Plan

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

A. Formal Curriculum

1. The Civic Education Committee will carry out the following program centering around the main theme of the year — 包容、關懷

Date	Program	Remarks
	Flag Raising: 1 st day of school term & school anniversary (with Primary school) 1st day of 2nd term and last day of S6	Scout
Whole year	Weekly News Report (Day C)	Civic Ambassador
Whole year	News commentary (Day E)	Chinese Dept
Dec 2013	Top 10 news -- Hok Yau Club	
Whole year	Ying Wa Forum *3 (relate to main theme)	
Whole year	Assembly *4 (related to main theme)	
Nov 2013	Drama: Anti-corruption –ICAC	F3
Feb 2013	一人一利是活動(由學生決定受助機構)	

Mar 2013	學界饑饉－清淡一餐 (由學生決定受助機構)	F1
End of May-Jun	六四事件	
To be confirmed	Main theme related activities <ul style="list-style-type: none"> ●Video show ●Inter-class competition on politeness slogan ●最有公德心學生選舉 	Counseling team

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

B. Informal Curriculum

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

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

C. Hidden-Curriculum (Ethos of the school)

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

IV. Evaluation

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

V. Program Team

Leader : Mr. C Siu

Secretary : Ms. Y. F. Chung

Members : Mr. Chan KM Ms Chung HY
Mr Lam WH Ms Leung SYH
Mr Tse F Ms Yeung WM
Mr. Yi CL

Discipline Committee Programme Plan 2013-2014

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 Support and Development Committee, Counselling Committee, school social workers, the police and other agencies;
- To offer consultation to parents.

II. ISSUES TO BE ADDRESSED

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.
- 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 Student Support and Development Committee enhance the collaboration of the Discipline Committee and other committees in student development.
- The Discipline Committee and the Counselling Committee are close partners.
- The Discipline Committee can obtain professional advice and services from the School

Social Worker 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.
- 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 help 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.
- 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 2013-14)

- To response to the School Annual Plan;
- 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 communication with the Counselling Committee on student cases.

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 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 2013	LSK / LYW / WOP
Collaboration with SSDC	Whole year	LSK
Regular meetings	Whole year	LSK / LYW / WOP/ Form Discipline
S1 Training Camp	31 Aug-1 Sep 2013	LSK / LSYJ /SSDC members
Prefect Workshop	28 Sep 2013	LSK / LYW / SKL
Class Captain and Monitor Workshop	6 Sep 2013	LSK / WOP / YHJ / LSYJ
Educational Talks	Assemblies	Members
S1 Parents' Talk	Late September	LSK / WOP / YWM / LSYJ
S3 Educational Camp	To be confirmed	To be confirmed
S4 Leadership Training Camp	To be confirmed	To be confirmed
Case Investigation	Whole year	Members
New Leaf Program	Whole year	CYS / YWM
Demerits Record	Whole year	SKL / LYW
Merits and OLE Record	Whole year	LSC / WWH
Handling late-comers	Whole year	Prefects / CHY / CCM
Handling homework problems	Whole year	WOP / YHJ / SCC / Kelvin Ho (AA)
Handling lost properties	Whole year	LSK / CWL
Prefect Board Advisory	Whole year	LSK / LYW
Allocation of Lockers	Sept – Oct 2010	SKL / LSC
Fire Drill	Unforeseen date	School Administration

VII. EVALUATION

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

VIII. TEAM MEMBERS

CHAIRPERSON:	Lam Siu Kuen (Discipline Mistress)
VICE-CHAIRPERSON:	Lam Yan Wing / Wong Oi Ping, Louisa (Deputy Discipline Master/ Mistress)
ADVISOR:	Mak Tak Cheung (Vice-Principal)
SECRETARIES:	Wong Wing, Wong Siu Kuen (Junior Forms) Chu Kwok Yuen (Senior Forms and Joint meetings)

JUNIOR FORMS

TEAM LEADER:	Wong Oi Ping, Louisa		
S.1 DISCIPLINE:	Wong Oi Ping, Louisa	Yeung Wai Ming	
S.2 DISCIPLINE:	Lam Shek Chung, Cedric	Chow Wing Lam	Yu Hoi Jin, Jenny
S.3 DISCIPLINE:	Leung Sai Yung, Jacky	Wong Siu Kuen	Chan Suk Ching

SENIOR FORMS

TEAM LEADER:	Lam Yan Wing		
S.4 DISCIPLINE:	Wan Wai Hon	Wong Wing	Chu Kwok Yuen
S.5 DISCIPLINE:	So Ka Lok	Chung Hiu Ying	
S.6 DISCIPLINE:	Lam Yan Wing	Chan Yuk Shan, Vivian	Chan Chi Man, Mantro

Duties of the Discipline Teachers

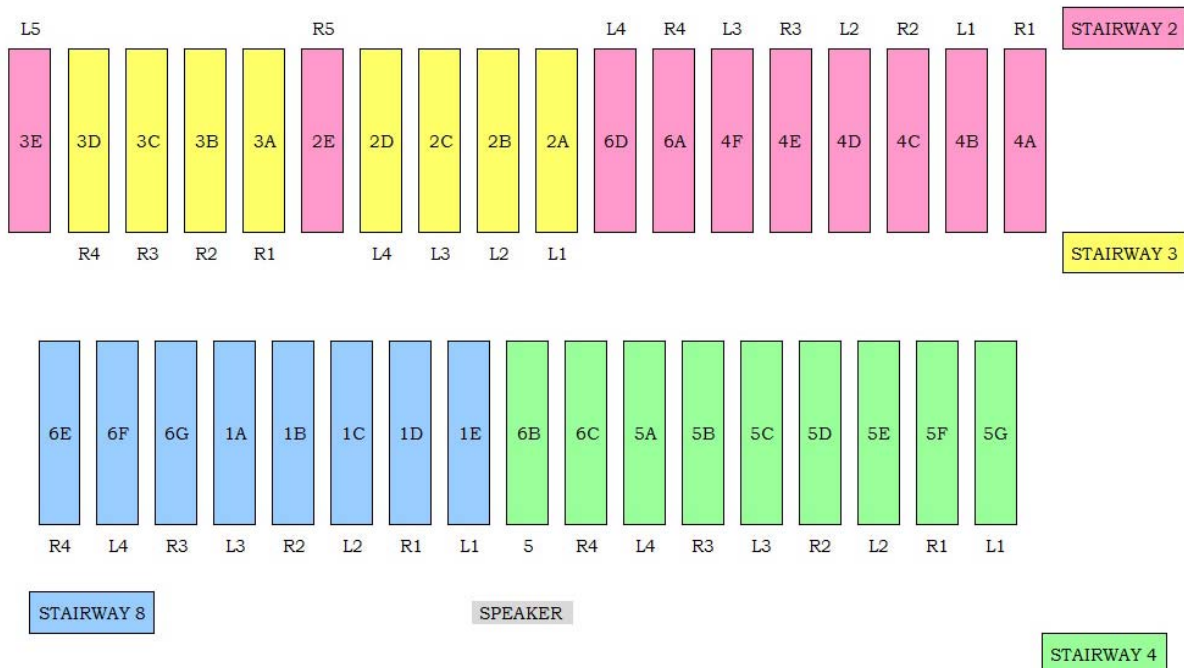
- To check students' attire periodically;
- To tackle with emergency cases;
- To handle cases of students' misbehaviour;
- To hold interviews with students with misbehaviour and/or their parents; and
- To follow up the misbehaviour records of each level

Duties of Secretaries

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

A. Duty during Morning Announcement :

	Line A	Line B	Line C
DAY A	Wong Wing	Wong Siu Kuen	Wan Wai Ho
DAY C	Yeung Wai Ming	Leung Sai Yung, Jacky	Chow Wing Lam
DAY E	Chung Hiu Ying	Chan Chi Man, Mantro	Chu Kwok Yuen



Duties:

- To support prefects in carrying out their duties;
- To check students' uniform and attire;
- To maintain good discipline during morning announcement period; 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. Duty during Morning Assembly:

Podium:	Wong Oi Ping, Louisa, Chan Suk Ching, Yu Hoi Jin, Jenny
Downstairs	Lam Yan Wing, Chan Yuk Shan, Vivian, So Ka Lok

Duties:

- To help students to be seated so that assembly can start on time;
- To support prefects in carrying out their duties; and
- To maintain good order during assembly.

C. Other Duties

DETENTION CLASS: Wong Oi Ping, Louisa Yu Hoi Jin, Jenny
Frank Wong & Kelvin Ho Chan Suk Ching

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: So Ka Lok Lam Yan Wing

Duties:

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

LATENESS: Chan Chi Man, Mantro 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 Yan Wing

Duties:

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

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

Duties:

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

D. Monthly Meeting

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

**Information Technology in Education
Co-ordination Committee
Programme Plan 2013-2014**

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
1. IT Services Account & Security Management	1. eClass accounts creation and update for students.	1. 15 Sep 2013	1. KS Wang	N / A
	2. YINGWA Domain, e-Class, E-mail accounts & E-services account creation for all new staff.	2. 15 Aug 2013	2. KS Wang	
	3. eServices Teachers' Accounts renewal	3. 1 October 2013	3. KS Wang & Frank Wong	
	4. Induction of school IT system to new teachers	4. To be Confirmed	4. KS Wang	
	5. HK EDCity accounts creation for new students	5. 15 Sep 2013	5. KS Wang	
	6. Students' promotion process on HK EDCity	6. 30 Sep 2013	6. KS Wang	
	7. Student's photo capture and publishing	7. 29 Oct 2013	7. KS Wang & LL Chung	
	8. Release Students' Accounts Credential	8. 30 Sep 2013	8. KS Wang	

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
2. Web Services Provision	1. Content update & Edition on School Web	1. whole year	1. KS Wang & TSS	48,000
	2. Provision of eNotice & eCircular	2. whole year	2. SK Chan & KS Wang	
	3. Provision of Ying Wa Post Services	3. whole year	3. YH Wong & KS Wang	
	4. Upgrade and Maintenance of eClass System	4. 31 Dec 2013	4. KS Wang	
	5. Content update & Maintenance of Music Server	5. whole year	5. Mus Ass. & TSS	
	6. Content update on ITA Web	6. whole year	6. KS Wang	
	7. Update teachers' profiles on e-Services	7. 15 Oct 2013	7. All Teachers, AA	
	8. 100Mbps Up/Down Boardband Subscription	8. whole year	8. KS Wang	
	9. Administration of iPortfolio for OLE record on eClass	9. whole year	9. YM Shing & Jeff Chan	

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
3. Replenishment & Upgrade of IT Resources	1. Replacement of 6 obsolete LCD Projectors in 11 Classrooms	1. 30 June 2014	1. KS Wang & TSS	36,000
	2. Replacement of 8 obsolete Classroom Visualizers	2. 30 June 2014	2. KS Wang & TSS	40,000
	3. Subscription of IT HW Annual Maintenance	3. 30 May 2014	3. KS Wang	25,000
	4. Subscription of Library PC Annual Maintenance	4. 30 May 2014	4. KS Wang	3,200
	5. Quarterly System update of all ITED PCs	5. whole Year	5. TSS	
	6. Renewal of Netplan & SchoolWall Services	6. 31 May 2014	6. KS Wang	8,300
	7. Replenishment of IT Accessories	7. 31 Dec 2013	7. KS Wang & TSS	55,000
	8. Accessories for College Office & SAMS	8. whole year	8. KS Wang & TSS	10,000
	9. Provision of Software & License Upgrade Services	9. whole year	9. KS Wang & TSS	25,000
	10. Replacement of PC in C601 (English Corner)	10. 31 Oct 2013	10. KS Wang & TSS	6,000
	11. Replacement of PC in B303 (Music Room)	11. 31 Oct 2013	11. KS Wang & TSS	6,000

Focus	Objective	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 2013	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 2013	5. KS Wang	
	6. Opening of CAL Room after school.	6. whole year	6. TSS & ITA	
	7. Opening of Self-Access Centre.	7. whole year	7. SY Kung & ITA	
	8. Annual subscription of e-Zone Weekly magazine.	8. whole year	8. SY Kung	
	9. Application of eClass system for the provision school based communication as well as learning platform.	9. whole year	9. Whole School	
	10. Deployment of e-Learning platform in LS & PBL	10. 31 May 2014	10. KS Wang / LS teachers	
	11. WebSAMS Administration	11. whole year	11. YM Shing & TSS	
	12. QEF: Implementation of Smart Card Administration	12. 30 Nov 2013	12. Ad Hoc Committee	
	13. Printing Charge, Penalty, Recycle Rebate	13. whole year	13. TSS & Frank Wong	(1,500)

Focus	Objective	Date of Completion	Person(s) in Charge	Budget
5. Provision of Technical Support Services	1. Carry out Appraisal for Technical Support Services	1. 2 May 2014	1. Stake Holders	149,580
	2. TSS Tendering / Contract Renewal	2. 31 Aug 2013	2. KS Wang	
			Grand Total	HK\$410,580

Prepared by: KS Wang

Date: 3 May 2013

Other Learning Experiences Programme Plan 2013-2014

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 2013-2014**

- Development of a student support curriculum
- 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

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"> ➤ 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 ➤ To boost the sense of belonging to the school ➤ To strengthen mutual support among students 	<ul style="list-style-type: none"> ➤ The 195th School Anniversary with booth games, student-teacher football matches and whole-school photo at basketball courts 	Chan CN Fung SY Lam SC Yan YK Law HL	<ul style="list-style-type: none"> ➤ Feedback from students and teachers 	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • Booth games: SC advisors, club advisors • S-T Football matches: PE teachers • Whole-school photo: SC Advisors, Photography Club, class teachers • Supporting teachers • SC cabinet members, sub-committee members, prefects & helpers ➤ Close cooperation between teachers and student organisers ➤ Availability of venues and time for preparation ➤ Financial support from school ➤ Students' active participation 	11-11-2013	Booth tents: \$6,000 Queue poles: \$4,500 Gifts: \$5,000 Football match prizes: \$300 Pop corn machines: \$3,500 Booth games subsidy: \$4,000

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		<ul style="list-style-type: none"> ➤ Ying Wa Basketball All-Star Tournament (Junior & Senior Sections) with teams formed on a class basis and teacher's teams 	Lam SC	<ul style="list-style-type: none"> ➤ Students and teachers' active participation ➤ Number of teams joining ➤ Support from audience 	<ul style="list-style-type: none"> ➤ Careful scheduling of matches ➤ Manpower: <ul style="list-style-type: none"> • Referees • SC Ex-co members, sub-committee members 	Year round	Medals: \$1000
		<ul style="list-style-type: none"> ➤ Ying Wa Premier Leagues Football Competition (Junior & Senior Sections) with teams formed on a class basis and teacher's teams 	Lam SC	<ul style="list-style-type: none"> ➤ Students and teachers' active participation ➤ Number of teams joining ➤ Support from audience 	<ul style="list-style-type: none"> ➤ Careful scheduling of matches ➤ Manpower: <ul style="list-style-type: none"> • Referees • SC Ex-co members, sub-committee members 	Year round	Medals: \$1000

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		<ul style="list-style-type: none"> ➤ Education excursion in which students have recreational activities in camp sites 	Mak TC Chan CN	<ul style="list-style-type: none"> ➤ Feedback from students and class teachers ➤ Number of students and teachers joining 	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • Pre-trip site visits & administrative support: Mr Ho KL • S.1-3 class teachers & subject teachers • Supporting teachers • SC cabinet members, sub-committee members ➤ Familiarity with the camp sites environment and facilities for better planning through the pre-trip site visit ➤ Class teachers' guidance to class unions on organising class-based activities 	24-01-2014	<ul style="list-style-type: none"> Camp site Lunch Coaches
Promotion of goal-driven life	<ul style="list-style-type: none"> ➤ To provide students with an opportunity outside classroom to set goals for themselves ➤ To encourage 	<ul style="list-style-type: none"> ➤ Clubs and societies <ul style="list-style-type: none"> • Academic interest groups • Interest groups • Service groups • Sports groups • Each club or society is required to hold at least 1 	Chan CN Chief Advisors	<ul style="list-style-type: none"> ➤ Activities held by clubs and societies ➤ Interim report ➤ Annual 	<ul style="list-style-type: none"> ➤ Manpower: <ul style="list-style-type: none"> • Clubs and societies advisors • Student leaders from S3-6 ➤ A clear Chairman's Manuel to serve as 	Year round	Membership fees

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
	students to bear responsibility through duties from extra-curricular activities ➤ To help students develop their interest related to their future aspirations	activity per term		report ➤ Merit point system	guidelines for Chairmen ➤ Familiarity with steps to organise activities through two Chairman Workshops ➤ Members Recruitment Day for clubs and societies to recruit members annually		
➤ Student Council leadership training programmes <ul style="list-style-type: none"> • Leadership Training Schemes held in 2 phrases, targeting S3-4 in the first phase, and S1-2 in the second • Hexarchy Summit to explore global issues • Summer Leadership Training Camp to prepare future student leaders 		Chan CN Fung SY Lam SC Yan YK	➤ Feedback from students and teachers ➤ Questionnaires for participants	➤ Manpower: <ul style="list-style-type: none"> • SC Ex-co members, sub-committee members ➤ Teacher advisors' guidance on the design of activities ➤ Close connection with other schools ➤ Early recruitment of participants	Year round	Supported by SC	
➤ Student Council Mentorship Programme <ul style="list-style-type: none"> • To provide opportunities for S5 students to meet alumni from careers that they are interested in and learn from 		Wong CF Siu MY Tsang CT Chan	➤ Feedback from students, teachers and alumni ➤ Careers	➤ Manpower: <ul style="list-style-type: none"> • SC Advisors, Careers teachers, English teachers, alumni, SC Ex-co members, 	May 2014	Supported by SC	

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		<p>their experiences</p> <ul style="list-style-type: none"> To foster positive work values and life values To support S5 Career Mapping workshop and S.5 English Elective Module – Workplace Communication 	CN Fung SY Lam SC Yan YK OBA representatives	Research Project summated to English Teachers	<p>sub-committee members</p> <ul style="list-style-type: none"> ➤ Close connection with Careers Team, English Department and OBA ➤ Readiness of S5 students 		
		<ul style="list-style-type: none"> ➤ Leadership Training Programme in collaboration with outside organisations <ul style="list-style-type: none"> • YMCA Youth Leadership Development Programme • Hong Kong Union of Young Leaders • Hong Kong Outstanding Students Association • “Hong Kong 200” Leadership Project • MTR Summer Internship 	Chan CN	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Students’ performance in programmes 	<ul style="list-style-type: none"> ➤ Close connection between the school and outside organizations ➤ Teacher advisors’ guidance ➤ Students’ active participation 	Year round	Application fees & Membership Fees: \$3000
		<ul style="list-style-type: none"> ➤ Outstanding students competitions <ul style="list-style-type: none"> • Hong Kong Outstanding Students Award 	Chan CN	<ul style="list-style-type: none"> ➤ Awards won by student leaders 	<ul style="list-style-type: none"> ➤ Students’ active participation in competitions ➤ Recommendation of 	Year-round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		<ul style="list-style-type: none"> • SCMP Student of the Year Award • Bank of Communications Scholarship for Secondary Students with Excellent Conduct and Scholastic Achievements • Sham Shui Po Outstanding Volunteers / Young Persons Award • Sir Edward Youde Memorial Scholarship • We Love Hong Kong Top 10 Outstanding Students Award • Hong Kong Playground Association Outstanding Students Award • Sham Shui Po Outstanding Students Award • Kiwanis Community Service Award 			outstanding students from teachers		
		<ul style="list-style-type: none"> ➤ OLE courses held by outside organisations <ul style="list-style-type: none"> • CUSCS • HKBUCIE • HKFYG 	Chan CN Lam WH	➤ Feedback from students	<ul style="list-style-type: none"> ➤ Close connection between the school and outside organisations ➤ Early promotion and application 	Year-round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
Promotion of positive thinking and appreciation	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Community service organised by service clubs <ul style="list-style-type: none"> • Interact Club • CYC • AYP • Red Cross • Scout 	Chief Advisors	<ul style="list-style-type: none"> ➤ Activities held by service clubs ➤ Interim report ➤ Annual report 	<ul style="list-style-type: none"> ➤ Close connection between the clubs and outside organisations ➤ Teacher advisors' guidance ➤ Students' active participation 	Year-round	N.A.
		<ul style="list-style-type: none"> ➤ Community service organised in collaboration with voluntary organisations <ul style="list-style-type: none"> • ORBIS Student Ambassador Scheme • UNICEF Young Envoys Programme • Sowers Action • Sham Shui Po Primary & Secondary Schools Cooperation Scheme • 333 Learning Companion Leadership Program 	Chan CN Lam SC	<ul style="list-style-type: none"> ➤ Feedback from students and teachers ➤ Students' performance in programmes 	<ul style="list-style-type: none"> ➤ Close connection between the school and outside organizations ➤ Teacher advisors' guidance ➤ Students' active participation 	Year round	N.A.
		<ul style="list-style-type: none"> ➤ Form-based Flag Selling Programme 	Chan CN	<ul style="list-style-type: none"> ➤ All S5 students take part in at least one flag day 	<ul style="list-style-type: none"> ➤ Early arrangement for 5-7 flag days ➤ Briefing sessions before flag days to give reminders to participants 	Year round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
					<ul style="list-style-type: none"> ➤ Rearrangement for students who have activities on Saturday mornings ➤ Collection of receipts for proof of participation 		
		<ul style="list-style-type: none"> ➤ Volunteer Movement Service Awards <ul style="list-style-type: none"> • Application for award certificates to show recognition for students' contribution to social services 	Chan CN Lam SC	<ul style="list-style-type: none"> ➤ Number of service awards students win 	<ul style="list-style-type: none"> ➤ Students' active participation in service programmes ➤ Clear records of students; service hours 	31 Jan 2014	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 surveys will be conducted by means of questionnaires in large-scale programmes.
- 5.3 Merits are given to students making contribution to the school or clubs / societies and those with outstanding performance in competitions or other extra-curricular activities.
- 5.4 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 memberships fee	\$200	School Grant - ECA
3.	Hong Kong Union for Young Leaders school membership fees	\$450	School Grant - ECA
4.	Hong Kong School Speech Festival	\$12000	School Grant - ECA
5.	Subsidies for extra-curricular activities	\$3000	School Grant - ECA
6.	OLE/SLP temporary job	\$6000	School Grant - ECA
7.	Miscellaneous expenses	\$1000	School Grant - ECA
	Total	\$22900	

Library Programme Plan 2013-2014

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.
2. Some library prefects are so busy with other activities that they cannot come for duties.

3. Some E-learning Ambassadors 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. More English learning software has 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 (partly related)
1. To foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enrichment.	Reading to learn	Enhancement of learning atmosphere & attitude
2. To support learning and teaching by providing equitable access to professionally-selected resources.	Reading to learn	-

IV. Implementation Plan and Method of Evaluation

On top of 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
1	To promote reading related to IS, Maths and humanities (basically including all non-fiction books).	To implement Young Scholar Reading Scheme from S1 to S3	-R Cards -Book report forms -Explanatory notes	Sep- May	Ms Kung	To be evaluated at the year end (Criteria of success: more than 50% of the students can get the grade “good” or even “excellent”.)
2	To promote reading newspaper reading and non-fiction books	To carry out Inter-class News and General Knowledge Competition	Posters Prizes	Nov	Ms Kung	To be evaluated students performance and rate of participation after the activity.
3	To promote the new OPAC2.0 Library system to all levels of students and library to S1 students	1. To implement S1 Induction program (introduce library OPAC 2.0 system & library tour) in CIT lesson and morning reading periods 2. To promote reading activities and Library OPAC system in the hall for all levels of students	Opac 2.0 PowerPoint	Sept & Oct	Ms Kung	To evaluate through students practice on the system in class. To evaluate through students’ use of facilities. To be evaluated at the Library Club Committee meeting

4	To promote reading in Ying Wa and among students in Hong Kong in a fun way	To guide students to set game booths in 195 anniversary celebration day (11/11) and in Reading Fair held in Victoria Park in Nov.	Questions Decorations Games prizes	Oct - Nov	Ms Kung	To be evaluated after the activities.
5	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 To carry out e-learning activities with LS department.	E-learning forms and stamp books	Oct-May	Ms Chung (from Eng Dept.), Mr. Yiu (from LS Department) & Miss Kung	To be evaluated at the end of the school year
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 through students book recommendation magazine	To publish library publication	Publication fee	Oct-May	Ms Kung	To be evaluated at the end of the school year
8	To promote reading through book talk/ sharing	To invite speakers/ teachers/ students to give talks on good books, E.g. 1. Nov: Book sharing titled 山形花又開－為何書寫香港之戰by Dr.	souvenirs	Nov-May	Ms Kung	To be evaluated after the activities

		Yau Yat 2. Jan: book talk by 舒讀坊				
9	To promote new books and other books in library on different topics with display	To display new books every week and books on different topics more than 4 times per year	-	Oct-May	Ms Kung	To be evaluated at the end of the school year
10	To promote reading through book sales	To invite bookstore(s) to display and sell books twice a year; one cooperate with PTA		Nov & Feb	Ms Kung	To be evaluated at the end of the school year
11	To promote reading through book review competitions	To assist 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
12	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 c. 學生中文故事創作比賽(公共圖書館) d. 青少年閱讀計劃-我的悅讀分享比賽(公共圖書館)	-	Oct – May	Ms Kung	To be evaluated at the end of the school year

13	To give information of books which can be bought to different departments	To distribute booklets and information about books which can be bought to different departments	-	Oct – May	Ms Kung	To be evaluated at the end of the school year
14	To support Day A newspaper reading from S1 to S3	To coordinate Mingapo Daily (Chinese) and Student Standard (English) newspaper subscription for all S1-3 reading in Morning Periods on every Day A; focus on news	-	Oct – May	Ms Kung	To be evaluated at the end of the school year
15	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	1,0457
Periodicals	5,818
Newspaper	925
Prizes and certificates/ Activity Fund	1300
warranty of the library system	7,000
Total	\$25,500

Staff Development Committee Programme Plan 2013-2014

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 next academic 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
Catering for Learning Diversity	Providing professional development courses/workshop <ul style="list-style-type: none"> • pedagogical changes for different needs of students • medium of instruction in English 	<ul style="list-style-type: none"> • training record • questionnaire 	S CHEUNG	9/2013 – 6/2014
Enhancement of learning atmosphere and attitude	Promotion of assessment for learning <ul style="list-style-type: none"> • inviting outside agents for mass talks. • sharing of good practices in/across departments through lesson observation. 	<ul style="list-style-type: none"> • relevant records and documents on training and CPD hours • training record • questionnaire 	S CHEUNG	9/2013 – 6/2014
Development of teachers' professionalism				

Major Concern 4: Teacher Induction

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
To offer guidance and assistance to newly appointed teachers.	<ul style="list-style-type: none"> • Mentor-mentee system • Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing. 	<ul style="list-style-type: none"> • questionnaire evaluate at the end of school year. • verbal feedback from mentor and mentee. 	S CHEUNG	9/2013 – 6/2014
To identify the training needs of staff members.	Appropriate training courses (NSSC and counseling) are introduced to staffs.	<ul style="list-style-type: none"> • 80% staffs receive 150 cpd hours in three years.. 	S CHEUNG	9/2013 – 6/2014

5. Budget

\$ 1,000

6. Programme Team

Mr.	Cheung Ka-Wa, Simon	(Committee leader)
Mr	KK Cheng	(P)
Mr	TC Mak	(VP)
Ms	J Tsang	(VP)
Ms	WYW Kwok	(Secretary)
Ms	TY Cheung	
Ms	YF Chung	
Mr	WH Lam	
Ms	TW Tse	
Mr	SYK Wong	

Student Guidance Team Programme Plan 2013-2014

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

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

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 DSC 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 Meeting

6. Program Plan (2013-2014)

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

The following activities will be held in the 2013-2014:

6.1 Personal growth						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Case conference with teachers and social worker in primary school	04/ 07/ 2013	<ul style="list-style-type: none"> • Early intervention 	<ul style="list-style-type: none"> • Feedback from teachers 	Vice Principal, guidance team, social workers and discipline team (Chan MK)	N.A.
2	S.1 Orientation talks for S.1 new students	18 / 07/ 2013	<ul style="list-style-type: none"> • To help S.1 new comers cope with the new learning environment. • To help S.1 new comers familiarize with the services given by social workers and guidance team. 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • Feedback from teachers 	Vice principal, guidance team and social workers. (Lee KK)	N.A.
3	S.1 Orientation camp <ul style="list-style-type: none"> • camp in campus 	31/08/ 2013- 01/09/2013	<ul style="list-style-type: none"> • Students are able to respect the others • Students can work as a team to finish some given tasks • Students aware of appreciation and self discipline 	<ul style="list-style-type: none"> • Feedback from students, coaches and teachers 	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"> • Class period 	9 / 2013	<ul style="list-style-type: none"> • To promote school social work service. • To provide an opportunity for S.1 students to share new school life and their adjustment. 	<ul style="list-style-type: none"> • Observation of students' performance in lesson • worksheet collected 	Social Workers (Ling KC)	I, II, VI
5	S.1– S.2 One student one duty <ul style="list-style-type: none"> • Students are assigned one duty in their class according to their 	Whole year	<ul style="list-style-type: none"> • Each student has one duty in his class. • Over 75% students perform their duties satisfactory 	<ul style="list-style-type: none"> • Feedback from teachers 	Class Teacher Guidance Team (Ling KC)	I, III, IV

	preference.					
6	S.1– S.6 Developmental and preventive programs for low achievers with financial problem	Whole year	<ul style="list-style-type: none"> To broaden students' horizons To enhance students sense of achievement 	<ul style="list-style-type: none"> Feedback from teachers Students' attendances 	Life workshops Guidance Team (Mia Ng)	I, II, IV

6.1 Personal growth						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
7	S.1- S.3 P.A.T.H.S. To promote holistic and positive development of students. Class teacher periods S.1 : Tier1 & Tier 2 S.2 : Tier 1 S.3 : Tier 1	9/2013 – 4/2014	<ul style="list-style-type: none"> Students can have more healthy self image and positive thinking's 	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	Hong Kong Christian Service, guidance team and class teachers (Lee KK)	I, II, III,IV, V,VI,
8	S.1 – S.3 Sweet Campus (溫馨校園計劃) <ul style="list-style-type: none"> Training camp Peer counseling Hiking, interest groups Lunch activities 	27/9 -28/9 Whole year Whole year Whole year	<ul style="list-style-type: none"> Big brothers have suitable communication skills to help juniors. Build up peers relationship Promote appreciation atmosphere Students discover their potentials. Leadership training 	<ul style="list-style-type: none"> Questionnaire Observation of students' performance in lesson Feedback from teachers 	Social Workers and Guidance Team (Yip CL)	I, II, III, IV, VI
9	SEN task group <ul style="list-style-type: none"> To improve students' social skills 	10/2013 – 12/2013	<ul style="list-style-type: none"> Students learned the appropriate social skills to communicate with the others 	<ul style="list-style-type: none"> Questionnaire Feedback from teachers 	Hong Kong Christian Service, guidance team (Ling KC)	I, II, III, IV

6.2 Values						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Workshop on anti-bullying	19/ 9 /2013	<ul style="list-style-type: none"> To help students clarify the misunderstanding of bullying the methods to handle bullying 	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	Department of Health (Yiu KH)	I, II, III,VI
2	S.1 Talk on "Accept the differences and respect Others." <ul style="list-style-type: none"> Assembly 	02/10/2013	<ul style="list-style-type: none"> Students understand different styles of communication skills. Students are able to respect others 	<ul style="list-style-type: none"> Observation of students' performance in lesson Feedback from teachers 	Social workers and guidance team (Yiu KH)	I, II, III, IV, VI
3	S.2 - S.3 Rehabilitation Pioneer Project program from CSD <ul style="list-style-type: none"> Talk and visit 	03/2014	<ul style="list-style-type: none"> Students understand the consequence in committing crime 	<ul style="list-style-type: none"> Feedback from CSD Feedback from teachers and students 	Social workers and guidance team (Yiu KH)	I, II
4	S.1 – S.3 Appreciation assembly <ul style="list-style-type: none"> To appreciate those good attitudes, behaviors from students 	(S1-S3) 08/11/2013 (S1) 12/2013 05/2014 (S2)12/2013 05/2014	<ul style="list-style-type: none"> Students and teachers are being appreciated. 	<ul style="list-style-type: none"> Feedback from teachers and students 	Guidance Team (Lee KK, Yiu KH)	I, II, III, IV, VI
5	S.3 Net Friend (網上交友)	11/2013	<ul style="list-style-type: none"> Students know the possible consequence of making friendship through internet 	<ul style="list-style-type: none"> Feedback from teachers and students 	Social workers (Yiu KH)	I, II, III
6	S.3 Celebration Assembly To celebrate the transition from Junior form to Senior form.	22/5/2014	<ul style="list-style-type: none"> Students and teachers are being appreciated. 	<ul style="list-style-type: none"> Feedback from teachers and students 	Guidance Team (Lee KK, Yiu KH)	I, II, III,IV,

7	S.4 Friendship	11/2013	<ul style="list-style-type: none"> Students know the possible consequence of making friendship through internet and values behind 	<ul style="list-style-type: none"> Feedback from teachers and students 	Social workers (Yiu KH)	I, II, III
8	S.1 - S.6 Assembly talks "Net bullying"	23/10/2013	Enhance students awareness in <ul style="list-style-type: none"> Net bullying 	<ul style="list-style-type: none"> Observation of students' performance Feedback from teachers 	Hong Kong Christian Service, guidance team (Yiu KH)	I, II, III

6.3 Mental Health

	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.4 Different aspects of Emotions.(情緒多面體) <ul style="list-style-type: none"> Class teacher period 	11/ 2013	<ul style="list-style-type: none"> Students understand their emotion more. 	Feedback from teachers and students	Social workers (Ling KC)	I, II, III, IV, VI
2	S.4 - S.5 Positive Psychology	11/2013	<ul style="list-style-type: none"> Students understand the idea of positive view to handle difficult situations. 	Feedback from teachers and students	St. James' Settlement (Ling KC)	I, II, III, IV, VI
3	S.5 Stress Down <ul style="list-style-type: none"> Class teacher period 	5/2013	<ul style="list-style-type: none"> Students know different aspects of stress and how to handle their stress. 	Feedback from teachers and students	Social workers (Ling KC)	I, II, III, IV, VI
4	S.6 Workshop on "stress management" <ul style="list-style-type: none"> Relaxation exercise Team building 	11/ 2013	<ul style="list-style-type: none"> Students know the relaxation exercises Students share support to each others 	Feedback from teachers and students	Social workers and guidance team (Chan MK)	I, II, III, IV, VI
5	S.6 Thank you / Cheer up card writing activities to support S.6 students	01 / 2014	<ul style="list-style-type: none"> Students are willing to give thanks and share their feelings. 	Feedback from teachers and students	Guidance Team (Ling KC)	I, II, III, IV, VI
6	S.6 "We'll always support you" (迎接 DSE 放榜晚會) <ul style="list-style-type: none"> Games day variety show 	07 / 2014	<ul style="list-style-type: none"> DSE Students can feel the support from teachers and classmates 	Feedback from teachers and students	Guidance Team (Chan YY)	I, II, III, IV, VI

6.4 Sex education						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 exhibition Psychological Change of Youth	2/2014		<ul style="list-style-type: none"> • Observation of students' performance in lesson • Feedback from teachers 	Social workers and Guidance team (Yiu KH)	I, II
3	S.3 戀愛觀 <ul style="list-style-type: none"> • Class teacher period 	11/ 2013	To promote students build up positive values in sex.	<ul style="list-style-type: none"> • Questionnaire • Feedback from teachers 	Social workers and (Yiu KH)	I, II
4	S.4 寧缺勿濫 <ul style="list-style-type: none"> • Class teacher period 	10/10/2013	Students know <ul style="list-style-type: none"> • Love affairs on internet. • Skills in handling broke-up issue. 	<ul style="list-style-type: none"> • Questionnaire • Feedback from teachers 	Department of Health (Yiu KH)	I, II
5	S.4 避無可避 <ul style="list-style-type: none"> • Class teacher period 	17/10/2013	Students know Contraception knowledge	<ul style="list-style-type: none"> • Questionnaire • Feedback from teachers 	Department of Health (Yiu KH)	I, II
6	S.5 正確性知識 <ul style="list-style-type: none"> • Class teacher period 	11/2013	<ul style="list-style-type: none"> • Students know the consequences of Pre-marital sex. • How to build up a sweet home? 	<ul style="list-style-type: none"> • Questionnaire • Feedback from teachers 	Social workers and (Yiu KH)	I, II

6.5 Family education						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Parent Day • Talk (Change from Primary to Secondary)	18/10/2013	<ul style="list-style-type: none"> Parents understand their sons' needs Parents understand the pros and cons of their parenting methods 	<ul style="list-style-type: none"> Feedback from parents Feedback from teachers 	Guidance team, social workers and discipline team (Wong SY)	I, II, IV, V, VI
2	S.1 - S.3 Family education workshops for parents and students • Group of 10 to 12 families	03 / 2014	<ul style="list-style-type: none"> Parents understand their children and learn skills in handling their children's emotion Better communication skills and mutual supports among parents and their children 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	Social Workers and PTA (Wong SY)	I, II, IV, V, VI
3	S.1 - S.6 『親親兒女心』 family education • talk	04 / 2014	<ul style="list-style-type: none"> Parents understand their sons' needs Parents learn skills in handling children's problem 	<ul style="list-style-type: none"> Questionnaire Feedback from parents Feedback from teachers 	Social workers and social service association (Wong SY)	I, II, IV, V, VI
4	S.1 - S.6 Thank you card writing activities 1. Parents day 『全英華人心語』 2. Mothers' day 『母親節心意咭』	02 / 2014 05 / 2014	<ul style="list-style-type: none"> Students are willing to give thanks and share their feelings. 	<ul style="list-style-type: none"> Feedback from teachers Feedback from students 	Guidance Team (Wong SY)	I, II, IV, V, VI

6.6 Other Programs						
	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 & S.4 Students adaption questionnaire	09/ 2013	<ul style="list-style-type: none"> Students complete the questionnaire Teachers identify target students for further counseling 	<ul style="list-style-type: none"> Feedback from teachers 	Guidance team, social workers (Ling KC)	N.A.
2	Form Meeting	Whole year		<ul style="list-style-type: none"> Feedback from teachers 	Guidance team, social workers (Ling KC)	N.A.
3	Case work and case conference	Whole year		Case report	Guidance team, social workers (Ling KC)	N.A.
4	Board Decoration	Whole Year	Regular updated information is posted on the board		(Kwok WY)	N.A.

7. Division of works

Type	Duties	Date	Coordinators	Teachers
Personal Growth	S.1 Case conference with primary school	04/07/2013	Chan MK	Lee KK, Ling KC
	S.1 Orientation Talk	18/ 07/2013	Lee KK	Ling KC
	S.1 Orientation Camp	31/8/2013 – 01/09/2013	Leung SY (Discipline)	Lee KK, Ling KC
	S.1 Adjustment workshop	9/2013	Ling KC	Wong KF(SW), Leung SY(SW)
	S.1 – S.2 One student one duty	Whole year	Ling KC	Mia Ng, Kwok WY
	P.A.T.H.S.	9/2013 – 4/2014	Lee KK	Kwok KN, Ang KW, Tang WC, Mia Ng, Yiu KH, Wan CS, Ling KC
	S.1– S.6 Developmental and preventive programs for low achievers with financial problem	Whole Year	Mia Ng	Tsang WK, Mia Ng
	S.1 – S.3 Sweet Campus	Whole Year	Yip CL	Tang WC, Kwok WY, Wan CS, Ang KW, Poon DS, Wong TN, Kwok KN, Lee KK, Ling KC

	SEN task group	Whole Year	Ling KC	Tang SM, Poon DS
Values	S.1 Workshop on anti- bullying	19/9/2013	Yiu KH	Staff from Department of Health
	S.1 Talk “Accept the differences and respect others.”	02/10/2013	Yiu KH	Leung SY(SW)
	S.1-S.6 Net bullying	23/10/2013	Yiu KH	Social workers from Hong Kong Christian Services
	S.1 – S.3 Appreciation assembly	(S1-S3) 08/11/2013 S1 : 05/12/2013 15/05/2014 S2 : 16/12/2013 29/05/2014	Yiu KH	Tsang WK, Lee KK, Ling KC
	S.3 Net Friend (網上交友)	11/2013	Yiu KH	Wong KF(SW), Leung SY(SW)
	S.4 Friendship	11/2013	Yiu KH	Wong KF(SW), Leung SY(SW)
	S.2 – S.3 Rehabilitation Pioneer Project program	03/2014	Yiu KH	Wong KF (SW)
	S.3 Celebration Assembly	22/5/2014	Yiu KH	Tsang WK, Lee KK, Ling KC

Type	Duties	Date	Coordinators	Teachers
Mental Health	S.4 Different aspects of Emotions	11/2013	Ling KC	Wong KF(SW), Leung SY(SW)
	S.4 - S.5 Positive Psychology	11/ 2013	Ling KC	Social workers from The Boys' & Girls' Clubs Association of Hong Kong
	S.5 Stress Down	5/2013	Ling KC	Wong KF(SW), Leung SY(SW)
	S.6 Workshop on “stress management”	12/2013	Chan MK	Tang SM, Wong SY, Chan YY, Lee KK, Ling KC
	S.6 Thank you / Cheer up card writing activities to support S.6 students	01 / 2014	Ling KC	Tang SM, Wong SY, Lee KK,
	S.6 “We’ll always support you” (迎接 DSE 放榜晚會)	07 / 2014	Chan YY	Tang SM, Wong SY, Chan MK, Lee KK, Ling KC
Sex Education	S.1 exhibition Psychological Change of Youth	2/2014	Yiu KH	Wong KF(SW), Leung SY(SW)

	S.3 戀愛觀 • Class teacher period	11/ 2013	Yiu KH	Wong KF(SW), Leung SY(SW)
	S.4 寧缺勿濫 • Class teacher period	10/10/2013	Yiu KH	Staff from Department of Health
	S.4 避無可避 • Class teacher period	17/10/2013	Yiu KH	Staff from Department of Health
	S.5 正確性知識 • Class teacher period	11/2013	Yiu KH	Wong KF(SW), Leung SY(SW)

Type	Duties	Date	Coordinators	Teachers
Family Education	S.1 Parent Day • Talk (Change from Primary to Secondary)	10 / 2013	Wong SY	Kwok KN, Tang SM, Wong TN, Ling KC
	S.1 - S.3 Family education workshops for parents and students • Group of 10 to 12 families	11-12/2013	Wong SY	Kwok KN, Tang SM, Wong TN, Ling KC
	S.1 - S.6 『親親兒女心』 family education • talk	04 / 2014	Wong SY	Kwok KN, Tang SM, Wong TN, Ling KC
	S.1 - S.6 Thank you card writing activities 1. Parents day 『全英華人心語』 2. Mothers' day 『母親節心意咭』	02 / 2014 05 / 2014	Wong SY	Kwok KN, Tang SM, Wong TN, Ling KC
Other Programs	S.1 & S.4 Students adaptation questionnaire	09/ 2013	Ling KC	Mia Ng, Tang SM
	Form Meeting	Whole year	Ling KC	Form Coordinators*

				S1: Kwok KN S2: Kwok WY S3: Tang WC S4: Tang SM S5: Yip CL S6: Yiu KH
	Case work and case conference	Whole year	Ling KC	Whole Team
	Board Decoration	Whole year	Kwok WY	

*Duties of Guidance Form Coordinator

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

8. Budgets for 2013-2014

Items	Expenditure
1. Activities for students' personal growth	\$ 2000
2. Sweet Campus	\$ 2000
3. Activities for family life education	\$ 1000
4. Values Education	\$ 1500
5. Mental Health	\$ 2000
6. Sex Education	\$ 500
7. Library books on pastoral care of students	\$ 500
8. Miscellaneous	\$ 500
Total	\$ 10 000

9. Team Members

Guidance team members		Social Workers
Mr. Ang Kong Wa Mr. Chan Moon Kin Ms. Chan Yuk Yin Ms. Kwok Ka Ngai Ms. Kwok Wei Yue Natalie Ms. Ng Siu Hung Mia Ms. Poon Dik See, Ms. Tang Suk Man	Mr. Tang Wai Chung Carpus Mr. Tsang Wan Keung, Ms. Wan Cho Sin Ms. Wong Siu Yan Ms. Wong Tsz Ning Mr. Yip Chak Leong Mr. Yiu Kam Ho	Mr. Wong kin Fung (Tuesday & Thursday) Ms. Leung Shuk Yin (Wednesday & Friday)
Mr. Ling Kai Cheong (Guidance Master) Mr. Lee Ka Kit (Assistant Guidance Master)		

Gifted Education Programme Plan 2013-2014

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Annual plan:

- H. Committee members 2013-2014
- I. Implementation plan 2013-2014
- Appendix 1: S.1 Student Record

Handbook

A. Mission statement:

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

B. Goals

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

C. Intended outcomes

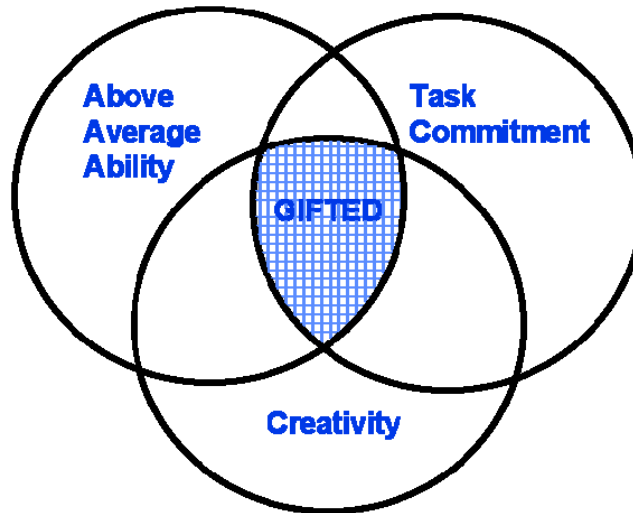
At the end of the enrichment program, participants will be able to:

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

D. Definition of gifted and talented

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

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



Note: Reasonable identification plan that is not tied strictly to possessing a strong combination of all three traits.

2. Gifted children are those who show exceptional achievement of potential in one or more of the following:
 - A high level of measured intelligence
 - Specific academic aptitude in a subject area
 - Creative thinking – high ability to invent novel, elaborate and numerous ideas
 - Superior talent in visual and performing arts such as painting, drama, dance, music...
 - Natural leadership and peers – high ability to move others to achieve common goals
 - Psychomotor ability – outstanding performance or ingenuity in athletic, mechanical skills

(Hong Kong Education Commission Report No. 4)

E. Methods used to identification of the gifted and talented students

1. Nomination

“Multiple criteria provide educators with a defensible and logical way to be inclusive in their search for various types and expressions of potential for gifted performance” (Frasier, 1997).

The students can be nominated by teachers, parents, peers and self. And we should use more than one method to identify the gifted students. For example, teachers can be aware of students’ responses in the class, levels of initiative and interest, lateral thinking and extent of problem solving. Peers can consider intimate knowledge of student.

2. Screening Ability

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

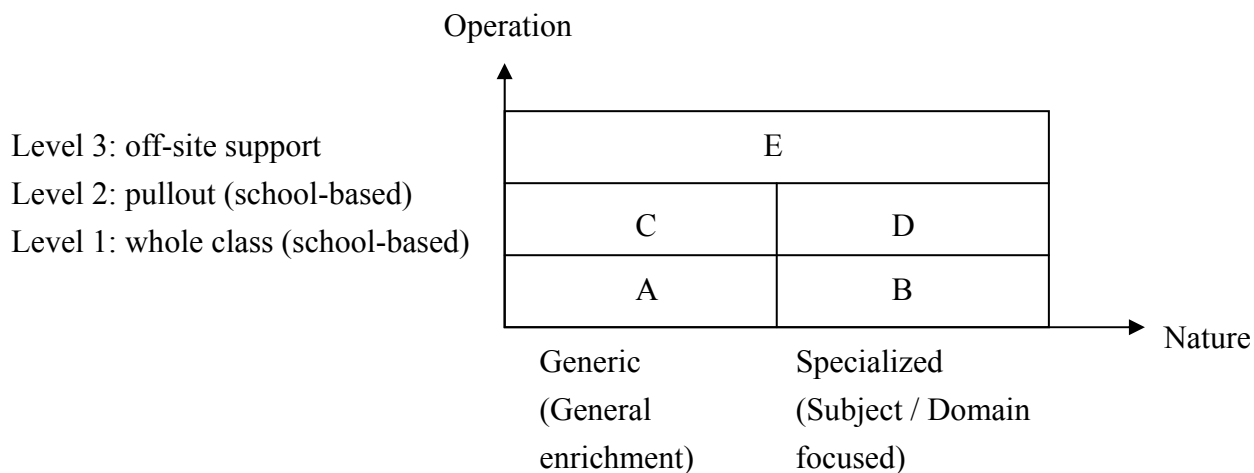
3: Talent pool

Many schools are adopting Renzulli’s Talent Pool strategy, part of the Schoolwide Enrichment Model (Renzulli, 2005; Renzulli & Reis, 1997, 2003). It is the most popular programming model in the world (Renzulli, 1987, 2005), and for good reason. With the Talent Pool approach, a generous and flexible 15% to 20% of the school population is identified according to ability, achievement, or rating or nomination information – including self-selection and suitability for a particular gifted program.

F. Proposed approach

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

The proposed approach has the following structure:



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

Explanation of sections C to E:

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

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

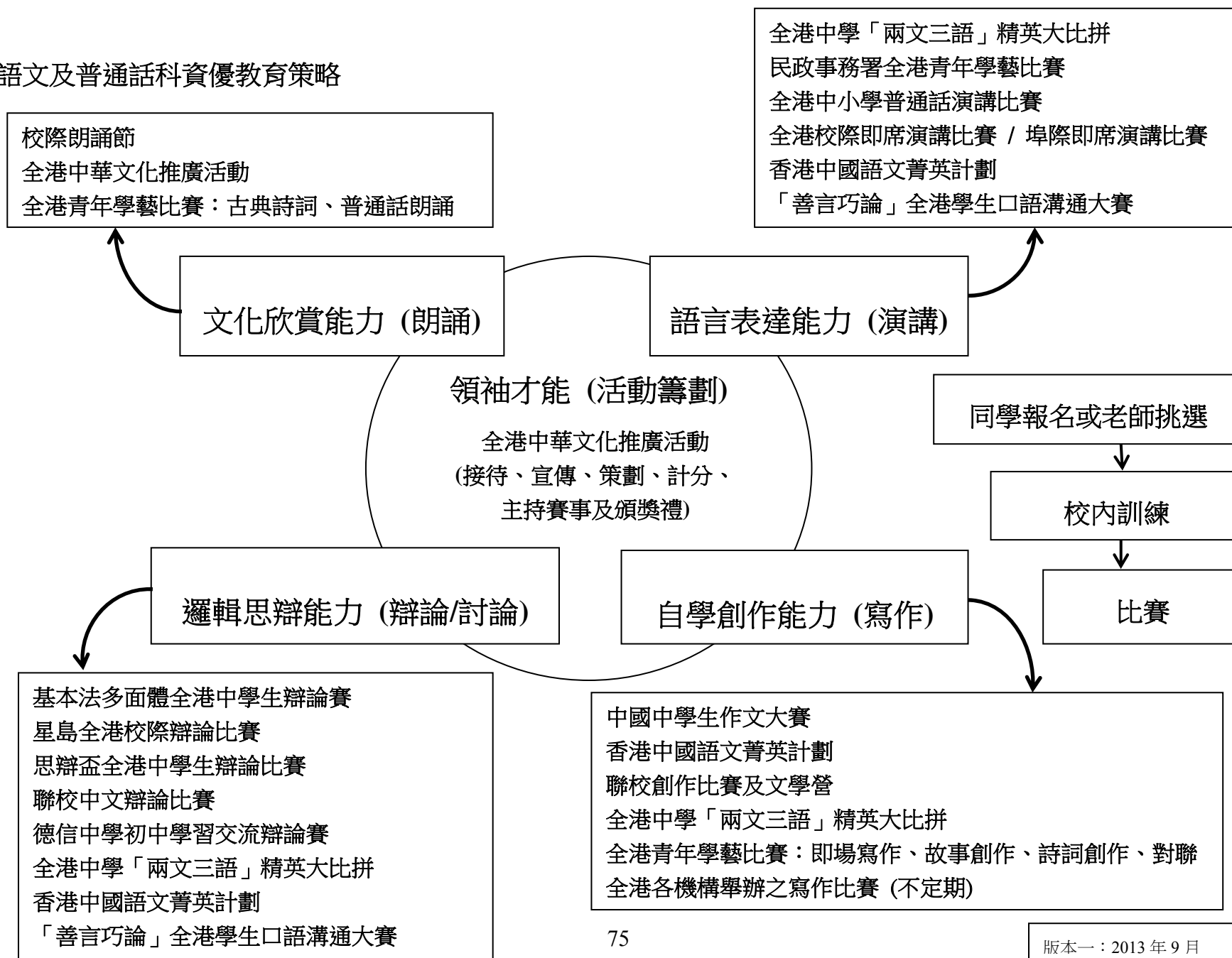
Section E: Individualized educational arrangement for the exceptionally gifted who requires resource support outside the regular school (e.g. Counseling, mentorship, early entry to advanced class, etc.)

G. Gifted education strategies of different departments

Based on school culture, resources, subject-based features and development, different departments have their own school-based gifted education strategies.

Here below summarize the gifted education strategies of different departments in our school. The four charts include Chinese, English, Mathematics and Science.

中國語文及普通話科資優教育策略



Ying Wa College Gifted education in English

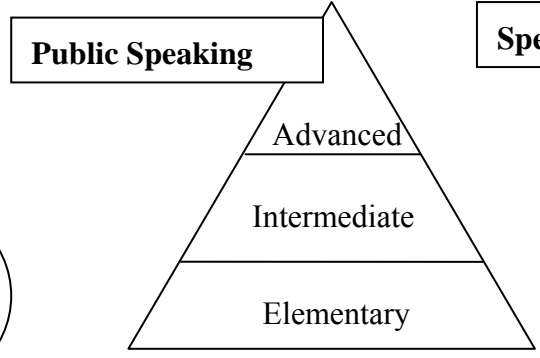
Version 1: Sep

Elements

Workshops

Related Competitions

- Learning experience
- Providing a platform
- Reading, writing, listening and speaking skills
- Generic skills, all-rounded development

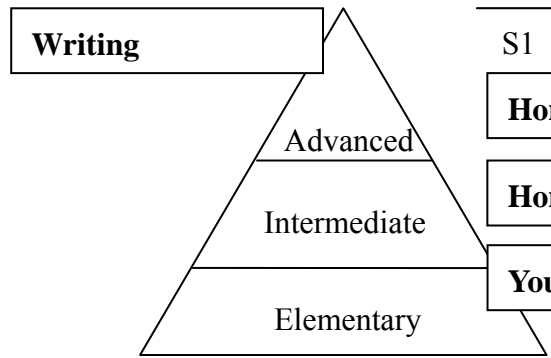


Speech Festival

Choices, by NESTA

Shorts, by EDB, NET, CDI

HKVEP Workplace English Contest

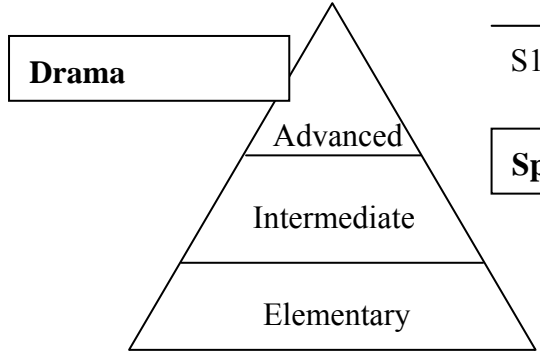


S1 S2 S3 S4 S5 S6

Hong Kong Young Writers Awards

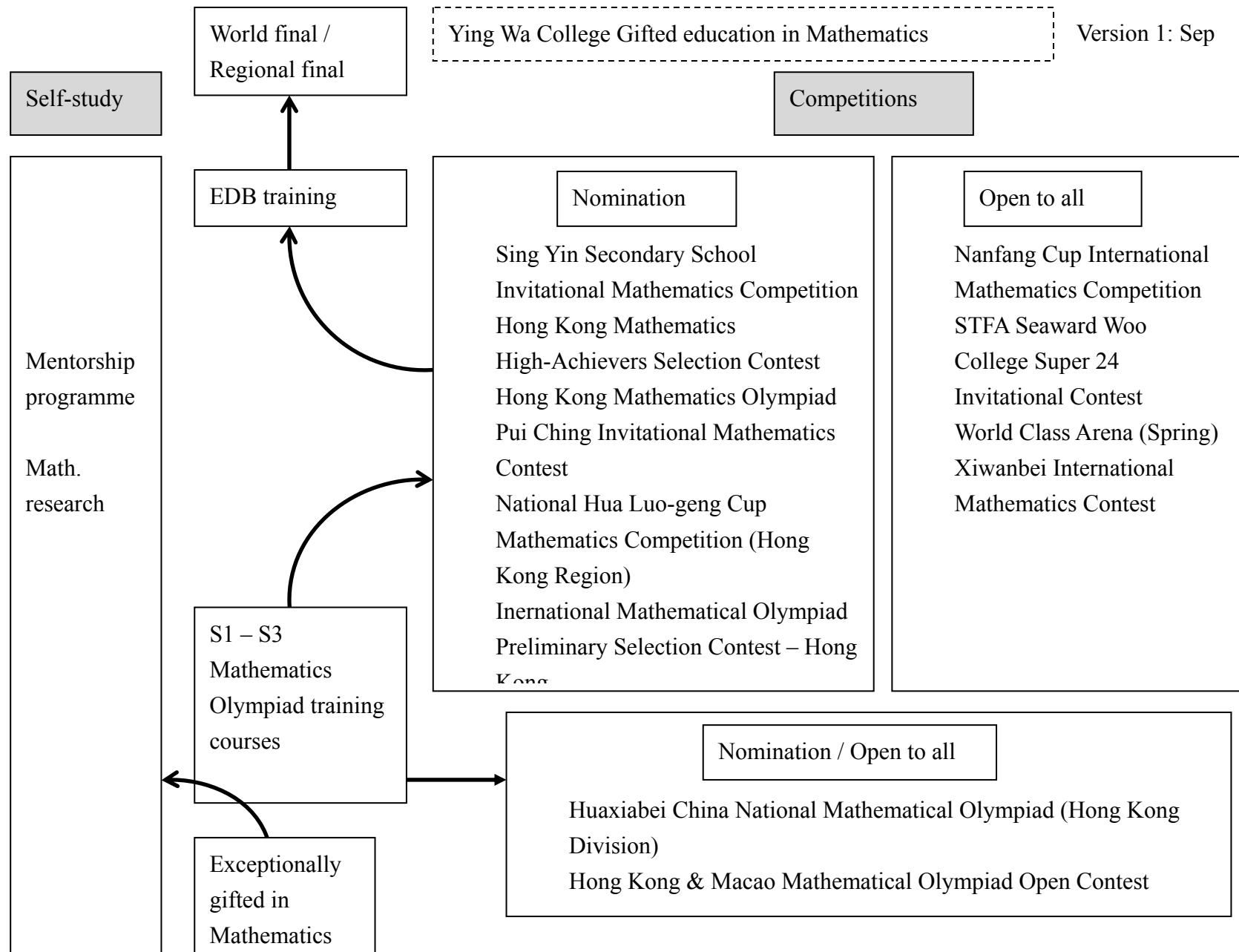
Hong Kong Budding Poets (English) Awards

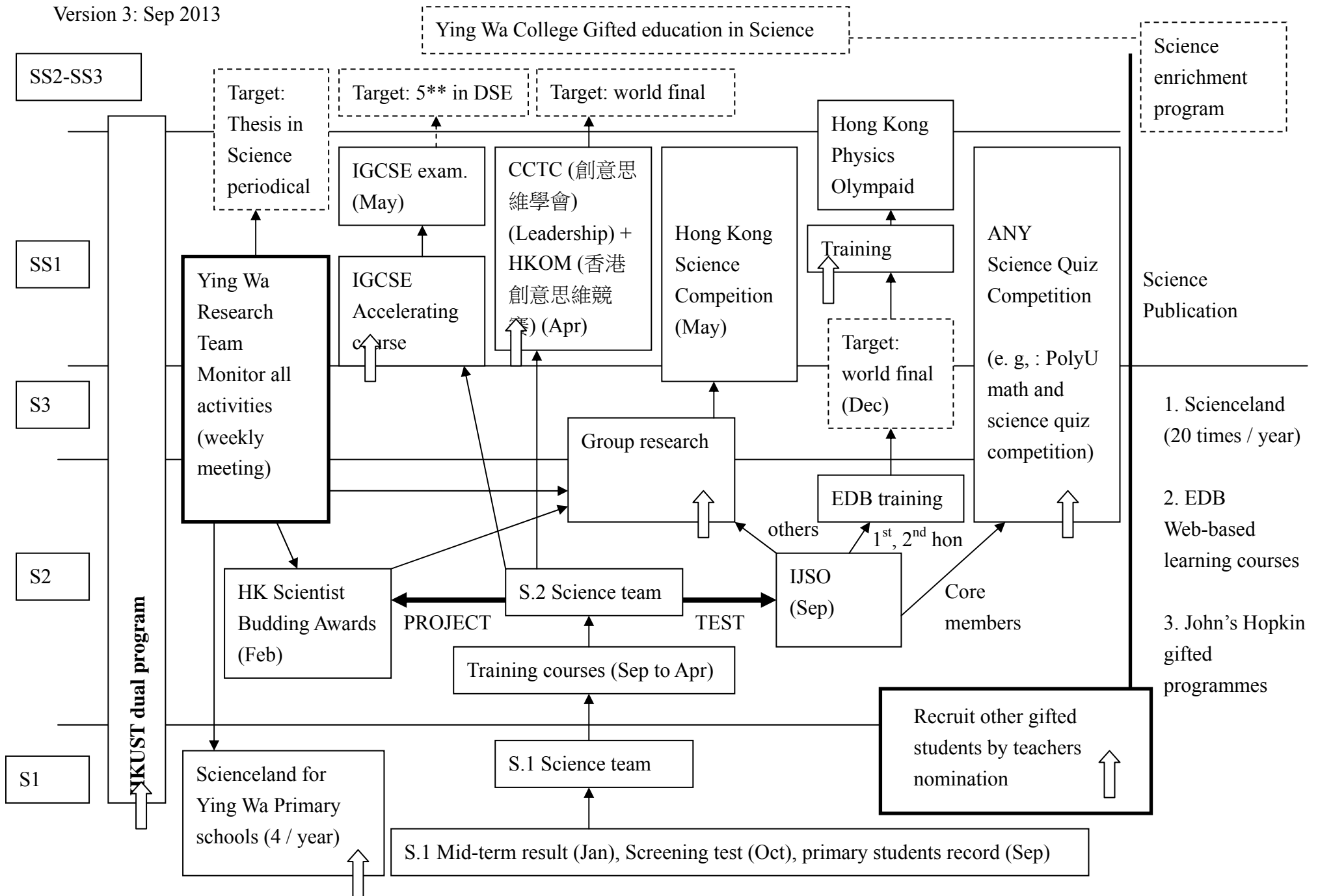
Young Writers Creative Awards Competition



S1 S2 S3 S4 S5 S6

Speak Out – Act Up! By EDB, NET, CDI





Annual Plan 2013-2014

H. Committee members 2013-2014

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

I. Implementation plan 2013-2014

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

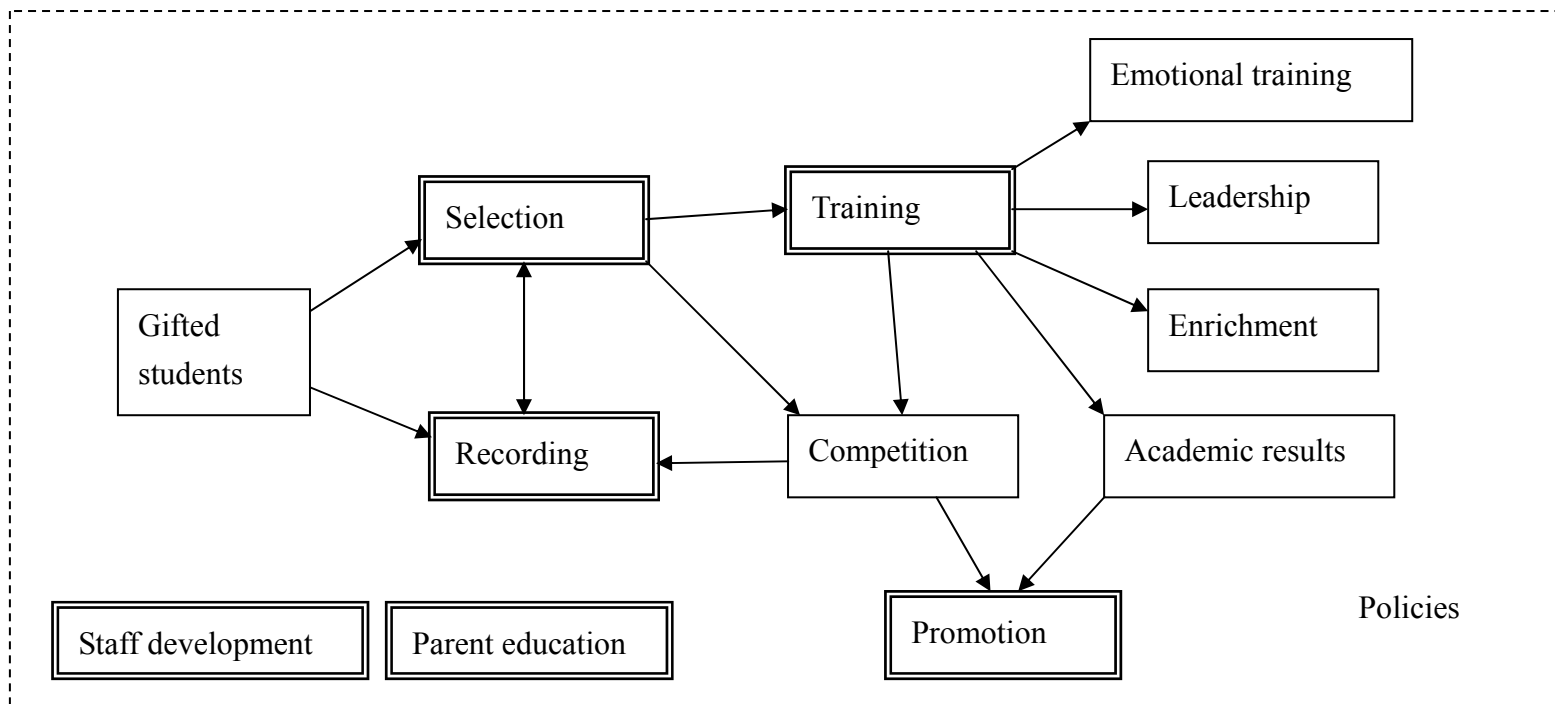
Task	Objective	Task Description	Person in Charge*	Means of evaluation
1	Policy making - Handbook	To update the gifted education handbook	1, 2	The handbook updated
2	Subject-based gifted education programmes	To coordinate gifted education programmes in their subjects	Chi: 5 Eng: 6 Math: 7 Sci: 8 Huma: 9	Report in meetings
3	Selection – S.1 gifted student record	To collect past academic data from the S1 students	4	Data collected
4	Promotion – S.1 admission booklet	To provide information about academic excellence for the S.1 admission booklet	1	Booklet made
5	Recording results - Yearly gifted record	To update the yearly gifted record	1, 2, 5 - 9	The record is made at the year end
6	Promotion – PTA or others	To promote the gifted education by showing their achievement using different methods	1, 2, 12	Articles are made in PTA or other newsletters
7	Selection – HKAGE	To coordinate the nomination of students to enter the HKAGE programmes	1, 2, 4	12 Students are nominated yearly
8	Nomination – EDB courses / Dual program	To nominate students to join the courses from EDB and local Universities	1, 2, 4	Students fairly nominated
9	School-based GE	To organize and promote	1, 2, 10	Evaluation at the

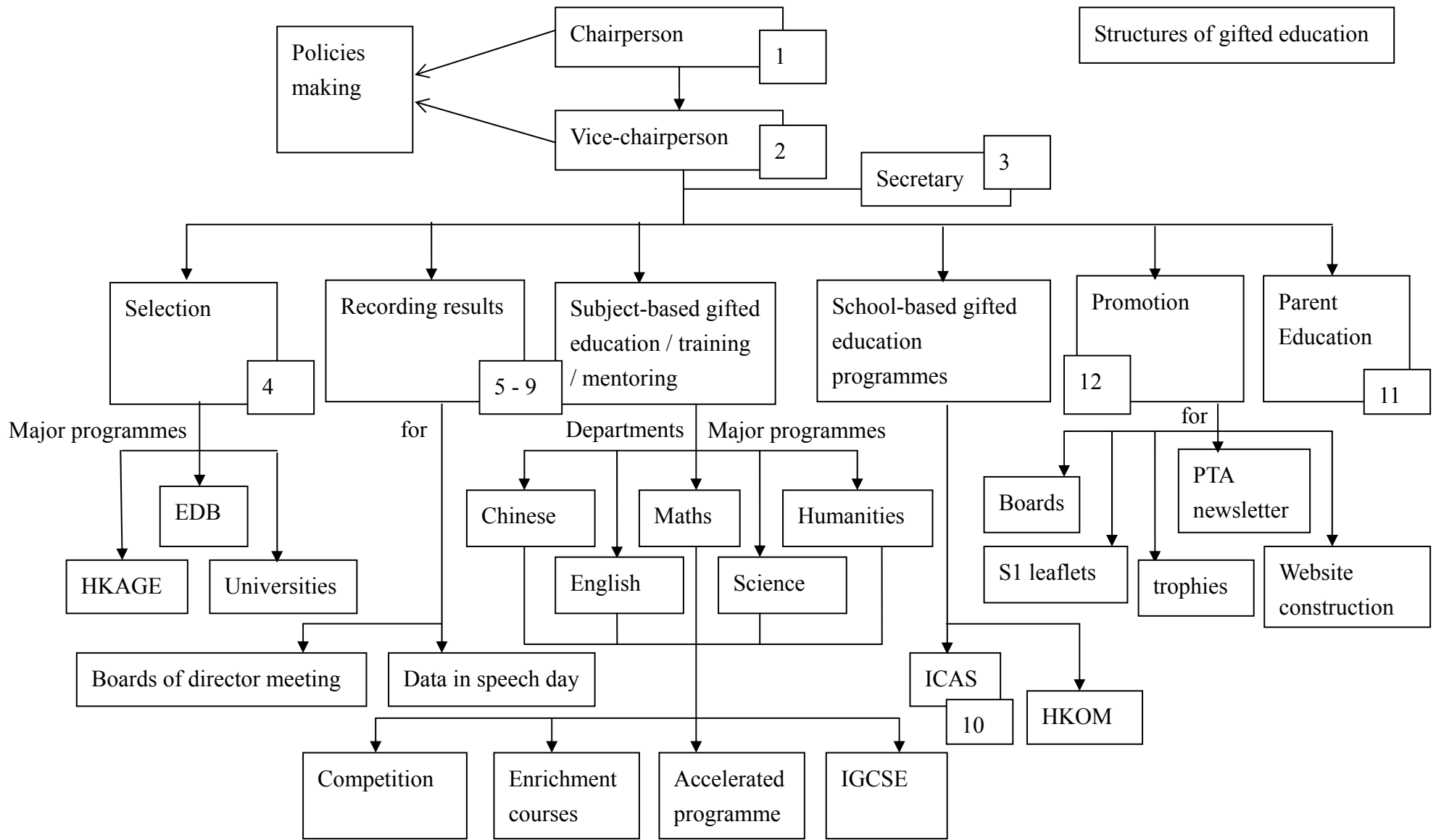
	programmes - ICAS	ICAS in school		year end
10	School-based GE programmes - CCTC	To mentor the gifted students joined the “Creative and Critical Thinking Club”	Assigned by school	Evaluate at the year end
11	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	1, 2, 12	Boards and cabinets updated
12	Promotion – I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	1	Gifted information updated effectively
13	Parent education	To organize the parent activities on gifted education	1, 2, 11	Evaluation after the event in the meeting
14	Staff development	To attend the seminars or to take the online courses on gifted education	SD	Report or share in the meeting

- | | |
|----------------------|------------------------------|
| 1: Mr. Choi KT | 7: (Math) Mr. So KL |
| 2: Ms. Wong W | 8: (Sci) Mr. Mar SS |
| 3: Ms. Chao YL | 9: (Huma) Ms. Siu MY |
| 4: Mr. Mar SS | 10: Ms. Siu MY, Mr. Tsang CT |
| 5: (Chi) Ms. Wong W | 11: Ms. Lee WY |
| 6: (Eng) Ms. Chow WL | 12: Mr. So KL, Mr. Chow WL |
| | SD: Ms. Wong W, Ms. Lee WY |

Major duties of the gifted education committees:

1. Selection
2. Recording
3. Training or mentoring (leadership / enrichment / academic results)
4. Promotion
5. Setting the policies
6. Parent education
7. Staff development (gifted education)





Ying Wa College
Gifted Education Committee Student Record

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

Programme Plans of Subject Panels

A. Languages and Social Sciences Subjects

English

Programme Plan 2013-2014

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:**
 - There is a team of experienced and dedicated teachers who have sound subject knowledge.
 - Teachers are open-minded, keen to learn and improve, and willing to share ideas and take up responsibilities.
 - Teachers' relationship and teacher-student relationship are good.
 - Senior management in school is supportive and encouraging.
- **Weaknesses:**
 - Teachers' workload is very heavy.
 - Some students are passive in learning English.
 - There is a need to enrich the English atmosphere in school.
 - There is an increase in the learning diversity among students.
 - Teachers have limited marking experience for public exams (e.g. TSA, HKDSE etc.).
- **Opportunities:**
 - Streamlining of the HKDSE syllabus enables a more strategic curriculum design.
 - Increase in manpower reduces teachers' administrative workload.
 - Comprehensive Review in 2014 provides a chance to further review and improve.
 - New members with different talents are expected to bring creative spark to the team.
 - The panel members are supportive to the new management team of the department.
- **Threats:**
 - Some students have low learning motivation.
 - Demand and complaints from parents create unnecessary workload and pressure.
 - Resources need to be allocated for the through-train development.

1.3 Objectives

Echoing the school plan, the objectives of the English Department in the academic year of 2013 – 2014 include:

- 1) to build-up a professional teaching team with sustainable self-evaluating culture;
- 2) to strive for excellence in public exams;
- 3) to cater for learning diversity;
- 4) to enhance learning atmosphere and attitude;
- 5) to develop theme-based student support curriculum;
- 6) to develop students' potential;
- 7) to strengthen SEN students support;
- 8) to improve the collaboration between YWC & YWPS;
- 9) to further develop the ele-middle stage curriculum;
- 10) to consolidate a goal-driven professional teaching team.

Annual Plan

2.1 Annual Plan of English Department 2013 – 2014

Major Concern 1: Enhancement of Learning and Teaching (L & T)

Objectives	Strategies	Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
1.1 To build-up a professional teaching team with sustainable self-evaluating culture	a) Strengthening the PIME cycle to enhance the efficiency and effectiveness of learning and teaching b) Strengthening the role of Form Coordinators c) Sharing of good practices and encouraging pedagogical exchange in the department d) Supporting teachers to participate in invitational posts and professional development training programmes e) Updating knowledge on L & T (e.g. assessment for learning) through joining programmes	<ul style="list-style-type: none"> Reviewing and refining departmental documents and practices (e.g. annual plan, teacher's manual etc.) Monitoring and evaluating the efficiency and effectiveness of learning and teaching (e.g. teaching progress report, book inspection, regular form meetings and panel meetings etc.) Conducting lesson collaboration, lesson observation and sharing the workload when developing form-based teaching materials Encouraging the use of shared folders on the intranet to enhance knowledge management of departmental materials and course materials of professional development training programmes Updating teachers with application procedures of invitational posts and professional development 	<ul style="list-style-type: none"> Departmental documents and practices being reviewed and refined Teaching progress report being updated monthly with follow-up plans being implemented Book inspection being conducted at least once in a year with feedback Form meetings and panel meetings being held regularly Lesson collaboration and lesson observation being conducted in all forms at least once in a year with pre-meetings, post meetings and evaluation Form-based materials being developed by teachers in different forms Teaching materials and departmental documents being uploaded to the shared folders throughout the year 	<ul style="list-style-type: none"> Teachers' feedback on the refined documents and practices Records of teaching progress reports Records of book inspection Records of held meetings Teachers' self/peer-evaluation Accessibility of the content of the shared folders Records of teachers' participation in invitational posts / professional development training programmes Teachers' and 	09/13 – 06/14	<ul style="list-style-type: none"> Resources: - Budget on inviting professional consultancy - IT support • PIC: - Panel Head (PH) - Assistant Panel Heads (APH) - Co-curricular Activity Coordinator (CAC) - Form Coordinators (FC) - English teachers - Assistant Teacher (AT)

	organized by the school or outside agents and applying the knowledge into teaching through lesson collaboration	training programmes through e-class <ul style="list-style-type: none"> Participating in school's staff development programmes 	<ul style="list-style-type: none"> Teachers' participation in invitational posts / professional/staff development training programmes Teachers' knowledge on L & T being enhanced 	students' feedback		
1.2 To strive for excellence in public exams	<p>a) Grasping students' strengths/weaknesses, and proposing apt follow-up plans</p> <p>b) Increasing resources for those with potential to achieve higher</p> <p>c) Giving test & exam reminders and markers' feedback to improve students' exam skills</p> <p>d) Arousing students' interest in the subject</p> <p>e) Participating in joint-school exam practices / exam-related activities</p> <p>f) Encouraging teachers to serve as markers / examiners of public exams to understand the exam requirements</p>	<ul style="list-style-type: none"> Analyzing students' performance in internal assessments (e.g. UT, exam etc.) and developing strategic plans to improve target skills in S.1 – S.6 Organizing skill-based after-school tutorials for target students during pre-exam period Establishing clear framework to guide students through the preparation for the SBA(S.4 -S.6) Developing co-curricular activities to provide more opportunities for students to use English Organizing joint-school exam practice for S.6 Keeping teachers updated with the application procedures and deadline of invitational posts through e-class 	<ul style="list-style-type: none"> Strategic revision plans and after-school tutorials for students with potentials being developed Students' performance in public examinations being remained / improved Co-curricular activities being held in target forms No. of students participating in co-curricular activities being increased No. of S.6 students participating in joint-school exam practice being improved No. of teachers participating in TSA / HKDSE as markers / examiners being increased 	<ul style="list-style-type: none"> S.3 TSA results S.6 HKDSE results Records of students' participation in co-curricular activities Records of S.6 students' participation in joint-school exam practice Records of teachers' participation in public exams 	09/13 – 07/14	<ul style="list-style-type: none"> PIC: <ul style="list-style-type: none"> PH APH CAC English teachers AT

<p>1.3 To cater for Learning Diversity (LD)</p>	<p>a) Composing core and extended curriculum to cater for the learning needs of the high achievers and those who are less capable respectively b) Conducting lesson collaboration with post-lesson evaluation to develop teaching strategies according to students' English ability</p>	<ul style="list-style-type: none"> • Indicating the core and extended items clearly on the scheme of work of S.1 – S.3 • Including challenging questions / bonus part in exam papers of S.1 – S.3 • Setting clear guidelines and goals for each lesson collaboration 	<ul style="list-style-type: none"> • Students' academic results in English being improved • Teaching materials and teaching strategies being set, evaluated and uploaded to shared folders • Teachers' and students' positive feedback 	<ul style="list-style-type: none"> • Records of students' performance • Records of developed materials for lesson collaboration • Teachers' and students' feedback 	<p>09/13 – 06/14</p>	<ul style="list-style-type: none"> • PIC: <ul style="list-style-type: none"> - PH - APH - FC - English teachers
<p>1.4 To enhance learning atmosphere & attitude</p>	<p>a) Fostering English-learning atmosphere through visual aids b) Enriching English-speaking environment through organizing co-curricular activities c) Providing a platform for students to unfold their talents in English d) Allocating manpower to hold co-curricular activities</p>	<ul style="list-style-type: none"> • Putting up posters, slogans, famous quotes etc. on campus • Encouraging students to join various co-curricular activities • Assisting student-led English Society to organize English activities for students • Reallocating resources for English Corner • Revamping department's webpage • Employing the NET and Assistant Teacher to run the English Corner and support the development of co-curricular activities 	<ul style="list-style-type: none"> • Visual aids being put up on campus • Co-curricular activities in support of learning and teaching being held • No. of English Society members being increased • No. of students visiting English Corner being increased • Students' contact hours with the NET being increased • Teachers' and students' positive feedback 	<ul style="list-style-type: none"> • Records of students' participation in co-curricular activities • Records of NET's contact hours with students • Teachers' and students' feedback 	<p>09/13 – 06/14</p>	<ul style="list-style-type: none"> • Budget on increasing resources of English Corner and organizing activities • IT support • PIC: <ul style="list-style-type: none"> - PH - APH - CAC - NET - AT

Major Concern 2: Enhancement of Student Support

Objectives	Strategies	Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
2.1 To develop a theme-based student support curriculum	a) Developing theme-based curriculum in response to the core values / themes of the school in S.1 – S.3 b) Organizing English activities to emphasize the core values / themes of the school	<ul style="list-style-type: none"> Integrating related themes into the scheme of work of S.1 – S.3 Holding various co-curricular activities with set themes 	<ul style="list-style-type: none"> A set of theme-related teaching materials being developed Co-curricular activities with set themes being held 	<ul style="list-style-type: none"> Teachers' and students' feedback Records of students' participation in the activities Records of developed theme-related teaching materials 	09/13 – 06/14	<ul style="list-style-type: none"> PIC: - PH - APH (Junior) - S.1 – S.3 FC - CAC
2.2 To develop students' potential	a) Training students for leadership roles b) Encouraging students to participate in intra- and inter-school competitions and activities	<ul style="list-style-type: none"> Inviting students to be Committee Members of English Society and English Ambassadors Inviting students to host morning English sharing sessions, take part in Speech Festival, and facilitate inter-class / inter-house competitions 	<ul style="list-style-type: none"> Leadership roles being taken up by students Activities being joined by students Enhancement in students' generic skills being demonstrated 	<ul style="list-style-type: none"> Records of students' participation in the activities Students' feedback Teachers' observation and feedback 	09/13 – 06/14	<ul style="list-style-type: none"> PIC: - PH - CAC
2.3 To strengthen SEN students support	a) Encouraging teachers to receive professional training b) Identifying the English learning needs of SEN students and setting up response strategies with the aid of EPs and SEN team	<ul style="list-style-type: none"> EDB training workshops Meetings with EPs and SEN team 	<ul style="list-style-type: none"> No. of teachers participating in training programmes being increased Meeting with EPs and SEN team being held at least once for each term 	<ul style="list-style-type: none"> Records of teachers' participation in training programmes Records and documents of the English learning needs for SEN students 	09/13 – 06/14	<ul style="list-style-type: none"> SEN team PIC: - PH

Major Concern 3: Through-train Development (TTD)

Objectives	Strategies	Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
3.1 To improve the collaboration between YWC & YWPS	a) Establishing professional communication channel	<ul style="list-style-type: none"> Inviting representative from YWPS to sit in the panel meetings of YWC Inviting YWPS's English teachers / students to join YWC's English activities as audiences Sending representative from YWC to observe YWPS' activities 	<ul style="list-style-type: none"> Meetings of YWC being joined by YWPS's representative YWC's English activities being joined by English teachers / students of YWPS or vice versa 	<ul style="list-style-type: none"> Records and documents of meetings and activities between YWPS & YWC 	09/13 – 08/14	<ul style="list-style-type: none"> PIC: <ul style="list-style-type: none"> - TTDC - APH (Junior) - PH
3.2 To further develop the ele-middle stage curriculum	a) Promoting lesson observation between English teachers of YWPS & YWC b) Facilitating communication between YWPS & YWC	<ul style="list-style-type: none"> Conducting lesson observation in P.5 / P.6 and S.1 classes Holding regular meetings with YWPS to discuss curriculum development 	<ul style="list-style-type: none"> Reciprocal lesson observation followed by debriefing sessions and exchange of ideas being conducted Academic results being exchanged 	<ul style="list-style-type: none"> Post-observation evaluation, debriefing session between YWPS & YWC Record of meetings 	09/13 – 06/14	<ul style="list-style-type: none"> PIC: <ul style="list-style-type: none"> - TTDC - APH (Junior) - PH

Major Concern 4: Strengthening Administration, Management and Leadership in English Department

Objectives	Strategies	Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
4.1 To consolidate a goal-driven professional teaching team	a) Backing teachers to focus on the enhancement of L&T b) Re-structuring the organization framework and reallocation of duty c) Facilitating communication among the team through reducing workload of administrative work	<ul style="list-style-type: none"> • Arranging teaching duties with two syllabuses and teaching English language only • Simplifying, merging and clarifying responsibilities • Employing an Assistant Teacher to support clerical and administrative duties in the department 	<ul style="list-style-type: none"> • English teachers teaching not more than two syllabuses increased by 10 % in comparison with the figures in 2012-2013 • English teachers teaching English language only increased by 10 % in comparison with the figures in 2012-2013 • Teachers' response to the efficiency and effectiveness of L & T • Teacher's positive feedback on the support from the AT 	<ul style="list-style-type: none"> • Records and documents of the restructured organization framework and reallocation of duty • Teachers' evaluation/survey • Records of administrative tasks supported by the AT 	09/13 – 06/14	<ul style="list-style-type: none"> • PIC: - PH - APH - CAC - English teachers - AT

2.1.1 Focuses of Work (Junior Form) 2013 - 2014

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
S.1 – S.2	1. Collaborating with YWPS for further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> • Poster of classroom language <ul style="list-style-type: none"> - Formulaic expressions of commonly used classroom language picked by teachers from YWC & YWPS will be included in an A3-sized poster. - The poster will be posted in all S.1 classrooms in late August when the Bridging Programme commences and in P.1 - 6 and S.2 classrooms in September 2013. - Lesson observation between YWPS & YWC will be conducted at least once a year. 	<ul style="list-style-type: none"> • 3.1 • 3.2 	<ul style="list-style-type: none"> • Students will be able to express their needs in English in the classrooms. • Students will speak English more naturally during the lessons. 	08/13 – 06/14	<ul style="list-style-type: none"> • TTDC • APH (Junior) • S.1 & S.2 FC and English teachers 	<ul style="list-style-type: none"> • Posters
	2. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> • School-based speaking materials <ul style="list-style-type: none"> - Handouts on individual presentation (IP) will be revised and used. - Presentation skills to cover may include: greeting, body language, use of voice, stress & intonation, pronunciation, brainstorming ideas, structuring a presentation, describing facts & giving opinions, causes & effects, advantages & disadvantages. - Students will be given opportunities to give presentations at the beginning of the speaking lessons conducted every two cycles. - Peer assessment will be conducted with a <i>Peer Assessment Form</i> designed based on the S.3 TSA Speaking Scoring Guide. 	<ul style="list-style-type: none"> • 1.2 • 3.1 • 3.2 	<ul style="list-style-type: none"> • Students will be able to prepare, give well-organized IPs and enrich them by using some non-verbal elements. • Students will become more confident in giving IPs in class for improvement. • Exam results on speaking will be improved. 	10/13 – 06/14	<ul style="list-style-type: none"> • TTDC • APH (Junior) • S.1 & S.2 FC and English teachers 	<ul style="list-style-type: none"> • Speaking handouts • Peer Assessment Form

<p>S.3</p>	<p>1. Analyzing students' performance in internal assessments and developing strategic plans to improve target skills for TSA</p>	<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> - Students' poem reading skills will be strengthened by including at least 2 poems in the syllabus per term for TSA practices & the speaking exam (1st Term). - Commonly used figures of speech in poems, such as rhyming pairs and alliteration, will be introduced. • Speaking: <ul style="list-style-type: none"> - Training on both IP and group interaction (GI) will be strengthened through regular oral practices during the speaking lessons conducted every two cycles. - Skills on IP to cover may include: greeting, body language, use of voice, stress & intonation, pronunciation, brainstorming ideas, structuring a presentation, describing facts & giving opinions, causes & effects, advantages & disadvantages. - Skills on GI to cover may include: introducing a topic, expressing personal opinions, agreeing & disagreeing, asking for & giving clarification, making a transition, keeping to a topic, sustaining a discussion, interrupting politely and giving a conclusion. - Teachers will give feedback for improvement based on the S3 TSA Speaking Scoring Guide. - After-class tutorials on speaking will be organized. 	<ul style="list-style-type: none"> • 1.2 	<ul style="list-style-type: none"> • Students will be able to identify the figures of speech and lay a foundation for learning poems and songs in the NSS curriculum. • Students will be able to prepare and give well-organized IPs, enrich their presentations by using the non-verbal elements and interact well with others in GIs. • Students' performance in the reading and speaking papers of S.3 TSA will be improved. 	<p>09/13 – 06/14</p>	<ul style="list-style-type: none"> • APH (Junior) • S.3 FC and English teachers 	<ul style="list-style-type: none"> • S.3 TSA past papers • Poems for the speaking exams • Speaking handouts • S.3 TSA Speaking Scoring Guide
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S.1 – S.3	1. Integrating the core values / themes of the school into the curriculum	<ul style="list-style-type: none"> Selected core values/ themes of the school will be integrated into the writing tasks. 	<ul style="list-style-type: none"> 2.1 	<ul style="list-style-type: none"> The core values / themes of the school being integrated into the curriculum Students will better understand the core values / themes of the school. 	09/13 – 06/14	<ul style="list-style-type: none"> APH (Junior) S.1 – S.3 FC and English teachers 	<ul style="list-style-type: none"> Writing handouts
	2. Developing teaching materials and strategies for core and extended items through lesson collaboration	<ul style="list-style-type: none"> Writing tasks will be designed with the aim of giving students the opportunities to use the specific grammar items learnt in their compositions. Writing topics will be analyzed regularly to familiarize students with the formats and styles of different text-types with an emphasis on specific grammar items required. Students will be guided to prepare writing plans to ensure good organization of ideas. 	<ul style="list-style-type: none"> 1.2 1.3 	<ul style="list-style-type: none"> Students will be able to apply specific grammar items learnt in the writing tasks. Teachers' and students' positive feedback. 	09/13 – 06/14	<ul style="list-style-type: none"> APH (Junior) S.1 – S.3 FC and English teachers 	<ul style="list-style-type: none"> Writing handouts

3.Encouraging students to join various co-curricular activities	<ul style="list-style-type: none"> • Inter-class Role Play Competition (Practice Round) <ul style="list-style-type: none"> - Teachers will cover a part/scene of a Reader story. - Students will be asked to write a Reader journal about the part/scene, e.g. rewriting the ending of the story, adding a character, etc. - Teachers will give an impression mark for the Reader journal which will be counted as the continuous assessment. - One month before the Competition, teachers will teach students some basic role-play skills during the speaking lessons. - If time allows, teachers can let students form groups of 5 to 6 to perform in class by choosing a script written by a member as the Reader Journal and demonstrating some role play skills. - For the final round of the Competition, 5 to 6 students will be selected as contestants/participants to represent each class (refer to 2.1.3). 	<ul style="list-style-type: none"> • 1.3 • 1.4 • 2.1 • 2.2 	<ul style="list-style-type: none"> • Inter-class Role Play Competition <ul style="list-style-type: none"> - English-speaking environment in the classrooms enriched with students' greater engagement - Students will be better prepared for the Reader tests. - Students' writing skills, speaking skills will be improved. - Teachers' and students' positive feedback 	(S.3) 10 - 11/13 (S.1 & S.2) 02 – 04/14	<ul style="list-style-type: none"> • APH (Junior) • CAC • S.1 – S.3 English teachers • AT 	<ul style="list-style-type: none"> • Handouts on role play skills • Budget on props • Vocabulary list
	<ul style="list-style-type: none"> • Inter-class Spelling Bee Competition (Practice round) <ul style="list-style-type: none"> - Two weeks before the Competition, teachers will distribute and go through the vocabulary list compiled by the committee members of the English Society, and check students' pronunciation and spelling of the vocabulary. - The best 10 students of each class will enter the final round of the Competition (refer to 2.1.3). 		<ul style="list-style-type: none"> • Inter-class Spelling Bee Competition <ul style="list-style-type: none"> - English-speaking environment in the classrooms enriched with students' showing greater engagement in the lessons - Students' vocabulary will be increased. - Students' accuracy in pronunciation and spelling will be improved. - Teachers' and students' positive feedback 	03 - 05/14		

2.1.2 Focuses of Work (Senior Form) 2013 - 2014

<p>NSS1 (S.4)</p>	<p>1. NET CHAT</p> <ul style="list-style-type: none"> Encouraging students to join co-curricular activities 	<ul style="list-style-type: none"> All S.4 students will engage in NET CHAT (Schedule will be announced in September 2013). Each S.4 class will be split into two groups. Either group will chat with the NET (and the AT) in the English Corner, while the other group will have speaking practice with the English teacher in the classroom. English teachers will brief the NET (and the AT) on students' characteristics and if necessary the themes of the chats and the skills to be applied. In the NET CHAT sessions, students will be encouraged to exchange ideas including asking and answering questions. Implementation in the 2nd term will depend on the results of the review in the 1st term. 	<ul style="list-style-type: none"> 1.2 1.3 1.4 	<ul style="list-style-type: none"> Students' confidence in expressing themselves without relying on note cards being boosted. Students' and teachers' evaluation NET's and AT's feedback Records in Chat Pass Students' performance in speaking lessons and exams being improved 	<p>09 – 12/ 2013</p>	<ul style="list-style-type: none"> NET AT APH (Senior) S.4 FC and English teachers
	<p>2. Regular speaking lessons</p> <ul style="list-style-type: none"> Developing strategic plans to improve target skills Establishing clear framework to guide students through the preparation for the SBA 	<ul style="list-style-type: none"> At least one speaking lesson should be conducted every two cycles. Teachers will prepare teaching materials on speaking – individual presentation (IP) and group interaction (GI). HKDSE past papers could be used and video demonstrations from the website of the EDB will be shown if necessary. Skills on IP will be focused in the 1st term and skills on GI will be focused in the second half of 1st and 2nd terms. SBA Practice (Part A, GI) will be conducted in the 2nd term. S.4 FC will coordinate with S.5 FC, fix the date for SBA Practice (Part A, GI) and inform the PH. 	<ul style="list-style-type: none"> 1.2 	<ul style="list-style-type: none"> Students' performance in speaking lessons and exams being improved Students' and teachers' feedback 	<p>09/13 – 06/14</p>	<ul style="list-style-type: none"> APH (Senior) S.4 FC and English teachers
	<p>3. HKDSE Writing</p> <ul style="list-style-type: none"> Developing strategic plans to improve target skills 	<ul style="list-style-type: none"> Clearer understandings of features of different writing genres Teachers will have discussions to decide which writing genres need to be explored for S.4 students. Students need to learn in particular: <ol style="list-style-type: none"> Language features of the genres Purpose and audience How to write good topic sentences Using varied sentence patterns (stronger students) HKDSE Sample Paper and Practice Paper will be referred to. 	<ul style="list-style-type: none"> 1.2 	<ul style="list-style-type: none"> Teachers' evaluation Students' compositions 	<p>09/13 – 06/14</p>	<ul style="list-style-type: none"> APH (Senior) S.4 FC and English teachers

NSS 2 (S.5)	1. Regular speaking lessons <ul style="list-style-type: none"> Developing strategic plans to improve target skills Establishing clear framework to guide students through the preparation for the SBA 	<ul style="list-style-type: none"> At least one speaking lesson should be conducted every two cycles. Skills on IP and GI will be revised. HKDSE past papers and video demonstrations from the website of the EDB will be shown if necessary. SBA Assessment (Part A, GI) will be done in the 1st term and parents will be informed through e-notice. SBA Assessment (Part B, IP) will be done in the 2nd term and parents will be informed through e-notice. 	• 1.2	<ul style="list-style-type: none"> Students' performance in assessments being improved Students' and teachers' feedback 	09/13 – 06/14	<ul style="list-style-type: none"> APH (Senior) S.5 FC and English teachers
	2. HKDSE Writing <ul style="list-style-type: none"> Developing strategic plans to improve target skills 	<ul style="list-style-type: none"> Clearer understandings of features of different writing genres Teachers will have discussions to decide which writing genres need to be explored for S.5 students. Students need to learn in particular: <ol style="list-style-type: none"> Language features of the genres Purpose and audience How to write good topic sentences Using varied sentence patterns (stronger students) Selection of question in Part B HKDSE Sample Paper, Practice Paper and Past Papers (two years) will be referred to. 	• 1.2	<ul style="list-style-type: none"> Teachers' evaluation Students' compositions 	09/13 – 06/14	<ul style="list-style-type: none"> APH (Senior) S.5 FC and English teachers
	3. Learning English through Electives for HKDSE Writing <ul style="list-style-type: none"> Introduction of the two elective modules, poems & songs and social issues 	<ul style="list-style-type: none"> The Teaching Resources Pack 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"> “Learning English through Poems & Songs” will be covered in the 1st term and a uniform test will be conducted at the end of the term “Learning English through Social Issues” will be covered in the 1st and 2nd terms and a uniform test will be conducted. 	• 1.2	• Students' journals and test materials.	Poems & Songs (09 – 12/13) Social Issues (01 – 06/14)	<ul style="list-style-type: none"> APH (Senior) S.5 FC and English teachers

NSS 3 (S.6)	1. Preparation for the HKDSE <ul style="list-style-type: none"> Developing strategic plans to improve target skills by using HKDSE Sample Paper, Practice Paper and Past Papers 	<ul style="list-style-type: none"> S.6 students should have as much practice as possible to get ready for the HKDSE. Supplementary school-based materials (e.g. worksheets, vocabulary notes etc.) will be produced by S.6 teachers to consolidate the skills. 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. Class-based afterschool tutorials will be carried out once a week starting from October. Students should be encouraged to enroll in joint-school oral practice. 	<ul style="list-style-type: none"> 1.2 	<ul style="list-style-type: none"> Students' assignments, test & exam performance 	09/13 – 03/14	<ul style="list-style-type: none"> APH (Senior) S.6 FC and English teachers
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Statistics of YWC HKDSE English results 2013 & 2012

Year	Level 5 or above	Level 4 or above	Passing rate
2013	26.2%	64%	100%
2012	20.8%	64.4%	100%

YWC SBA Arrangement 2013 - 2014

Form	1 st Term	2 nd Term
S4	Speaking Practice (IP)	SBA Practice (Part A: Non-Print Fiction, GI)
S5	SBA Assessment (Part A: Print Fiction, GI)	SBA Assessment (Part B: Elective/Social Issues, IP)
S6	---	---

Form	2011 – 2012	2012 – 2013	2013 – 2014
S4	1 st term: --- 2 nd term: SBA Practice (Part A: Non-Print Fiction, GI)	1 st term: Speaking practices (IP) 2 nd term: SBA Practice (Part A: Non-Print Fiction, GI)	1 st term: Speaking practices (IP) 2 nd term: SBA Practice (Part A: Non-Print Fiction, GI)

S5	1 st term: SBA Assessment (Part A: Print Fiction, IP) 2 nd term: SBA Assessment (Part A: Non-Print Non-Fiction, GI)	1 st term: SBA Assessment (Part A: Print Fiction, IP) 2 nd term: SBA Assessment (Part B: Elective/Social Issues, GI)	1 st term: SBA Assessment (Part A: Print Fiction, GI) 2 nd term: SBA Assessment (Part B: Elective/Social Issues, IP)
S6	1 st term: SBA Assessment (Part B: Elective/Social Issues, IP)	1 st term: SBA Assessment (Part A: Non-Print Non-Fiction, GI)	---

Remark: IP = Individual Presentation, GI = Group Interaction

2.1.3 Focuses of Work (Co-curricular Activities) 2013 - 2014

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

Form(s)	Programmes / Activities / Schemes	Implementation Plans	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
Intra-school Competitions							
S.1 – S.6	1. Inter-House Public Speaking Contest	<ul style="list-style-type: none"> The English Society promotes the Contest and workshops, and House captains recruit representatives, one from junior form and one from senior form, in September. Topics related to set themes / core values of the school are set and given to House Captains in early October. 3 public speaking workshops are held in October and November during lunchtime at the English Corner. <ul style="list-style-type: none"> 1st: Open to all students (committee members teaching the basic public speaking skills) 2nd & 3rd: Open to contestants only (intensive training & individual consultation offered by TIC) The Contest is held in a morning assembly in November at Noble Hall. 	<ul style="list-style-type: none"> 1.4 2.1 2.2 	<ul style="list-style-type: none"> Students from Junior and Senior forms participating in the Contest with speaking skills improved Coaches' and students' positive feedback Leadership skills, communication skills, presentation skills, problem-solving skills and self-confidence of Committee members of the English Society strengthened 	1 st Term: 09 – 11/ 2013	<ul style="list-style-type: none"> Teachers-in-charge (TIC) CAC Committee members 	<ul style="list-style-type: none"> Budget on prizes and certificates English Corner Noble Hall

		<ul style="list-style-type: none"> English teachers are invited to be the adjudicators. 					
	2. Inter-House Debating Championship	<ul style="list-style-type: none"> The English Society promotes the Championship and workshops, and House captains recruit representatives in September. TIC/External Coach holds 3 debating workshops in October after school at the English Corner to equip participants with basic debating skills. 3 preliminary rounds of competition are held in November. TIC books the venue (e.g. B104/SAC) in advance. TIC holds a debating workshop in early December to prepare the winning teams for the grand final. House captains get the topic of the debate one week before the competition for preliminary rounds and two weeks before the competition for grand final. English teachers are invited to be the adjudicators of different rounds. 	<ul style="list-style-type: none"> 1.4 2.1 2.2 	<ul style="list-style-type: none"> S.1- S.6 students participating in the Competition with speaking skills and communication skills improved. Teachers' and students' positive feedback Leadership skills, communication skills, presentation skills, problem-solving skills and self-confidence of Committee members of the English Society strengthened 	1 st Term: 09 – 12/ 2013	<ul style="list-style-type: none"> TIC CAC Committee members AV team members 	<ul style="list-style-type: none"> Budget on prizes and certificates Budget on hiring external coach English Corner B104/SAC Noble Hall PowerPoint slides Microphones
S.1 – S.5	1. Creative Writing Competition 2. Poetry Writing Competition 3. Book Review Competition	<ul style="list-style-type: none"> TIC distributes topic and guidelines of the competitions to English teachers and students three weeks before the deadline. S.1 to S.5 English teachers collect and select the best 2 pieces from each class for each Competition. English teachers are invited to be the adjudicators. 	<ul style="list-style-type: none"> 1.2 1.4 2.1 	<ul style="list-style-type: none"> All S.1 to S.5 students participating in the Competitions. Good works are published. Progress in S.1 to S.5 students' writing ability being observed 	1. 10/2013 2. 11/2013 3. 04/2014	<ul style="list-style-type: none"> CAC S.1 – S.5 English teachers 	<ul style="list-style-type: none"> Budget on certificates

S.1-S.3	1. Inter-class Role Play Competition	<ul style="list-style-type: none"> • Refer to 2.1.1 for details of integrating role play into the curriculum. • S.1-S.3 class representatives are invited to attend two role play workshops held at lunchtime. • TIC of the workshops gives guidance in script writing and stage acting. • The Competitions of three forms are held on different days in assigned period. • TIC books SAC in advance. • English teachers are invited to be the adjudicators. 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.1 • 2.2 	<ul style="list-style-type: none"> • Refer to 2.1.1 	1 st Term: (S.3) 10 - 11/ 2013 2 nd Term: (S.1& S.2) 02 – 04/ 2014	<ul style="list-style-type: none"> • AT • S.1 - S.3 English teachers • CAC • Committee members 	<ul style="list-style-type: none"> • Budget on production, prizes and certificates • Handouts on role play skills • SAC
	2. Inter-class Spelling Bee Competition	<ul style="list-style-type: none"> • Refer to 2.1.1 for details of integrating the activity into the curriculum. • In late-March, TIC collects vocabulary lists of S.1-S.3 English. • Based on the collected materials, committee members draw up a list of vocabulary for each form for Part A of the Competition. • A list of more challenging vocabulary is prepared for Part B. • TIC makes copies for the finalized vocabulary list (Part A) and rules of the Competition and have them distributed to all S.1 to S.3 students in late April. • The Competitions are held in 3 consecutive weeks for S.1, S.2 and S.3 respectively in May. • TIC books Room B104A in advance. 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.1 • 2.2 	<ul style="list-style-type: none"> • Refer to 2.1.1 	2 nd Term: 03 – 05/ 2014	<ul style="list-style-type: none"> • AT • S.1 – S.3 English teachers • TIC • CAC • Committee members 	<ul style="list-style-type: none"> • Budget on prizes and certificates • Vocabulary list • B104A • Microphones • Buzzing system

Intra-school Programmes / Activities / Schemes

S.1-S.6	1. English Corner	<ul style="list-style-type: none"> NET, AT and Committee members open English Corner regularly, providing a variety of activities for students' exposure to English in different ways (e.g. reading circle, movie or song appreciation, board games etc.) A stamp-awarding system is set to raise students' motivation in joining the activities. English Teachers encourage students to go to the English Corner during lunchtime and after school. Committee members promote the activities of English Corner and deliver updated news through morning announcements. 	<ul style="list-style-type: none"> 1.4 2.2 	<ul style="list-style-type: none"> Teachers' and students' positive feedback No. of students' visit to the English Corner being increased Self-access English learning fostered Leadership skills, communication skills, presentation skills, problem-solving skills and self-confidence of Committee members of the English Society strengthened 	10/201 3 – 05/201 4	<ul style="list-style-type: none"> NET AT CAC Committee members for English Corner 	<ul style="list-style-type: none"> DVDs of movies, videos and songs Board games Reading materials for Reading Circle and Bookworm Digging English Corner Log Book
	2. E-Learning @Library	<ul style="list-style-type: none"> English teachers encourage students to utilize the resources in E-learning @Library, doing self-learning on pronunciation, reading, grammar and IELTS practice English teachers refer students to the E-learning@ Library by filling in the E-learning Referral Form if necessary. TIC follows up the operation and students' attendance and participation record of E-learning @ Library. 	<ul style="list-style-type: none"> 1.2 1.3 1.4 2.2 	<ul style="list-style-type: none"> Progress in students' English language ability in writing, reading, listening and speaking Positive feedback in students' survey Students having strong ownership of their learning 	10/201 3 – 05/201 4	<ul style="list-style-type: none"> TIC Committee members for E-learning 	<ul style="list-style-type: none"> Computers with E-learning software installed E-learning Log Book E-learning Referral Form
	3. Morning Sharing	<ul style="list-style-type: none"> TIC draws up a timetable for Morning Sharing Session in September and distributes it to all English teachers. 	<ul style="list-style-type: none"> 1.2 1.4 2.1 	<ul style="list-style-type: none"> Representatives from each class of all forms participated in the 	10/201 3 – 05/201	<ul style="list-style-type: none"> TIC English teachers 	<ul style="list-style-type: none"> N/A Morning Sharing

	Sessions	<ul style="list-style-type: none"> • Regular English Sharing sessions are held during the morning assembly, in which one or several students from each class is/are invited by English teacher to do some sharing in front of the whole school per session. • TIC reminds the English teacher of the date, collects the name(s) of speaker(s) one week before each session. • English teachers give advice to the students for preparation of the speeches and submit the scripts to TIC. • Evaluation will be carried out by the English teachers and the students giving the speeches. 	<ul style="list-style-type: none"> • 2.2 	<p>activity with speaking skills improved</p> <ul style="list-style-type: none"> • Confidence of the participants enhanced • A language-rich environment created 	4		Session Record Form
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S.1-S.5	1. English Show	<ul style="list-style-type: none"> • The English Society promotes the fun of English learning by giving a range of performances such as singing, drama and speech making or/and holding interactive sessions like tongue-twister riddles and magic show in the English Show. • Committee members of the English Society hold meetings, draw up a proposal and have it submitted to TIC by January. • TIC and committee members hold meetings, finalize the rundown, and recruit helpers and performers in mid-February. • The English Show is held in early or mid-March at Noble Hall during morning assembly time. • Evaluation will be carried out by TIC and committee members after the English Show. 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.1 • 2.2 	<ul style="list-style-type: none"> • Keen participation of students from S.1 to S.5 in English Show as coordinators, performers and audience • Positive feedback from teachers and students • Well-organized preparation work with minutes of meetings and proposals for the English Show submitted by committee members • Leadership skills, communication skills, presentation skills, time management skills, problem-solving skills and self-confidence of committee members of the English Society strengthened 	01– 03/ 2014	<ul style="list-style-type: none"> • TIC • CAC • Committee members 	<ul style="list-style-type: none"> • Budget on production and gifts
S.1-S.4	English Learning Programme (ELP)	<ul style="list-style-type: none"> • English teachers distribute ELP Passports to S.1-S.3 students and Chat Passes to S.4 students respectively in September. • English teachers introduce the stamp-awarding system to students and encourage students to join co-curricular activities. • English teachers monitor students' progress by checking the Passports and Chat Passes three times a year, in the first week of Dec, Mar and May. 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.2 	<ul style="list-style-type: none"> • S.1 to S.4 students' writing, reading, listening and speaking skills enhanced • Number of students getting a "Good" grade on ELP Passports and Chat Passes increased compared to the figures last year. 	09/201 3 – 05/201 4	<ul style="list-style-type: none"> • CAC • S.1 – S.4 English teachers 	<ul style="list-style-type: none"> • ELP Passports • Chat Passes

S.1 – S.3	1. Extensive Reading Scheme (ERS)	<ul style="list-style-type: none"> • English teachers assign a level of ERS books to students with reference to the record given by students' English teachers of the previous year (S.1 boys need to do a Placement Test). • TIC distributes guidelines including the grading system to English teachers and students in September. • English teachers monitor students' progress in the Extensive Reading Scheme (ERS) by recruiting student helpers for checking the ERS books of the classes once a month. • English teachers may invite students to share their books in front of the class. 	<ul style="list-style-type: none"> • 1.2 • 1.4 	<ul style="list-style-type: none"> • Progress in S.1 - S.3 students' English reading and writing ability being observed • Students having strong ownership of their learning • Reading habit of students cultivated, reflected by number of books students read each month • Students' confidence in speaking enhanced through books sharing 	09/2013 – 05/2014	<ul style="list-style-type: none"> • CAC • S.1 – S.3 English teachers 	<ul style="list-style-type: none"> • Placement Test
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S.4	1. NET CHAT	Refer to 2.1.2					
Inter-school Programmes/ Activities							
S.1-S.6	1. Speech Festival	<ul style="list-style-type: none"> • TIC distributes guidelines and application forms of the Festival to English teachers. • English teachers promote the competition and nominate students to join the competition • TIC collects application forms and follows up 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.2 	<ul style="list-style-type: none"> • Students' speaking skills and confidence enhanced • Improvement in students' performance observed by coach 	09 – 12/ 2013	<ul style="list-style-type: none"> • TIC • English teachers 	• Poems
	1. Hong Kong Budding Poets Award 2. Hong Kong Young Writers Awards	<ul style="list-style-type: none"> • TIC distributes guidelines and rules of the events (if any) to English teachers. • English teachers help promote the events to the target groups and nominate students to join the events • TIC collects works from students and follows up 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.2 	<ul style="list-style-type: none"> • Students' writing potential developed • Students' writing ability, interest and confidence enhanced 	09/201 3 – 05/201 4	<ul style="list-style-type: none"> • CAC • English teachers 	N/A
	3. Other programmes organized by external associations	<ul style="list-style-type: none"> • Teacher advisors of the English Society explore opportunities to increase students' exposure to English in different contexts • English teachers help promote the event to the target groups and nominate students to join the events 	<ul style="list-style-type: none"> • 1.2 • 1.4 • 2.2 	<ul style="list-style-type: none"> • Students' potential developed • Number of students joining inter-school activities being increased • Students' positive feedback 	TBC	• CAC	• Enrolment Fee of the events

2.2 Budget

INCOME

Item	Source	Approved Budget (HK\$)
Budget for English Department	School	26000
Budget for English ECA	School	3000
		29000 Total

EXPENDITURE*

Item	Location	Expected Expenditure (HK\$)
1. Reference Books & Teaching Resources	English Resources Room	8000
2. Extensive Reading Scheme	English Corner	2000
3. Library Books	Library	3000
4. CDs & DVDs	English Corner	1600
5. Magazines & newspapers subscription	English Corner	5000
6. Posters & materials for enhancing English learning atmosphere	English Corner	1000
7. Coach Fee	Debating Workshops	2400
8. Promotion materials for activities	English Corner/Workshops/Competitions	3000
9. Prizes & certificates for activities	English Corner/Workshops/Competitions	2000
10. Stationery	English Department	1000
		29000 Total

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

英華書院
二零一三至二零一四年度
中文科
工作重點及教學計劃

教學宗旨

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

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

目標

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

1. 強：

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

2. 弱：

- 近年初中同學的學習差異極大。
- 近年初中同學的紀律及秩序十分差，老師要花大量心力管秩序及收功課，不但影響進度，更嚴重影響教學質素。
- 近年中一同學入學時的中文水平比較差（尤其在寫作及閱讀能力方面）。
- 初中學生之說話能力較弱。
- 學生一般自學能力都較弱。
- 近年學生閱讀課外讀物之情況不大理想。高中學生甚少主動閱讀課外書，而初中生甚至連閱報情況也不理想。
- 中三同學考TSA的成績未如理想。
- 初中同學以A及B班同學的表現較好，C班只屬一般，D及E班最不理想。

3. 機：

- 校方於2013-14年度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。
- 本校之初中實施分組教學，讓老師能把每一班學生照顧得更好。

4. 危：

- 由於本校實施一條龍教學，因此本科同工忽然增加了許多合作夥伴，溝通及適應方面都比以往複雜。
- 在「銜接中學課程測試」中，同工發現小六同學的「語文知識」、「讀」及「寫」三方面的水平未如理想。
- 小六同學在中、英、數三科中以中文科的表現最不理想。
- 本校一直積極推行普通話教學，小學部同工尤以此項目為重點工作，但本校近年中一同學的普通話水平並非十分理想，這種情況以C、D、E班為甚。部分聆聽普通話能力較弱的同學在課堂上的接收力嚴重受影響，聆聽考試成績亦未見理想。

2013-2014年度中文系配合校方五年計劃之重點工作：

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：

a. 初中增潤課程：

- 中一及中二全級除核心課程(以單元為核心)外，輔以補充練習(工作紙)作為延伸課程。
- 初中 AB 班必做延伸補充練習，CDE 班可選教（測考不以此出題）。

對象：

初中同學

負責人員：

初中科主任

評估方法：

- 由老師觀察學生之表現，在科務會議蒐集老師之意見。

完成時間：

- 2013-2014年學年終結。

b. 高中設增潤班：

- 退修某些選修科之中五及中六級同學會額外多上兩節中文增潤班。
- 增潤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。
- 增潤班同學重點加強成語及文言文之訓練。
- 同學必須定期進行評估，分數亦會顯示在成績表上。

- 中五同學各項目分數安排：

閱讀能力--20分

寫作能力--20分

聆聽能力--10分

說話能力--14分

綜合能力--16分

成語--10分

文言文基礎知識--10分

*總分為100分

中六同學各項目分數安排：

閱讀能力--20分

寫作能力--20分

聆聽能力--10分

說話能力--14分

綜合能力--16分

*總分由80分換算至100分

增潤課程以 100 分計算，等級安排如下：

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

對象：

- 高中退修某些選修科之同學。

負責人員：

高中科主任

評估方法：

- 由老師觀察學生之表現，在科務會議蒐集老師之意見。
- 學期終結前，學生須填寫「增潤課程評估問卷統計表」。

完成時間：

- 2013-2014年學年終結。

c. 分組上課/課後輔導班：

- 中一至中三級設小班分組教學，中一及中二五班分七組，中三五班分六組。
- 中一及中二級設課後輔導班，由老師及助理教師任教。

對象：

- 初中同學

負責人員：

初中科主任、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：

- 2013-2014年學年終結。

d. 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。
- 大約每學期一次同級觀課，全年兩次。
- 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。

完成時間：

- 2013至2014年學期終結前。

e. 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。
- 中一至中三級在其中一張考卷（讀本問題）內設挑戰題，佔該卷分數10%。
- 調節測驗分的比重佔考試總分的20%。

對象：

- 初中同學。

負責人員：

- 初中科主任。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2013至2014年學期終結前。

2. 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材能。

推行方式：

a. 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	十月至十一月	中國中學生作文大賽 文學之星(香港賽區)比賽
中一至中六	十月至十一月	「巧言善論」全港學生口語溝通大賽
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
中一至中五	九月至十二月	基本法多面體全港中學生辯論賽
中一至中五	訓練： 十月至十一月 比賽： 二月 文乎營：七月	聯校文學創作班、比賽及文學營
中一至中五	九月至五月	星島全港校際辯論比賽
中一至中五	十一月至三月	Zecra 思辯盃全港中學生辯論比賽
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	一月至八月	聯校中文辯論比賽
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
中一至中三	二月至七月	德信中學初中學習交流辯論賽
中一至中五	二月至五月	全港中小學普通話演講比賽

中一至中五	三月至五月	學界粵語正音大賽
二月至五月	五月至七月	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

負責人員：

- 初中科主任、高中科主任、中文科課外活動統籌主任。

評估方法：

- 總結賽果。
- 在科務會議蒐集老師之意見。

完成時間：

- 2013 至 2014 年學期終結前。

b. 提升校園學習氣氛：

- 配合學校安排展示名人名句。
- 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：

- 2013 至 2014 年學期終結前。

3. 發展教師專業：

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：

- 中文、中史、普通話同科或跨科觀課。
- 支持老師參與校外工作(如借調、做公開試擬卷/閱卷員)。

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：

- 總結活動次數，在科務會議蒐集老師之意見。

完成時間：

- 2013至2014年學期終結前。

4. 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：

a. 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。
- 參加考评局之網上練習系統 (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：

- 2013至2014年學期終結前。

b. 設計科本/班本學習計劃及課程

- 老師課後私補
- 中六同學摘星溫習小組 (由老師指定 20 名同學參加)。
- 中六同學補底溫習小組 (分兩組, 由老師指定 20 名同學參加。)
- 中六同學分組上說話訓練課 (每次上說話訓練課, 有 10 位同學會跟助理教師到另外一個課室上課, 因此在兩節說話訓練課中會有 20 位同學可以得到訓練機會。)
- 為中六同學舉辦尖子講座 (期中試頭 30 名及模擬試頭 30 名可參加)
- 為中六同學舉辦輔導講座 (期中試最後 30 名及模擬試最後 30 名可參加)
- 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、助理教師及任教高中的老師。

評估方法：

- 在科務會議蒐集老師之意見。

完成時間：

- 2013至2014年學期終結前。

5. 中小學銜接計劃

目標：

- 中小學更緊密聯繫。
- 透過協作, 提升教與學效能。

推行方式：

- 雙方代表列席對方之科務會議, 以期更清楚彼此的工作情況。
- 雙方交換課程大綱、教材、試卷及學生課業等。
- 透過同學的測考成績, 追蹤個別特別需要關注的同學, 觀察其進度, 鞏固補底工作。
- 中小學同工透過互相觀摩, 增進交流。
- 13-14 年度銜接工作關注項目：

a. 以普通話作為教學語言

小學部：

- 上下學期第四週開始課後漢語拼音班, 加強拼寫訓練；
- 於平日默書卷中加插「漢語拼音」檢測項目, 模式為：拼寫詞語、譯寫句子；
- 於低小說話考卷中安排「認讀聲韻母」、「拼讀詞語」項目；

- 於期末安排檢測。

中學部：

- 為小六升中一同學安排 GAPSK 測試。
- 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。
- 繼續為同學安排課後普通話精進課程。
- 為能力稍弱的同學安排以廣東話作為教學語言的輔導班。
- 能力弱的同學用附拼音版的教材。

b. 閱讀教學

小學部：

- 於古文課堂中加強朗讀文言故事的訓練，讓學生掌握其中的寓意，翻譯文句及分辨文本中的虛詞詞義；
- 指導四至六年級摘抄「課堂筆記」；
- 一個月安排一次「指定讀本」導讀課。
- 以「閱讀筆記」提高學生閱讀「指定讀本」小說的閱讀素質，確保學生於限時完成閱讀；
- 課間加強學生的高層思維能力，課餘以校本工作紙鞏固之。

中學部：

- 同學繼續上課做筆記，每教一篇課文，同學必須自行理清脈絡，整理每篇的段旨及文章主旨以及教材所要說明的道理，尤其是其中所含之中國文化元素。
- 繼續加強文言文教學。

c. 寫作教學

小學部：

- 安排「隨筆」，讓學生暢所欲言；
- 「小練筆」項目：「讀寫結合」材料、關聯詞造句、PS1 短文寫作題、成語；
- 提高四至六年級學生寫作之速度；
- 指導審題技巧、文章內容主次詳略安排、具體描寫方法。

中學部：

- 繼續抓好同學的隨筆功課。
- 繼續抓好同學的寫字速度，嚴格要求同學即堂完成，強化同學之思考及寫字速度。
- 加強同學的扣題意識，做好基礎訓練。

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：

- 2013-2014年學期終結前。

13-14年度之中文系教師名單

1. 中國語文科

任教中一級之老師--唐韵 黃小娟 郭慧茹 梁秀燕 潘迪詩

任教中二級之老師--潘迪詩 郭慧茹 黃正夫 唐韵

任教中三級之老師--鄧淑敏 黃小娟 葉澤亮 曾定祥 林少娟

任教中四級之老師--黃正夫 鄧淑敏 王穎 朱國源 甄沃奇

任教中五級之老師--林少娟 曾定祥 梁秀燕 吳碧華 葉澤亮

任教中六級之老師--甄沃奇 吳碧華 王穎 朱國源 梁秀燕

2. 中國文學科

中四級任教老師--朱國源

中五級任教老師--唐韵

中六級任教老師--甄沃奇

3. 普通話科

中一級任教老師--唐韵 甄沃奇 王穎

中二級任教老師--唐韵 潘迪詩 黃小娟 郭慧茹

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	

英華書院
二零一三至二零一四年度
中國歷史科
分級課程宗旨、教學目標及教學計劃

(I) 本校現況：

(甲) 長處、優勢

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

(乙) 困難、不足

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

(II) 本年度教學重點：

中一至中三

(甲) 課程宗旨

- 一· 掌握中國歷代重要史事、歷代人物的嘉言懿行及文化知識，為新高中課程的「歷代發展」及「歷史專題」兩大學習領域打下基礎。
- 二· 培養學生認知、理解、觀察、分析等基本能力，為升高中時治史所要求的高層次思维打好基礎，諸如啟疑、批判、評鑑、反思、辨偽等能力。

- 三·培養學生對歷史遺產的尊重和愛護
- 四·陶鑄學生優良品德情操、責任感及培養民族感情；啟發學生對本國歷史的溫情與敬意

(乙) 本年教學目標

配合學校的周年計劃，本科本年度之教學重點：

- 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。

(丙) 施行計劃

1. 提高教與學之效能及培養學生之品德情操

中一級

- 1.以學生為本之教學活動為主。
2. 加強課堂筆記及手繪歷史沿革簡圖練習。
- 3 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
- 4 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習，老師亦可張貼成績優異的功課於壁報板上，以示鼓勵，並讓同學互相觀摩，交流心得。
5. 鼓勵學生多閱讀有趣的歷史故事，或與本科有關的課外書；參觀展覽、文物館、博物館以豐富其國史知識。

中二級

- 1.以鞏固同學表述史事之能力為主，可安排分組討論及評述史事。
- 2 加強課堂筆記及手繪歷史沿革簡圖練習。
- 3 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
- 4 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習，老師亦可張貼成績優異的功課於壁報板上，以示鼓勵，並讓同學互相觀摩，交流心得。
5. 鼓勵學生多閱讀有趣的歷史故事，或與本科有關的課外書；參觀展覽、文物館、博物館以豐富其國史知識。

中三級

1. 宜多作史事評論之練習，以銜接新高中之中央社課程。
2. 多作手繪歷史沿革簡圖練習。
- 3 加強運用時間線或概念圖等來闡明史事因果、發展、演變等概念。
- 4 須鞏固初中史事知識，以為理解分析基礎，引導同學掌握專題研習能力。

- 5 至於品德情操、責任感及民族感情的培養，則有賴任課老師在課堂上隨機教習，老師亦可張貼成績優異的功課於壁報板上，以示鼓勵，並讓同學互相觀摩，交流心得。
6. 鼓勵學生多閱讀有趣的歷史故事，或與本科有關的課外書；參觀展覽、文物館、博物館以豐富其國史知識。

2. 照顧學習差異，冀能提高學習效能

在教與學方面：

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，如角色扮演、廣播劇等，藉以提高學生的認知和分析能力。較有效的方法是小班教學，老師可以較有效地照顧不同學生的需要，不過在目前資源不足的情況下較難辦到。

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。此外，各級任課老師亦需協調這類教材，以免造成不公平的情況。

中四至中六

行高中新課程。

（甲）課程宗旨

讓學生能夠：

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

史知識。

(乙) 本年教學目標

配合學校的周年計劃, 本科本年度之教學重點:

1. 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。
2. 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。
3. 在公開考試中表現優異

(丙) 施行計劃

1. 任課老師須清楚指示學生作課前預習，以初步掌握新章節的內容要點。
2. 任課老師除講解本科的基本知識外，尚宜運用探究式教學方法，如提問、討論、報告、辯論等活動，從中訓練學生的各種思維能力。
3. 授課時可使用漫畫，也可以要求學生繪製地圖，設計遊戲，製作報刊，寫作劇本及排演廣播劇，口述歷史，製作專題報告／專題研習等，配合課程講述。
4. 講解課程內容時，任課老師宜引導學生記下簡單筆記，繪畫圖表，如年表／時間線及概念圖等，幫助學生對歷史的學習從「點」擴闊至「面」，增進其對史事的發展過程、因果關係等的了解。
5. 每教畢一章節，宜要求學生完成相關的評論題練習（一至二題）及繪畫歷史地圖，以鞏固學生學得的國史知識。
6. 評論題須著重訓練學生的思考、分析、比較、綜合、評論史事的能力，任課老師必須向學生講解清楚答題的要求，讓其明白及掌握答題技巧。
7. 適時作定期測驗，擬題亦宜以考核學生理解、思辨、分析、評論能力為主。其次則為考核學生的基本知識、概念，藉此敦促學生勤於溫習，鞏固其本科知識。一切練習測驗、考試的評分標準，須切合公開考試的要求，讓學生熟習會考的模式。
8. 派發簡潔的筆記，使學生學習有所依據。
9. 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。
10. 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。

(III) 監察計劃施行情況

1. 通過各級會議了解同學的學習情況。
2. 同學在兩次統一測驗的表現，通過統計數據了解同學的學習問題，從而訂定跟進措施。

中一至中三的評核方法如下：

一. 學期總分比重

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

二. 在擬題方面，每卷可擬定不同難度（高、中、低）的題目，各佔全卷的 20%、40% 及 40%，讓不同素質的學生可就其認知範圍選擇有能力應付的題目作答，減低學習差異所帶來的影響。具挑戰性的考材亦須來自學生平日在課堂曾學過的知識。擬卷老師亦需協調這類教材，以免造成不公平的情況。

三. 擬題之建議比重如下：

填充、選擇、排序、配對等雜類不宜超過 60%；資料題約 15%；問答題（短答、長答）約 25%

中四至中六採用校內及校本評核：

校內評核：

一. 測驗考試

1. 中四 (SS1)：

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

a. 中五 (SS2)：

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

b. 中六 (SS3)

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

二. 學期總分比重

1. 中四(SS1)：

上學期：測驗 20%，考試成績 80%，合計 100%

下學期：測驗 20%，考試成績 80%，合計 100%

2. 中五(SS2)：

上學期：測驗 20%，考試成績 80%，合計 100%

下學期：測驗 20%，考試成績 80%，合計 100%

3. 中六 (SS3) :

上學期：測驗三次或以上(作期中試計)，100%

下學期：模擬考試 100%

校本評核：

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

(IV) 評估成效的方法

1. 學生在統測、校內考試及公開考試的表現。
2. 根據學期末學生所填寫的評量表，以評估教學的成效。

(V) 功課及教學活動安排建議：

中一至中三

1. 中國歷史科作業、歷史地圖繪製、問答練習
2. 資料蒐集、報告等

中四(SS1)、中五(SS2) 及中六(SS3)

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

(VI) 評改標準及成績考查：

1. 功課作業：按成績優劣，給予等第或分數。

甲等：優異 乙等：良好 丙等：常
丁等：可 戊等：劣

2. 考試及測驗評分：給予分數，再按分數評定等第

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

※ 可根據整體考試結果，作適當調整。

※ 中一至中三全級不及格百分比，不宜超過百分之二十。

等級描述如下：

香港中學文憑考試 中國歷史科

等級描述（暫定稿）

達到下述等級考生的典型表現：

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

(VII) 課外活動的建議：

1. 鼓勵同學積極參與本科課外活動
2. 紀錄片或電影播放：播放與本科有關的紀錄片或電影，輔助本科課堂教學的不足。
3. 參觀博物館，可於上課日舉行，也可於長假或試後活動時段進行。

(VIII) 中國歷史科教具一覽：

- 一．掛圖—由傳疑時代至現代中國歷史沿革圖
(由文達出版社提供，配合教科書內容)
- 二．幻燈片—由傳疑時代至現代中國

三·歷史文物圖冊及圖片

- 四·錄音帶：
- 1.《中華五千年》
 - 2.《歷史的再生》杜正勝先生主講
 - 3.《歷史的變與常》余英時先生主講
 - 4.《推動歷史的因素》許倬雲先生主講

五·錄影帶：紀錄片

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

電視劇集

- 18.「三國演義」

電影

- | | |
|------------|-------------|
| 19.「華陀與曹操」 | 20.「畢昇」 |
| 21.「成吉思汗」 | 22.「林則徐」 |
| 23.「甲午風雲」 | 24.「孫中山」 |
| 25.「秋瑾」 | 26.「血戰台兒莊」 |
| 27.「開國大典」 | 28.「我的一九一九」 |
| 29.「黃土地」 | |

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

【中華文明】大型歷史紀錄片 DVD 六片裝 – 中央電視台】；

歷史劇 – 風雨橫斜學與教資套

出版社之網上資源：

由上古至清短篇動畫

七·2009-10 新加書籍：

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

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

九·高中中國歷史課程支援教材 – 必修及選修部分
香港課程發展處

十·網上中華五千年目錄：（見附件四）

十一 「國采朝章－清代宮廷服飾」展覽圖錄(兩冊)，由香港歷史博物館出版

十二 【古玩奇兵】探索香港歷史的奪寶遊戲，由香港文化遺跡計劃出版

Economics

Programme Plan 2013-2014

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) 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) The class size is reduced. (e.g. about 30 students in SS1.)

This is a good environment for the NSS students. It is more easily to cater for individual needs particularly doing SBA.

(b) Social Science Society is willing to organize extra-curricular activities for economic students.

Threats

(a) Teachers were overloaded in teaching and non-teaching work .

(b) 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 2012-2013 are:

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

E. Implementation Plan

Task	Objectives	Task description	Person in charge	Methods of Evaluation	Success criteria	Time Scale
1	Catering for Learning Diversity	<ul style="list-style-type: none"> - Holding monthly whole school lesson collaboration exercises - Sharing of good practices -Modification of Assessment format (composition of challenging questions in exam papers for S3) -Small tasks and Quiz are assigned and feedback is given frequently to encourage learning. -More group sharing or group works are held during the lesson to motivate learning. 	Panel chairperson	<ul style="list-style-type: none"> - Students' survey - Subject records of useful resources in teaching strategies - Progress of students' performance 	<ul style="list-style-type: none"> - Progress in students' academic results - Conduction of collaboration and peer observation - Positive response in students' feedback survey 	9/2013-5/2014
2	Strengthening the role of personnel in middle management	<ul style="list-style-type: none"> Development of instructional leadership - participation in training courses - implementation of PIME cycle 	Panel chairperson	<ul style="list-style-type: none"> - Expansion and usage of storage capacity. - Subject teachers' survey - Training records 	<ul style="list-style-type: none"> - Utilization of departmental shared folders through intranet. - Year-round update of subject materials in intranet. - Participation in training courses - Subject head showing 	9/2013-5/2014

					appropriate evaluation on the effectiveness of subject works.	
3	To enhance SS3 students' academic performance	Supporting students to equip themselves effectively to sit for the public examinations <ul style="list-style-type: none"> - Enhancement classes - Study groups - Sharing from graduates on study and examination skills 	Panel chairperson and teachers	<ul style="list-style-type: none"> - Attendance and progress record of enhancement classes - Students' Evaluation From - Results of school and public examinations 	<ul style="list-style-type: none"> - Enhancement classes being held - Study groups being formed - Students showing progress in tests and examinations - Students showing stronger confidence in face of public examinations 	9/2013-3/2014

F. Plan of Economics Panel to prepare students for DSE Examinations

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	Each teacher has the hand book of level descriptors related to DSE assessment. Holding panel meeting by panel chairpersons to share the assessment criteria.
2. Familiarizing students with DSE sample scripts and level descriptors	Discussion after school tutorials with students in groups. Discussion and practice during lessons. 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.
4. Timely review of students' needs and ability after tests / examinations	Review performance of students in tests so as to fit in the needs of students in their learning.

5. Sharing from current old boys	At least one old boy will be invited to share his skills in preparing for public examinations before December for DSE students.
6. Tutorial classes for low achievers and high achievers	Two old boys will be invited to have ten tutorial classes for the low achievers. Teacher will have tutorial classes for the high achievers.

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 15% and 5% of course works of the total marks of the mid-year examination and final examination.
 - (c) There will be at least three tests in the first term for S6
 - (d) For S3 New Assessment policy:
Adoption of 3-tier difficulty levels of test/exam papers
(40% easy questions, 40% average questions, 20% challenging questions)

H. Performance Standard

1. School Examinations
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 60% and the level 2 or above percentage is 90%

I. Budget

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

J. Programme Team

Mr. Lam Wai Hoo is Subject Coordinator, teacher of S3 and S5

Miss Chung Yee Fan teacher of S3, S4 and S6

K. Suggestions to school

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

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

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

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

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

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

Prepared By
Lam Wai Hoo

Geography

Programme Plan 2013-2014

School Major Concerns :

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

C. Opportunities

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

D. Threats

1. S.3 students studies I.H. in the past two years. They do not have any subject knowledge about geography. Bridging programme is taught in September 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. Students taking 3X in S4 and S5 may drop the subject as they find that taking 3X may not beneficial in DSE.

III. Implementation plan

	Targets	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1.	Catering for learning diversity	Setting up remedial curriculum Modification of assessment format	HOD	Students' survey Progress of students' performance	Progress in students' academic results Positive response in students' feedback survey Students have strong ownership of their study	Whole year	
2.	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	--
3.	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2012-2013	Form coordinator and form teacher	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
4.	Excellence in public examinations	Development of subject-based study plans and curriculum planning	Form teacher	Examination-oriented tutorials for high and low achievers Steady performance of students in public examination Composition of revision plans and assessment of learning	Performance of students in public examinations	Sept – May	
5.	Prepare Ss for Public examinations	Enhancement classes	Form teacher	Attendance and progress record of enhancement classes	Students show progress in tests and examination Students show stronger confidence	Sept 2013-Jan 2014	--

					in face of public examinations		
6.	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	--
7.	Enhance student learning	Bridging programme	S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
8.	Enhance student learning	Bridging programme	Form teacher	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	--
9.	Enhance student learning	Geography Projects for S.3	S.3 teachers	Form teachers are required to check the progress of students	Students found the experience on data collection valuable	Sept - Jan	--
10	Enhance student learning	Geography Project for S6 (Field study camp - Cheung Chau)	Form Teacher	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	Sept 2013	--
11	Enhance student learning	Geography Project for S.4 and S.5	Form teacher	Field trips to be arranged 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	To be confirmed	
12	Enhance student learning	News Report S.3-S.6	Form teachers	Teacher is required to check the news	Reading and writing abilities of students improved.	Sept - May	--

				report of students	Students learnt about the current issues		
13	Strengthening human resources management	Strengthening the enforcement of staff appraisal system Facilitating staff collaboration	HOD	Productive and positive team-building work culture being observed	Checking documents of the new appraisal system Feedback from panel member	Nov 2013 Apr 2014	
14	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	HOD	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr. 2013	3000

IV. Evaluation

- Through the assessments, teachers can evaluate the ability of students and assess the effectiveness of teaching and learning.
- More frequent quizzes will be given in order to raise the students' academic standards.
- Extra lessons will be given to NSS2 after school as tutorial lessons for doing map works, exercises or informal tests.
- Newspaper cutting on current issues will be done as homework on a monthly basis. Students have to write summary and comment in about 200 words.
- Short-term assessments (every topic)
 - Formative assessments, e.g. homework, quizzes and dictation
 - Informal assessments, e.g. participation, performance in class, follow-up discussion and questioning
- Mid-term assessments
 - Tests, uniform tests
- Long-term assessments
 - Summative assessments, e.g. uniform test, school examination, public examinations

V. Performance standard

- S.3 students are able to write paragraphs. S.4-S.6 students are able to write short essays.
- 80% of S.3 students are able to apply geographical knowledge and skills in doing research project
- 85% students are able to pass the tests and examinations.
- 80% students will use the reference materials in the libraries and search information from the Internet.

VI. Budget

Items	Budget
Library books and Teaching aids (videos, CD-ROMs, etc.)	S3000

VII. Programme team

- Mrs. Ho Chan Suk-ching (Team leader)
- Mr. Ang KW

History

Programme Plan 2013-2014

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.

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. The introduction of Integrated Humanities in S1 and S2 to replace History and Geography can develop students' generic skills on the one hand but deprive them of knowledge in Humanity subjects on the other. There is limitation in arousing students' interest and develop their knowledge in History in S3 with 2 lessons per week only;
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.

Evaluation of the Year plan 2012-13

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

Strategies	Evaluation
Pre-lesson study and collaboration <ul style="list-style-type: none"> • Holding monthly whole-school pre-lesson study sessions 	<ul style="list-style-type: none"> • Four lesson collaboration exercises had been conducted together with the Chinese History panel over the teaching of topics related to Modern China • Opinions on teaching strategies and exercises composition were exchanged and lessons observed. • The MOI of the 2 subjects is different and there is the limitation on collaborative topics to just Modern China
Peer lesson observation <ul style="list-style-type: none"> • Implementing subject-based peer lesson observation once a term • Holding subject-based sharing sessions to review the lessons being observed • Accumulating useful resources in teaching strategies for subject-based knowledge management 	<ul style="list-style-type: none"> • Peer observation had been conducted once in a term within the panel • Timely sharing on the teaching of NSS History had been held with teachers concerned • Teaching resources like notes and worksheets had been shared among teachers in the junior and the senior levels • Peer lesson observation was found to be useful in spotting areas for further improvement in teaching practices
Professional development on lesson observation <ul style="list-style-type: none"> • Receiving training through Staff Development programs • Participation in EDB courses 	<ul style="list-style-type: none"> • QSIP Workshop, 'classroom management 班級經營' by Mr CHAN Hon-Sum • Staff retreat day in Breakthrough Youth village • Preparation of 'Comprehensive Review' by Mr Allen Mui • Discussion session on 5-year plan • Professional training on History teaching organized by EDB • Teachers had been active in taking courses inside and outside the school for updating and polishing up History teaching

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.

Project learning

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

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 2013 HKDSE Results

DSE History								
	Total No. of Ss	L5* or above (%)	Level 5 or above (%)	Level 4 + (%)	Level 3 + (%)	Level 2 + (%)	Passing %	% of 5 +
2012	10	0 (0%)	0 (0%)	2(20%)	4 (60%)	4 (100%)	100%	0
2013	24	5 (20.9%)	5 (20.9 %)	17 (70.9%)	22 (91.7%)	24 (100%)	100%	20.9%

Overall 2013 DSE Results of Different S6 Classes

	L5* +	L5 +	L4 +	L3 +	L2 +
6A	3	0	2	1	0
6B	0	0	1	0	0
6C	0	0	0	1	1
6D	0	0	1	1	0
6E	2	0	8	1	2

Background of Students

1. There were 28 students taking History and some are coming from better classes e.g. 6A and 6E. They were motivated and had good academic ability.
2. For students coming from classes 6B, 6C and 6D, They took History as an elective for security only in their JUPAS application. They were not as committed as the majority of History students. Yet, they are good in attitude.
3. The average level of results obtained by the History students is between Level 4 or above with more than 20% students achieving L5* or above.

Credits to Students

Students' performance this year was very 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 have in fact performed better than expected.

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 2013-14

Six Areas of history learning and teaching will be promoted in the academic year 2013 – 14.

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.3 to 6 to get students familiarize with the new requirements.
- 2.3 Project-based learning will be carried out in NSS1 so as to familiarize students with the SBA requirement to be conducted in NSS2.

3. Peer Collaboration, Peer Observation and Appraisal

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

Project learning

- 4.3 S.3 Students are required to form themselves into groups and investigate in one 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.
- 4.4 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. Intra-KLA / Inter-KLA Collaboration on Students' learning and activities

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

6. Life-wide learning

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

Evaluation

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

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

Plan of the History Panel to prepare students for 2014 DSE Examination

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	<ul style="list-style-type: none"> - Upload of HKEAA circulars / level descriptors related to DSE to e-class for teachers' easy access - Holding panel meeting by panel chairpersons to share explicitly the assessment criteria
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> - Feedback after marking test papers and assignments. - Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors - Provision of links related to HKEAA sample scripts - Discussion and practice during lessons
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> - Revision tests – once every 3 weeks (refer to attachment for revision time-table) - Tutorial class will be held after school for revision and discussion of essay questions. - Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted. - Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> - In marking students' assignments / tests, highlight marks scoring elements in the answer - Review performance of students in tests / assignments so as to fit in the needs of students in their learning.
5. Coaching students in doing their SBA	<ul style="list-style-type: none"> - Individual consultation - First draft of the written report have to be handed in mid-October - Second/Final draft of the written report have to be handed in December
6. Finish the syllabus by the end of December 2013	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.

S6 History Revision Plan 2013-14

A. Revision Tests

Date	Topic
26 / 8 (Mon)	Modern China
23/ 9 (Mon)	International Conflicts (WWI & WWII)
23 / 10 (Wed)	Modern Japan
21/ 11 (Thur)	The Cold War + International cooperation
9 / 12 (Mon)	Theme A: Japan + HK + China
6 / 1 / 14 (Mon)	Theme B: International Conflicts and Cooperation
22 / 1/14 (Wed)	Pre-Mock Exam

B. SBA

1. Deadline for **first draft** of your SBA report: **4 October, 2013**
Discussion Schedule: after school (4:00 -5:00) in October
2. Deadline for **second draft** of your SBA report: **8 November, 2013**
Discussion Schedule: after school (4:00-5:00) in November
3. Deadline for **Final Draft** of your SBA report: **6 December, 2013**

C. After-school Tutorials

Tutorials are set for two purposes:

1. Discussion on past papers and examination skills
2. Discussion on topic basis

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

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

Teaching Duties

Form	Teachers Responsible
3	Ms Alice Lee, Ms YY Chan*, Mr. KW Ang
4-6	Ms YY Chan*

*Form Coordinator

Panel Budget

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

Liberal Studies and Integrated Humanities Programme Plans 2013-2014

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 Catering for learning diversity	<ul style="list-style-type: none"> • Setting up remedial / enhancement curriculum <ul style="list-style-type: none"> - Composition of S1-2 IH core and extended curriculum; maintenance of percentage allocation of difficulty levels of questions in tests and exams with three-tier difficulty levels (4:4:2) - S1-3 split classes in academically weaker classes - S1-2 after school IH tutorials 	<ul style="list-style-type: none"> • Progress in students' academic results • Completion and constant review and necessary adaptations of curriculum • Increase in manpower (AT, old boys, outside resources, etc) to cater for learning diversity • Trial of new pedagogies 	<ul style="list-style-type: none"> • Teachers' survey • Students' survey • Student performance • Subject records such as L and T resources • Documents 	9/2013 -8/2014	MY Siu and YW Lam	<ul style="list-style-type: none"> • Funding from school • Funding from outside organisations

	<p>for low achievers (after 1st UT)</p> <ul style="list-style-type: none"> - S1-2 IH Summer Tutorial Classes for Students Being Offered Conditional Promotion - S4-5 after school tutorials on exam skills for financially disadvantaged students - S5 after school tutorials on exam skills for low achievers - S5-6 enhancement classes conducted by old boys and/or teachers on exam skills - Self-initiated tutorials / group discussion provided by teachers to all forms - In addition to Wise Learning, additional e-learning resources such as LS Wizard and Sing Tao Daily are procured and linked in school web for student frequent access - Constant review and necessary adaptations of curriculum - Close watch on the development of <i>Life and Society</i>, and IH curriculum <ul style="list-style-type: none"> • Pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> - Holding regular lesson collaboration exercises in all forms - Sharing of good practices in 	<ul style="list-style-type: none"> • Conduction of collaboration and peer observation • Progress of students' language ability • Positive response in students' feedback survey • Students demonstrating strong ownership of their study • Students completing news reports, book reports and summer reading programmes • Meetings held for discussing the development of IH • Meetings held to discuss support measures for SEN students 				
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	<p>school-level lesson collaboration and peer observation, subject-level collaborative lesson planning</p> <ul style="list-style-type: none"> • Modification of assessment format <ul style="list-style-type: none"> - Assessments according to S1-2 IH core and extended curriculum - Modified composition of challenging questions in IH exam papers (6 MC on News and 1 long question, carrying 12 marks) - Strengthening of assessment for learning through P-I-M-E cycle - SEN: timely review of student needs and formulation of measures which support student learning; sharing within panel and between panel • Consolidation of language ability <ul style="list-style-type: none"> - IH Bridging Programme - Inclusion of LAC elements in S1-2 IH curriculum and assessments - S1-2 after school IH tutorials for low achievers (after 1st UT) conducted by Assistant Teacher - Reading programmes (book reports, news reports and summer reading programmes) 					
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<p>1.2 Enhancement of learning atmosphere and attitude</p>	<ul style="list-style-type: none"> • Promotion of assessment for learning <ul style="list-style-type: none"> - Feedback to students through assessments for learning - Teacher training (e.g. EDB & HKEAA) on assessment for learning - Lesson collaboration on classroom assessment activities - Expansion of learning and teaching resources • Promotion of co-curricular activities in support of students' learning <ul style="list-style-type: none"> - Field trips and activities in S1-2 IH - Visits/competitions/talks in S3-6 LS - Promotion of inter-KLA collaboration • Fostering of a campus with strong academic atmosphere <ul style="list-style-type: none"> - Promotion of academic related activities such as talks, field trips and visits - In addition to Wise Learning, additional e-learning resources such as LS Wizard and Sing Tao Daily procured and linked in school web for students' frequent access - Exploration of the possibility of 	<ul style="list-style-type: none"> • Panel members' higher awareness of assessment as a means for learning • Composition of subject materials on assessment for learning • Expansion of learning and teaching resources • Organisation of co-curricular activities in support of learning and teaching • Provision of human factors in support of academic atmosphere • Students showing higher motivation in learning 	<ul style="list-style-type: none"> • Teachers' survey • Students' survey • Teachers' training records • Subject records such as L and T resources related to assessment for learning • Records of co-curricular activities in support of learning and teaching • Documents 	<p>9/2013 -8/2014</p>	<p>MY Siu and YW Lam</p>	<ul style="list-style-type: none"> • Fundin g from school • Fundin g from outside organis ations
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	displaying of past IES projects in school library					
1.3 Development of teachers' professionalism	<ul style="list-style-type: none"> • Staff development programs on pedagogy: assessment for/as learning <ul style="list-style-type: none"> - Invitation of outside agents for mass talks and subject based workshops - New teachers required to attend Professional Development Programmes (PDPs) provided by EDB and relevant training • Sharing of good practices in/across departments through lesson observation and open class <ul style="list-style-type: none"> - Inter/intra KLA lesson observation - Organisation of open class - Mentorship for new teachers - Staff appraisal • Support to teachers in participating in invitational posts and HKDSE-related work <ul style="list-style-type: none"> - Support teachers to participate in EDB, CDI and HKEAA work - Support to teachers to serve as HKDSE LS markers 	<ul style="list-style-type: none"> • Better understanding of assessment for/as learning • Development of open class and cross-subject lesson observation • Teachers showing positive feedback on lesson observation • Students showing greater engagement in lessons • Conduction of mentorship • Completion of staff appraisal • Participation of teachers in academic-related external organisations 	<ul style="list-style-type: none"> • Teachers' self-evaluation • Records of staff development programs • Students' survey • Records of teacher training, staff development and appraisal • Records of teachers' participation in invitational posts and HKDSE-related work 	9/2013-8/2014	MY Siu	/
1.4 Strengthening the role of personnel in middle-manag	<ul style="list-style-type: none"> • Knowledge management of departmental materials <ul style="list-style-type: none"> - Teaching materials, administration reports, EDB course materials, HKEAA 	<ul style="list-style-type: none"> • Utilization of departmental shared folders through intranet • Year-round update of subject materials in 	<ul style="list-style-type: none"> • Expansion and usage of storage capacity • Teachers' survey • Teachers' feedback and sharing 	9/2013-8/2014	MY Siu and YW Lam	/

ement	<ul style="list-style-type: none"> - materials, are to be kept on web - Expansion of virtual and physical storage capacity - Year-round update of subject materials in intranet - Frequent update of resources at resource corner in staff room - Sharing of materials of training course/talk among teachers - Master mark sheet used to maintain high term mark accuracy • Development of instructional leadership <ul style="list-style-type: none"> - Participation in training courses - Implementation of P-I-M-E cycle - Attending HKDSE LS Briefing Session on 2013 Exam and sharing in the panel - Attending Briefing Session on 2013 HKDSE IES - Frequent sharing and mutual support between panel heads - TTD 	<p style="text-align: center;">intranet</p> <ul style="list-style-type: none"> • Frequent update of resources at resource corner in staff room • Participation in training courses • Sharing and mutual support between subject heads • Subject head showing appropriate evaluation on effectiveness of subject work • TTD: information transfer; panel meetings and informal meetings; peer observation; implementation of TTD plans; attending P4 - P6 Parents' Night 	<ul style="list-style-type: none"> • Subject head's self-reflection and survey • Training records • Meeting records • Information exchange 			
1.5 Excellence in public examinations	<ul style="list-style-type: none"> • Development of subject-based study plans and curriculum planning <ul style="list-style-type: none"> - S4-5 after school tutorials on exam skills for financially disadvantaged students - S5 after school tutorials on 	<ul style="list-style-type: none"> • Examination-oriented tutorials for high and low achievers • Steady performance of students in HKDSE • Composition of revision plans and 	<ul style="list-style-type: none"> • Student performance in HKDSE • Records of internal and external exam practices • Student and teacher feedback 	9/2013-8/2014	MY Siu and YW Lam	<ul style="list-style-type: none"> • Funding from school • Funding from outside organis

	<p>exam skills for low achievers</p> <ul style="list-style-type: none"> - S5-6 enhancement classes conducted by old boys and/or teachers on exam skills - S5 supplementary lessons in 2nd term post-exam period - S5 supplementary classes and test in summer vacation - S6 subject-based study plans - HKEAA Practice Paper as pre-Mock Exam (if any) - S6 revision tests throughout the whole year till April 2014 - Completion of HKDSE syllabus by December for S6 - S6 revision and discussion of key issues in January - S6 Mock Exam (Feb 2014) and Post-Mock Exam (Mar 2014) - S6 tutorials in March and April 2014 - S6 Enhancement class and sharing on study and exam skills by old boys and/or teachers - Self-initiated tutorials / group discussion provided by teachers to all forms - Collection of Mock Exam papers of other schools for student practice - Curriculum review in all forms throughout the year 	<p>assessment of learning</p> <ul style="list-style-type: none"> • Self-initiated tutorials / group discussion • Supplementary lessons, tutorials and tests • S6 tutorials in March and April 2014 • Better awareness and use of district resources on training of exam skills • Students familiarised of exam-oriented assessments • Joint-school exam practices • Composition of revision plans and assessment of learning • Smooth implementation of IES • Constant review of school-based IES procedure • Storage of IES projects in eclass 				ations
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	<ul style="list-style-type: none"> - Attending HKDSE LS Briefing Session on 2013 Exam, and use of live papers for the demonstration of public exam requirements - Attending Briefing Session on 2013 HKDSE IES - Student familiarization of exam-oriented assessments - IES: preparatory work in S4 (book report, IES talk and preliminary proposal; IES tutorials offered by LS AT; school-based platform for IES collection; self-initiated tutorials / group discussion provided by teachers ; constant review of school-based IES procedure • Coordination of district resources <ul style="list-style-type: none"> - Student participation in Hok Yau Club LS Mock Examination and exams provided by other organisations - Teacher participation in district or organisation activities in support of exam, e.g. West Kln LS network • Promotion of assessment of learning <ul style="list-style-type: none"> - Revision tests for all forms 					
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Business, Accounting and Financial Studies Programme Plan 2014-2014

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.

Threats

1. Learning diversity is very great.
2. The curriculum is still too broad after streamlining. Teaching time is inadequate and as a result in-class practice is limited.

1.3 Objectives

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

Knowledge and understanding

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

Skills

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

Values and attitudes

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

2.1 ANNUAL PLAN 2013 TO 2014

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To strive for excellence in public exams	<ul style="list-style-type: none"> Curriculum guidelines and Assessment framework are given to students and students should be familiarised with the level descriptors so that they can clearly understand what are expected from them. Students will be drilling past papers from HKAL and HKCEE and other sources of questions. Enhancement workshops and remedial workshops to be arranged Frequently short quizzes to be given Sharing from graduates on study/exam skills Encouraging students to take public exams before HKDSE, such as HKIAAT Foundation Exams, as additional mock exam and to familiarise students with public exam settings. 	<ul style="list-style-type: none"> Students' awareness of the requirements of HKDSE Time space for drilling, workshops, tests and quizzes on top of covering the syllabus Students' participation in after lesson workshops Information of other exams passed to students Students' willingness to sit for other public exams 	<ul style="list-style-type: none"> Documents of subject plans Attendance and progress record of enhancement and remedial workshops Students' survey Results of school and public exams 	09/2013 – 07/2014	Subject teachers	Funding support for enhancement workshops
2. Catering for Learning Diversity	<ul style="list-style-type: none"> More challenging assignments will be given to higher achievers After lesson workshops and tutorial to be arranged for students with diverse abilities. Setting exam papers with 3 levels of difficulties – resembles HKDSE Parts A,B,C in paper 2 	<ul style="list-style-type: none"> Design of learning materials Students' participation in after lesson workshops 	<ul style="list-style-type: none"> Progress of students' performance Attendance record Results of quizzes and tests 	09/2013 – 08/2014	Subject teachers	Online resources and reference books
3. Enhancement of learning atmosphere & attitude	<ul style="list-style-type: none"> Assessment for learning – quizzes and tests given to check students' understanding and progress Promotion of co-curricular activities in support of students' learning – visits, competitions, workshops, other public exams, eg. LCCI 	<ul style="list-style-type: none"> Time space for drilling, workshops, tests and quizzes on top of covering the syllabus Information of activities and exams passed to students Students' participation in these activities 	<ul style="list-style-type: none"> Results of quizzes and tests Attendance record 	10/2013 – 07/2014	Panel Head Subject teachers	Update information of related activities and exams

2.2. PLAN OF INDIVIDUAL SUBJECT PANEL TO PREPARE STUDENTS FOR HKDSE 2014

Targets	Measures to be taken
1. Familiarizing teachers with the level descriptors of public examination	<ul style="list-style-type: none"> - Links of the HKEAA of the subject BAFS have been sent to panel members: - Latest Assessment Framework, curriculum and assessment guide, sample papers, level descriptors and resources on related areas.
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> - Links of the HKEAA of the subject BAFS have been printed in Students' Handbooks and distributed to students. - Discussion and practice during lessons - Feedback after tests and quizzes – with reference to the level descriptors
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> - Tests every 2 to 5 weeks - Weekly (lunchtime/after school) workshops will start in October - Questions from Past CE/AL papers and exam practice from different publishers will be used for drilling and revision - Drilling practice will continue during study leave as long as students find it helpful.
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> - Feedback after tests and quizzes
5. Finishing the subject syllabus by the end of December 2011	<ul style="list-style-type: none"> - so that time can be used for doing revision on topics done in S4 and for drilling
6. Sharing from old boys	<ul style="list-style-type: none"> - Hopefully 2 old boys will be able to come and share their skills in preparing for public exams and answering techniques with students in November.

3. SUBJECT-BASED PEDAGOGY

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

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

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
二零一三至二零一四年度
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) 有關的學習資源有助於學生學習，出版商提供圖片、字卡、光碟等，以輔助教導及學習普通話科。
- (4) 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 2009 年起一直協辦全港性大型朗誦比賽，本校學生擔任工作人員，對推廣普通話起了不少作用。

二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，只有小部份學生曾經在漢語地區生活居住過，普通話水平較高；由於英華小學普通話課程之前不以拼音為授課重點，仍有大部分英華小學升上中學的學生拼寫能力欠佳；部分學生聆聽方面仍存有困難。
- (3) 中一至二年級，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) 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。本科已從 2009 年開始協辦全港性中文朗誦比賽。
- (2) 校方對推廣普通話不遺餘力，對普通話學會舉辦活動鼎力支持，如普通話早會、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) 由於中三科目較多，教授時間緊迫，校方決定於中三取消普通話科。中三中文用廣東話授課，同學接觸普通話機會相應減少。

丙. 課程安排

一. 本年教學目標及實行計劃

(1) 中一至中二階段

	教學目標	實行計劃
聆 聽	1.培養聆聽的基本能力。	<ul style="list-style-type: none">● 課堂上運用正確的課堂規範用語。● 部分班級採用普通話教中文，增加聆聽機會。● 掌握教材中提供個人、家庭、學校及社會方面的常用詞，使學生了解其基本用法。
	2.聽懂各類型話語。	<ul style="list-style-type: none">● 程度較高的學生，於課堂中安排簡單的分組討論，讓學生有機會聽出不同意見的分歧所在。● 程度較低的學生，能夠完成課程中的聆聽練習。

	3.培養聆聽的興趣及良好的聆聽態度。	與學生一起欣賞普通話節目、歌曲，培養學生的興趣及幫助學生掌握聆聽技巧。
說話	1.培養說話的基本能力。	配合不同的課外活動，如普通話學會活動、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.朗讀各類型的作品。	
	3.累積詞語、掌握句型。	教師可選取一些有趣味及生活化的課外讀物，與學生共同閱讀，以增加學生的普通話詞語及掌握普通話句型。
	4.增進語文基本知識。	教師於教授課文同時，亦指導學生了解變調、兒化、輕聲等知識。
譯寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"> ● 要求學生以漢語拼音譯寫基本常用詞。 ● 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)

二. 教科書：

- 初中：
中一至中二用朗文出版社《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7月初考取之 GAPSK 分數，以針對其強弱，鞏固基礎為目的出卷。
- 中二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 甄沃奇 王穎
- 中二級任教老師--唐韵 潘迪詩 黃小娟 郭慧茹
- 任教班級分配如下：

1A	1B	1C	1D	1E
唐韵	甄沃奇	唐韵	王穎	唐韵
2A	2B	2C	2D	2E
唐韵	潘迪詩	唐韵	黃小娟	郭慧茹

五. 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	30 分	60 分	10 分
中二	10 分	30 分	60 分	10 分

B. 下學期（各級加入口語）

	平時分	聆聽	譯寫	口語	挑戰分
中一	10 分	20 分	50 分	20 分	10 分
中二	10 分	20 分	50 分	20 分	10 分

C. 以下老師負責出卷

	中一	中二
上學期	唐韵	黃小娟
下學期	王穎	郭慧茹

六. 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。

一. 課外活動

- 為 13-14 年度入學的中一新生於星期六開設普通話先修班，鼓勵普通話水平不理想同學參加。

二. 精英訓練

- 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
中一至中六	全年	全港青年學藝比賽

三. 中一新生入學普通話水平測試

2013-2014 中一新生於七月十六日考 GAPS K，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研習班。

四. 財政預算

校方撥款 2500 元於普通話科，本科同事可根據需要購買參考書籍、錄音帶、教學材料等。

Programme Plans of Subject Panels

B. Sciences Subjects

Biology

Programme Plan 2013-2014

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: 11 Sept 2013 (6X1 and 6X3) Date: 18 Sept 2013 (5X2, 5X3)	SY Wong SS Mar	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	To promote “reading to learn”	Buying library books	SS Mar SY Wong	
7	Pedagogical changes through lesson collaboration and peer observation	-Lesson collaboration and peer observation conducted within the school year	SS Mar SY Wong	To be evaluated at the end of the year
8	Modification of assessment format	-Practical skill and lab. report writing skill are assessed separately in the SBA to reduce the pressure -Questions of tests focus on basic knowledge and skill to increase students’ confidence -Exam papers will contain more challenging questions for more capable students	SS Mar SY wong	To be evaluated at the end of the year
9	Consolidation of language ability	The importance of grammar in answering exam questions is emphasized	SS Mar SY wong	To be evaluated at the end of the year
10	Promotion of	-Pre-lab discussion sessions help	SS Mar	To be evaluated at the

	assessment for learning	students to plan the experiment for SBA - Post-lab discussion sessions help students evaluate the experimental design and results	SY Wong	end of the year
11	Knowledge management of departmental materials	-sharing of teaching materials among the members of the department	SS Mar SY Wong	To be evaluated at the end of the year
12	Development of subject-based study plans and curriculum planning	-S6 students: finish the whole syllabus before Christmas holidays -The selection of the 2 elective parts for next school year is reviewed based on the performance of the S3 students -Teaching of report writing skills starts from S4 to help students tackle SBA in S5 and S6	SS Mar SY Wong	To be evaluated at the end of the year

5. Performance Standard

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

6. Budget

<i>Items</i>	<i>Amount (\$)</i>	<i>Remarks</i>
1. Apparatus for experiment	3600	for S4-S6
2. Chemicals and other consumable for experiments	8400	for S4-S6
3. Library books	1000	for S4-S6
4. Biology intensive course tutor fee	2000	for S4-S6

Total: \$ 15000

7. Team members

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

Chemistry

Programme Plan 2013-2014

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. 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.
3. Combined science subject has been launched in 2011, two Chemistry subject

elective classes are now given to S5 and S6 students, who want to learn wider science knowledge but not deeper in secondary school. Each class has around 15 students, students have more chance to interact with teachers.

4. Class size of full Chemistry elective subject are not more than 30. Teachers have more chance to interact with teachers.

D. **Threats**

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

3. **Objectives :**

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

4. **Programme Team**

Mr. S. 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
Catering for Learning Diversity	<p>Pedagogical changes</p> <ul style="list-style-type: none"> students of similar ability are grouped in lesson, and are asked to learn together. lesson collaboration and peer observation. <p>Modification of assessment format</p> <ul style="list-style-type: none"> exercises of different levels are prepared 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. 	<ul style="list-style-type: none"> students' survey progress of students' performance 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
Developing the curriculum leadership and instructional leadership of subject heads	<p>Providing professional development</p> <ul style="list-style-type: none"> Subject heads receiving relevant training from Education Director and QSIP Subject heads writing individual reflection log on training and subject work <p>Knowledge management of departmental materials</p> <ul style="list-style-type: none"> all teaching materials, resources and records are properly kept and are shared among colleagues. 	<ul style="list-style-type: none"> training record reflection log 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	<p>Enhancing the P–I–M–E cycle of Chemistry subject</p> <ul style="list-style-type: none"> Investigating Chemistry subject's annual plan and set of instructions/manual Sharing and mutual support in KLA subject meetings 	<ul style="list-style-type: none"> documents of Chemistry subject plans 	S CHEUNG	9/2013 – 5/2014

Enhancing classroom learning and teaching effectiveness through lesson study and peer observation	Promotion of assessment for learning <ul style="list-style-type: none"> • lesson collaboration on classroom assessment activities 	<ul style="list-style-type: none"> • whole school training 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	Promotion of co-curricular activities in support of students' learning <ul style="list-style-type: none"> • to nurture scientific literacy of students by providing them with an exposure to more advanced chemistry online lectures, students are encouraged to participate the “Chemist Online” self-study award scheme. 	<ul style="list-style-type: none"> • students receiving trophy in completing the scheme. 	S CHEUNG MK CHAN KN KWOK	12/2013 – 5/2014
	Pre-lesson observation <ul style="list-style-type: none"> • holding monthly pre-lesson study sessions • Subject heads select a topic for lesson collaboration • accumulating useful resources in teaching strategies for Chemistry subject-based knowledge management 	<ul style="list-style-type: none"> • records of sharing sessions 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	Professional development on lesson observation <ul style="list-style-type: none"> • receiving training 	<ul style="list-style-type: none"> • training record 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	Fostering of a campus with strong academic atmosphere <ul style="list-style-type: none"> • buying library books 	<ul style="list-style-type: none"> • Chemistry library books 	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
To enhance S6 students' academic performance	Supporting students to equip themselves effectively to sit for the DSE examinations <ul style="list-style-type: none"> • enhancement classes • examination skills • sorting of past exam. (CE, AL and DSE) topics 	<ul style="list-style-type: none"> • classes are held after Mock exam. and before DSE exam., so as to promote percentages of students entering rank 5 or above. A test will be given to students after the enhancement classes. • related past examination questions are sorted and distributed, teachers in lesson pinpoint the significant points in lesson. 	S CHEUNG MK CHAN	9/2013 – 4/2014

Enhancement of Student Development in Science Discipline

Targets	Strategies of Chemistry subject	Methods of Evaluation	Person in charge	Time Scale
To develop an understanding of the concepts and principles of Chemistry	To familiarize with written expression of their chem. Knowledge. Sorting of 10 years past CE and AS Chemistry public exam. questions, students hand in assignment.	Mark assignments. Improvement in credit/passing rate in test/exam.	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	To show an understanding of the use of apparatus and materials in performing experiments S4 ----- Basic Chemical Analysis (Volumetric Titration) S5 ----- Basic Chemical Analysis (Distinguish FIVE different chemical solutions) S5 ----- Experiment (Microscale kinetics) S6 ----- Qualitative Analysis of unknown chemical	Assess students' skills in Chemistry Practical exam., Mark worksheet More than 90% Chemistry students complete tasks set by teachers.	S CHEUNG MK CHAN KN KWOK WT KWAN	After mid-year exam., (S5), (S6); After final exam. (S4), (S5)
	High achievers Introduce high order thinking exam. questions to high achievers	Improvement in percentages of students attaining Level 5 and above.	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014
	Remedial measure periodic monitoring of the progress of low achiever students.	elevate their test/exam mark / improvement in their level in open exam.	S CHEUNG MK CHAN KN KWOK	9/2013 – 5/2014

Information & Communication Technology, Computer Literacy Programme Plan 2013-2014

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2013
S1-02	e-Class Services & Briefing on School IT environment	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2013
S1-03	File Transfer	Ms. SY Kung Mr. SY Leung	- worksheet inspection - lab performance	All students are able to retrieve files from the e-class iFolder.	Mid of Oct 2013
S1-04	Christmas Card or Lunar New Year Card Production	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can produce a greeting card.	End of Dec 2013
S1-05	Multimedia Presentation	Ms. SY Kung Mr. SY Leung	- lab performance - project work	Students can produce a power point presentation.	End of Nov 2013
S1-06	Use of Game Factory	Ms. SY Kung Mr. SY Leung	- worksheet inspection - project work	All students can edit a simple game.	End of May 2014
S1-07	Information Security	Ms. SY Kung Mr. SY Leung	- worksheet inspection	Students are fully aware of the Confidentiality, Integrity and Authentication of Information System	End of May 2014
S1-08	Spreadsheet	Ms. SY Kung Mr. SY Leung	- worksheet inspection -classwork submission	All students can perform autofill, formula calculation with the spreadsheet.	End of May 2014
S1-09*	Quick Code for Chinese Input	Ms. SY Kung Mr. SY Leung	- worksheet inspection -classwork submission	All students are able to input at least 3 chinese character by Quick Tsang Jei Code	End of March 2014
S2-01	Java Script Programming	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - test/exam performance	All students can write an application with the looping feature of programming.	End of May 2014
S2-02	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - practical exam	All students can produce statistical graph with the spreadsheet.	End of Dec 2013

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S2-03	Flash with Action Script	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - project work	Students can produce an animated presentation with action Script element.	End of Dec 2013
S2-04	Video Editing Workshop	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- worksheet inspection - class work - video clip project on youtube	Students can manipulate the script production and special effect feature on video clips.	End of May 2014
S2-05	Hardware and Software	Ms. SY Kung Mr. SY Leung Mr. KC Ling	- homework assignment - exam performance	Students finish all home assignment and pass in examination.	End of May 2014
S3-01	Webpage Authoring with HTML	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- project work - exam performance	Students can publish their web project on eClass iFolder.	End of Dec 2013
S3-02	Networking Concept	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2014
S3-03	Database Workshop	Ms. WC Chan Ms. YS Chan Mr. HW Lee Mr. SC Lam Mr. KS Wang	- lab performance -Worksheet Exercise - practical exam	Students can make query, report and label with the use of database package.	End of Jun 2014
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 2014
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 2013
S4-03	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate SQL command.	End of May 2014
S5-01	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test	Students acquire the basic ideas of functional units of computer, the system	End of May 2014

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
			- Examination	software, and the different types of computer systems for different applications.	
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 2014
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 2014
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 2013
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2014
Sub-02	Staff Appraisal	All	-Appraisal Form	-Finish appraisal in accordance with school policy	End of May 2014
Sub-03	Collaborate Lesson Study	All	-Feedback Form	-Each form of S1-3 completed at least one Lesson study session.	End of May 2014
Sub-04	Collaborate Peer Observation	All	-Peer Observation Form	-Pair up teachers in S1-3 for peer observation. Focus on working out the strategies of collaborate lesson study.	End of May 2014
Sub-05	Enhancement of Learning & Teaching	All	-Adoption of 3-tier difficulty levels in S1-3 Examination with bonus section. -Homework submission through eLearning Platform. -Participation in workshops and CPD courses. -Split Class Teaching in S1-3 -SBA start in S5	-Examination papers reveal the required design. -Students submit class work to eClass before the official deadline. -CPD Attendance record completed and submitted -Intensive support given to low achiever group. -Record of SBA progress in HKEA submission System	End of June 2014

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-06	Preparing Students for Public Examinations	Mr. WH Wan	-Drilling of past papers and sample papers.	-Students showing progress in tests and examination. -Not less than 70% passing rate in public exam. -Students showing stronger confidence in public examination.	End of May 2014
Sub-07	Fostering Students' Morale, Integrity & Sense of Belonging	All Teachers IT Assistants IT Technicians	-Maintain tidiness of Computer Room and CAL Room. -Prevention of hardware damage caused by students.	-Students show initiative to restore the good order setting in Laboratories. -Improved discipline record being observed.	End of June 2014
Sub-08	Promoting co-curricular activities to support students' learning	All teachers ITCS	- 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 2014

Integrated Science Programme Plan 2013-2014

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

I. Purposes

To aim for students to:

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

II. Issues to be addressed:

A. Strengths:

1. Some students show much interest in science.
2. Some students have high 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 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. As the intake of the students is more diversified, more students are weak in English. They have difficulties in expressing their ideas both orally and in their written work.
2. Students seldom make good use of the library.
3. Students have not developed a strong ownership of their study.
4. Students' discipline in lab. is worse than in classroom.
5. Class size is large and it is difficult to cater for the various needs of the students.

C. Opportunities

1. 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.
2. 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.
3. The teaching assistant, together with some old boys, work together to conduct enhancement classes for slow learners to catch up with the subject contents before and after examinations.
4. Gifted education programs give opportunity for more capable students to get higher achievements in Science.
5. Lesson collaboration and peer observation fosters a sharing culture of science teachers.
6. The shared is folder provides room for teachers to share and accumulate knowledge.
7. Co-teaching in some classes will be established to cater for learning diversity. With a smaller teacher-student ratio, students of various needs will be catered for more easily.
8. The set up of core and extended curriculum helps to cater for the learning diversity.

D. Threats

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

III. Programme Team

Integrated Science Panel Members:

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

1A Ms. Kwok
1B Ms. SY Wong
1C Mr. SY Leung
1D Ms. SY Wong + Ms. TN Wong (co-teaching)
1E Mr. SY Leung + Ms. Kwok (co-teaching)

2A Ms. YL Chao
2B Mr. SS Mar
2C Mr. SY Leung
2D Ms. YL Chao + Ms. TN Wong (co-teaching)
2E Mr. KK Lee + Ms. Kwok (co-teaching)

3A/3B/3D/3E (phy) Mr. K. T. Choi
3C (phy) Mr. KK Lee
3A / 3D (chem) Ms. Kwok
3C (chem) Mr. SY Leung
3B/3E (chem) Mr. KW Cheung
3A/3C/3D/3E (bio) Mr. SS Mar
3B (bio) Ms. SY Wong

Lab Technicians

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

IV. Objectives:

Objectives	Area concerned	School major concern
1. To set up remedial curriculum	Catering for Learning diversity	1. Enhancement of L and T
2. To modify assessment format	Catering for Learning diversity	1. Enhancement of L and T
3. To set up after-school tutorials for slow learners	Catering for Learning diversity	1. Enhancement of L and T
4. To develop subject-based L & T strategies and materials	Effectiveness of Learning and Teaching	1. Enhancement of L and T
5. To explore co-teaching strategies	Effectiveness of Learning and Teaching	1. Enhancement of L and T
6. To explore various teaching aids to enhance students' learning	Effectiveness of Learning and Teaching	1. Enhancement of L and T
7. To collaborate with the science teachers in the primary school	Through train development	3. Through train development
8. To enhance gifted students in science area	Learning diversity	
9. To support low achievers	Learning diversity	
10. To promote "reading to learn" to arouse the students' interest in Science	Reading to learn	
11. To promote project learning in science	Project learning	
12. To organize mass visit	Life wide learning	
13. To promote science learning atmosphere in school	Subject development	
14. To improve the working environment in the laboratory	Subject development	
15. To mentor new teachers	Subject development	
16. To modify the score entry system	Subject development	

V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of Evaluation
1	To set up remedial curriculum	To compose core and extended curriculum.	1. SY Wong (S1) 2. YL Chao (S2)	To be reported in form meetings.
2	To modify assessment format	To modify the assessment format according to the core and extended curriculum.	1. SY Wong (S1) 2. YL Chao (S2)	To be evaluated at the end of the year.
3	To set up after-school remedial for slow learners	To design extra teaching material for slow learners. To conduct remedial classes for slow learners.	1. SY Wong 2. KN Kwok 3. SY Leung 4. YL Chao 5. KK Lee 6. 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. SY Wong (S1) 2. YL Chao (S2)	To be evaluated at the end of the year.
5	To explore co-teaching strategies	To share co-teaching strategies to help slow learners.	1. KN Kwok 2. SY Leung 3. YL Chao 4. KK Lee 5. TN Wong 6. SY Wong 7. KT Choi	To be reported in meetings.
6	To explore various teaching aids to enhance students' learning	To collect various teaching aids such as DIY models.	1. TL Yiu 2. KK Lee 3. KN Kwok	List of teaching aids produced and tried out at the end of the year.
7	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.
8	To enhance gifted students in science area	To collaborate with Gifted Education Committee in Science accelerating programs.	1. KT Choi	To be evaluated at the end of the year.
9	To support low achievers	To set enhancement classes during the pre-exam period	1. KN Kwok (S1) 2. TN Wong (S2)	To be assessed at the end of the year.
10	To promote "reading to learn" to arouse the students' interest in Science	Buying library books	1. KT Choi	Booklist to be reported at the end of the year.
11	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), role play, inquiry-based expt.	1. SY Leung (S1) 2. KT Choi (S3) 3. SS Mar (S3)	To be evaluated at the end of the year.
12	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.

13	To promote science learning atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)	Leader: 1. TN Wong Helpers: 2. KT Choi 3. SS Mar 4. SY Wong 5. KW Cheung 6. KN Kwok	To be evaluated at the end of the year.
		To purchase DIY models to motivate students interest in science.	1. TL Yiu 2. KK Lee	
14	To improve the working environment in the laboratory	To post science notices in different lab.	1. SY Wong 2. KT Choi 3. Lab Technicians	Report to be done in the meeting
		To display students' projects.		
15	To mentor new teachers	To help the new members to develop their profession	KW Cheung > Kwok	To be evaluated at the end of the year.
16	To modify the score entry process	To setup an EXCEL templates for teachers to enter raw marks.	1. SY Wong (S1) 2. YL Chao (S2) 3. KT Choi (S3) 4. KW Cheung (S3) 5. SS Mar (S3)	To be released before UT
		To convert and check marks for the whole form.	1. SY Leung (S1, S2) 2. KT Choi (S3) 3. KW Cheung (S3) 4. SS Mar (S3)	

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 (2013-2014)

The 2013-2014 budget is \$21,000 to purchase

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

Mathematics

Programme Plan 2013-2014

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 Mathematically gifted students
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 Mathematically gifted students
11. To help low-achievers by providing remedy

2. SWOT ANALYSIS

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

<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Many old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors in tutorial classes and helpers in activities • The Mathematics Society is ready to organize 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 • The first batch of DSS students from YWPS will be promoted to S1 in 2014-15. Students' academic abilities will be expected to rise 	<ul style="list-style-type: none"> • There are always not enough teaching hours to complete the teaching syllabuses, especially for M1 and M2 in S4-S6. • M1 and M2 are still not considered as a must for entering universities. • Some top students in YWPS choose not to promote to YWC to continue their studies. • The first batch of DSS students from YWPS will be promoted to S1 in 2014-15. A wider learners' diversity is expected. • 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 • No assistant teachers or teaching assistant to provide support to the department. Nearly all members of the panel become exhausted to deal with works other than learning and teaching

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 2014
 - 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 and 2013
 - Setting up class-based/individual-based revision schedule
 - ◆ Enhance learning and teaching
 - 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:
 - ◆ Ratio of questions from foundation part and non-foundation part
 - ◆ 3-level questions + bonus part
 - ◆ Inclusion of assessment on coursework (HW + CW)
 - Cultivation of students' learning habits:
 - ◆ note-book/classwork book for taking notes and doing classwork, clear folder for worksheet filing
 - Promotion of reading to arouse interest in Mathematics
 - Encouraging self-learning through using IT software
 - Continue investigating and sharing through peer observation and collaborative lesson planning, and also update our pedagogies and strategies through receiving advices from staff development days
 - ◆ Implementation of Ele-Middle Curriculum in Through-Train Development
- Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback.

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

5. EVALUATION

- Formative Assessments
 - ◆ **Classwork**, as a kind of formative assessment, will be given to students during the lessons in order to help students consolidate the knowledge and skills just learned. Direct and immediate feedback of students' learning can be obtained and remedy can be made for improvement.
 - ◆ **Homework** is also a kind of formative assessment. After teaching each topic or sub-topic, suitable frequency, quantity and quality of homework will be given to students according to the homework guideline of the department. Detailed marking of homework gives both teachers and students valuable feedback.
 - ◆ **Supplementary Exercises** for each chapter are given to every student for consolidation and drilling.
 - ◆ **Quizzes and Tests** are given to students after finishing one or two topic(s)/sub-topic(s). **Uniform Tests**, given once at the mid-time of each term in S1 to S3, are used for evaluation, providing feedback and planning remedial work.
 - ◆ **Projects** and **Reading Reports** reveal students' content-knowledge, generic skills and interests. Through the feedback from teachers, students are likely to have improvement and enrichment in the above aspects.
 - ◆ **Informal Assessments** such as participation and performance in class, follow-up discussion and questioning after school are valuable in evaluating students' ability and interest in Mathematics.

- Summative Assessments
 - ◆ **School Examinations** being held at the end of both terms are summative assessments which indicate the effectiveness of Mathematics learning and teaching.
 - ◆ **Public Examination (HKDSEE)** serves as important indicators of students' individual performance and school performance in Mathematics.
 - ◆ **Hong Kong Attainment Test (HKAT)** in S1 and **Territory-wide System Assessment (TSA)** in S3 indicate the ability of students in Mathematics in junior form. The results are used by both EDB and the school for statistical analysis and further planning in educational change and curriculum development.

- Summative Assessments
 - ◆ **Mathematics Competitions and assessments** (individual and 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
Library books	\$ 2,000.00	For promoting reading habits and culture in Mathematics
Student activities	\$ 1,000.00	<ul style="list-style-type: none">◆ Expenses on subsidies for students in taking part in Mathematics Competitions.◆ Expenses on student activities such as competitions, gifted education, project learning, reading, ... etc.
Total	\$ 4,000.00	

8. PROGRAMME TEAM

Team members	Special Duty
CHAN WC	<ul style="list-style-type: none"> ● Coordinator of S2 Mathematics
CHAN YS	<ul style="list-style-type: none"> ● Coordinator of S1 Mathematics ● Coordinator of S4 Mathematics (M2) ● Representative in Teaching & Learning Resources Committee
LEE HW	
LING KC	<ul style="list-style-type: none"> ● Coordinator of S6 Mathematics (CP)
MAK TC	
MAK TY	
PUN MC	<ul style="list-style-type: none"> ● Coordinator of S5 Mathematics (CP) ● Advisor of Mathematics Society ● Web-Admin for TSA(Math) on-line practice
SHING YM	<ul style="list-style-type: none"> ● Panel Chairperson ● Coordinator of S6 Mathematics (M1) ● Representative in SEDC ● Representative in Academic Committee ● Representative in IT in Education Committee ● Chief Advisor of Mathematics Society
SIU C	
SO KL	<ul style="list-style-type: none"> ● Panel Chairperson ● TTD Coordinator ● Coordinator of S4 Mathematics (M1) ● Coordinator of S5 Mathematics (M1) ● Representative in SH&KLACC ● Representative in Gifted Education Committee ● Advisor of Mathematics Society
WAN WH	<ul style="list-style-type: none"> ● Coordinator of S6 Mathematics (CP)
WANG KS	<ul style="list-style-type: none"> ● Coordinator of S4 Mathematics (M2) ● Coordinator of S5 Mathematics (M2)
WONG OP	<ul style="list-style-type: none"> ● Coordinator of S3 Mathematics
YU HJ	<ul style="list-style-type: none"> ● TTD Coordinator (Assistant) ● Advisor of Mathematics Society

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 2013 – 2014 Implementation Plan

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
HKDSE 2014	To prepare S6 students for HKDSE examination ☺	<ul style="list-style-type: none"> - Target to complete teaching syllabus before the end of December - Conducting form-based revision test(s) for S6 - Setting up class-based revision schedules - Discussing HKDSE past papers 2012 and 2013 - Assisting students to set up their own study/revision time-tables - Conducting after-school tutorial classes 	<ul style="list-style-type: none"> - Teaching syllabuse completed by the end of December - Revision schedules set - Revision tests arranged - Discussion on past papers held -After-school tutorial classes held 	<ul style="list-style-type: none"> - Observation - Documents - Feedback from students 	1/9/2013 – 1/5/2014	Subj teachers involved	Nil
Curriculum Development	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> -Encouraging panel members to attend related seminars and workshops organised by EDB and other organizations -Sharing of the most updated news and adjustments in different aspects of the NSS Curriculum. 	<ul style="list-style-type: none"> - Workshops/seminars attended - Sharing session held 	<ul style="list-style-type: none"> - Attendance records - Documents 	1/9/2013 – 1/7/2014	Shing YM So KL	Nil
	To adjust time allocation on KS3 and DSE curriculum for effective learning ☺	<ul style="list-style-type: none"> - Identifying foundation and non-foundation parts in official KS3 and DSE curriculum - Better allocation of time and effort on foundation and non-foundation parts for less able students - Collaboration with D&T Department on some selected skill-based topics in S2 and S3 	<ul style="list-style-type: none"> - Teaching schedule followed - Selected skills mastered 	<ul style="list-style-type: none"> - Homework and Test - Documents 	1/9/2013 – 1/7/2014	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"> - Focusing on selected topics: Percentages and Solving Equations - Holding meetings and sharing sessions with YWPS - conducting peer observation with YWPS - to monitor and evaluate the progress of implementation in both YWC and YWPS 	<ul style="list-style-type: none"> - Joint YWC-YWPS meetings held - Ele-Middle Curriculum with focus on selected topics implemented 	<ul style="list-style-type: none"> - Peer Observation - Documents - Tests and exams results 	1/9/2013 – 1/7/2014	So KL Yu HJ	Nil
Learning & Teaching	To improve the quality of learning and teaching	<ul style="list-style-type: none"> -Improving pedagogy through <ul style="list-style-type: none"> * developing subject-based L&T strategies * receiving trainings through staff development days ☺ * collaborative lesson planning ☺ * conducting peer observation and post-observaiton sharing ☺ * collecting feedback from students for self-reflection -Seeking and applying suitable teaching aids -Promoting students' self-learning through <ul style="list-style-type: none"> * reading (please refer to Learning through Reading) * doing group project (please refer to Project Learning) -Strengthening the departmental web-page 	<ol style="list-style-type: none"> 1. - Students' participation in classroom learning increased 2. - Positive feedback from subject teachers obtained through sharing of pedagogies 3. - Positive feedback from students obtained 4. -Students' learning habits cultivated 5. -Good classroom learning atmosphere 6. -Suitable teaching aids bought <ul style="list-style-type: none"> -Departmental web-page further strenghtened 	<ul style="list-style-type: none"> -Observation - Records -Questionnaires -Frequency of usage of the SALC and CAL Room 	1/9/2013 – 1/7/2014	YM Shing KL So WH Wan	\$1000 for teaching aids

(to be cont'd)

(Cont'd)

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
Catering for Learning Diversity	To help low-achievers and to nurture Mathematically gifted students	<ul style="list-style-type: none"> -Holding two split / remedial classes in each of S1, S2 and S3 -Better time allocation on foundation and non-foundation parts of KS3 and DSE curriculums with flexibility to fit students' needs ☺ -Modifying departmental homework policy -Modifying departmental assessment policy ☺ - Promoting on-line TSA practice through HKEAA web -Organizing after-school tutorial classes -Organizing Summer remedial classes -Organizing regular training sessions for high-achievers -Recommending students to various external gifted programmes -Taking part in various competitions and assessments outside school 	<ul style="list-style-type: none"> -KS3 curriculum reviewed and modified -Homework policy modified -Assessment policy modified -Remedial classes held - Trainings from QSIP attended. -Learning attitude improved -Performance in internal and external examinations improved -80% of attendance rate of training sessions -Performance in outside-school competitions and assessments improved - IT software workshops held 	<ul style="list-style-type: none"> -Documents -Observation -Performance in tests and examinations -Attendance records -Performance in competitions, assessments and examination 	1/9/2013 – 1/7/2014	Shing YM So KL Form-coordinators	\$1000* for subsidizing in taking part in competitions
Project Learning	To develop generic skills, apply knowledge and learn how to learn	-Involving in S2 Project-Based Learning	- Positive feedback from students	- Observation	1/9/2013 – 1/7/2014	So KL	Nil
Learning through Reading	To develop reading habit and broaden knowledge outside textbook	<ul style="list-style-type: none"> -Delivering Mathematics-related articles for reading in S1 and S2 -Continue to enrich the collection of Mathematics library books and promote reading through library - promoting interesting and useful on-line reading materials through posting linkages in our subject web 	<ul style="list-style-type: none"> -Materials delivered read by students and corresponding worksheets collected -High borrowing rate of Math-related books from library attained 	<ul style="list-style-type: none"> - Observation - worksheets grading records - library borrowing record 	1/9/2013 – 1/5/2014	Shing YM So KL Chan WC	\$2000 for library books
	To provide learning experience outside classrooms	-Organizing activities like talks, workshops, competitions, and so on, through Mathematics Society	<ul style="list-style-type: none"> -Activities held successfully -Satisfactory attendance rate -Positive feedback from students 	<ul style="list-style-type: none"> -Activity record -Attendance record -Observation 	1/10/2013 – 10/7/2014	Shing YM Pun MC Lee HW Yu HJ	\$1000* for subsidizing activities
Professional Development	To equip panel members in skills, pedagogy, insight and current trend of Math education	<ul style="list-style-type: none"> -Encouraging panel members to attend seminars, workshops and training courses held by outside professional parties ☺ -Encouraging panel members to take part in EDB/HKEAA subject committee and also get involved in DSE exam work such as setters and markers. - Holding departmental sharing sessions - Receiving trainings through staff development days arranged by school's Staff Development Committee☺ -Conducting staff appraisal and sharing views & experiences through debriefings 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - Attendance records - Appraisal records 	1/9/2013 – 1/7/2014	YM Shing KL So	Nil

☺ Echo with School's Major Concerns

Appendix 2

Ying Wa College
Mathematics Department 2013 – 2014
Allocation of Lessons and Duties

Subject	Class	No. of Lessons	Teacher	Form Co-ordinator	1 st term U-test Setter	1 st term / Mock Exam Setter	2 nd term U-test Setter	2 nd term Exam Setter	Make-up Exam Setter	Remarks
MATH	1A	8	YU HJ	CHAN YS	YU HJ	CHAN YS	CHAN YS	YU HJ		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	1B	8	CHAN YS							
	1C	8	LING KC							
	1D	8	YU HJ							
	1X(CD)	8	WONG OP							
	1E1	8	WONG OP							
	1E2	8	CHAN YS							
	2A	7	WAN WH	CHAN WC	YU HJ	LEE HW	SIU C	WAN WH	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	SIU C							
	2D	7	WAN WH							
	2X(CD)	7	CHAN WC							
	2E1	7	CHAN WC							
	2E2	7	LEE HW							
	3A	7	WONG OP	WONG OP	PUN MC	WONG OP	SO KL	LEE HW	SO KL	Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	3B	7	LEE HW							
	3C	7	PUN MC							
	3D	7	LEE HW							
	3X(CD)	7	WONG OP							
	3E1	7	PUN MC							
	3E2	7	SO KL							
	4A (CORE w/2X)	9	CHAN WC	CORE: WAN WH		CORE: SO KL		CORE: CHAN YS	CORE: WAN WH	Uniform Revision Test will be held on 31 Mar 2014 (Mon)
	4B (CORE w/2X)	9	MAK TC	M1: SO KL		WAN WH		M1: SO KL	CHAN WC	
	4C (CORE w/2X)	9	MAK TY			MAK TY			MAK TC	
	4D (CORE w/3X)	8	WAN WH							
	4E (CORE+M1)	9	SO KL							

	4F (CORE+M2)	9	CHAN YS	M2: CHAN YS		M2: CHAN YS		M2: CHAN YS	M2: CHAN YS	
	5A(CORE+M1)	7	SO KL	CORE: PUN MC M1: SO KL M2: WANG KS	/	CORE: SO KL LEE HW CHAN WC SHING YM M1: PUN MC M2: WANG KS	/	CORE: PUN MC LING KC WANG KS M1: SO KL M2: WANG KS	CORE: LEE HW M1: PUN MC M2: WANG KS	Uniform Revision Test will be held on 28 Mar 2014 (Fri)
	5B(CORE+M1)	7	PUN MC							
	5C(CORE+M2)	7	WANG KS							
	5D(CORE)	7	LEE HW							
	5E(CORE)	7	LING KC							
	5F(CORE)	7	CHAN WC							
	5G(CORE)	7	SHING YM							
	6A(CORE+M1)	7	PUN MC	CORE: LING KC M1: SHING YM M2: WANG KS	/	CORE: ALL M1: SHING YM PUN MC M2: WANG KS	/	/	Uniform Revision Test will be held on 29 Oct 2013 (Tue)	
	6B(CORE+M1)	7	SHING YM							
	6C(CORE+M2)	7	WANG KS							
	6D(CORE)	7	LING KS							
	6E(CORE)	7	YU HJ							
	6F(CORE)	7	SHING YM							
	6G(CORE)	7	CHAN YS							

Panel Chairpersons: Shing YM, So KL KLA Coordinator: So KL Representative in SEDC: Shing YM Representative in AC: Shing YM
 Representative in SH&KLACC: So KL TTD Coordinator: So KL, Yu HJ (Assistant) Representative in LTRC: Chan YS
 Representative in ITed C: Shing YM Web-Admin for TSA(Math) on-line practice: Pun MC Advisors of Math Society: Shing YM, So KL, Yu HJ, Pun MC

Physics

Programme Plan 2013-2014

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.
- 2.6 Some students are not confident in expressing their ideas in front of teachers and classmates.
- 2.7 Students are examination-oriented. They show low interests in participating in science-related activities like seminars and exhibitions.

3. Opportunities

- 3.1 With the use of new sensors and data loggers, more experiments can be introduced to arouse students’ interests in using data loggers during experiments.
- 3.2 With 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.
- 3.4 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 2013

1.1 Catering for learning diversity

School Annual Plan	Task Description	Teacher-in-charge	Evaluation
Setting up remedial/enhancement curriculum <ul style="list-style-type: none"> - Composition of core and extended curriculum in S1-2 - Split class according to students' ability - After school tutorials according to students' needs 	High achievers -Challenging questions are introduced as bonus part in quiz Remedial measure -Study groups are held after school regularly. The focus is on the problem solving skill of public examination questions.	All members All members	Students' Performance in assessment Students' attendance and attitude
Pedagogical changes through lesson collaboration and peer observation <ul style="list-style-type: none"> - Holding regular whole school lesson collaboration exercises - Sharing of good practices 	<ul style="list-style-type: none"> - Revise the SS1 and SS2 syllabus through discussion to help students learn more effectively. - Small tasks are assigned and feedback is collected frequently to monitor the learning progress. - Peer collaboration will be conducted before December. - 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. 	All members All members	Students' performance in assessment Teachers' self-reflection

Modification of Assessment format - Assessment according to the core and extended curriculum in S1-2 - Composition of challenging questions in exam papers	- Challenging question (<10%) is put in each test so that the capable students can get extra marks. - For each test, around 50% of the content should be at elementary level so as to encourage students to prepare well beforehand.	All members	Students' performance in assessment
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1.2 Enhancement of learning atmosphere & attitude

School Annual Plan	Physics	Teacher-in-charge	Evaluation
Promotion of Assessment for learning - Knowledge on assessment for learning (giving feedback to Ss) - Lesson collaboration on classroom assessment activities	Promotion of assessment for learning -sharing of teaching strategies on some selected topic is held from time to time	All members	Students' Feedback
Promotion of co-curricular activities in support of students' learning - Broadening students' learning interest and motivation through activities	- Science Talk: Guest speaker from the universities are invited to share with the students. - Two visits will be held this year. The proposed activity is (a) "Disney's World of Physics" for 40 S.4 students which is held by Hong Kong Disneyland. (2nd Term) (b) Ocean Park for 40 S.4 students. (1st Term) - To help organise interesting science activities in Scienceland for students - S.5 students are invited as helpers in Scienceland. They are responsible for demonstrating the experiment and leading the junior form students to learn new knowledge.	KT Choi KK Lee (S.4) C. Siu (S.5) KT Choi KK Lee	Students' Feedback Students' Feedback Students' Feedback
Fostering of a campus with strong academic atmosphere - 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
Staff Development programs on pedagogy: assessment for/as learning - Invitation of outside agents for mass talks and subject based workshop	Professional development on lesson observation - receiving training	All members	Teachers' feedback
Support to teachers in participating in invitational posts	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
Knowledge management of departmental materials - 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.	All members	Checklist of the teaching materials
Development of instructional leadership - Participation in training courses - Implementation of PIME cycle	Providing professional development - Subject heads receiving relevant training from Education Director and QSIP 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	All members	Teachers' feedback

1.5 Excellence in public examinations

School Annual Plan	Physics	Teacher-in-charge	Evaluation
Development of subject-based study plans and curriculum planning - Flexibility in the study of the number of elective subjects - Subject-based study plans - Sharing on study and exam skills by old boys	Task 2 in annual plan: - Subject syllabus should be finished by the end of December 2013 so as to allow more time for revision and discussion of the DSE sample scripts. - Special study group (OCT to DEC) for SS3 - Old boys are invited to share their experience of preparing for the public examination, e.g. examination skills, study strategies and how they cope with stress. Their sharing will be recorded for future use. - 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 - Mass lecture on elective parts (Energy and its uses) will be held for NSS2 students during the summer holiday.	KK Lee C Siu	Teaching Progress
		KK Lee C. Siu	Students' attendance and attitude
		All members	Students' attendance and attitude
		All members KK Lee	Students' feedback
Promotion of Assessment of learning - Subject based revision tests	- Students' performance is assessed in multiple ways such as small practical tasks(4%), homework(4%) quizzes(4%) 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

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
Total	15,000

G. Program Team

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

Programme Plans of Subject Panels

C. Cultural Subjects

Visual Arts Programme Plan 2013-2014

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.
- **Art exhibition of 195th anniversary will be on Feb. and Booklet editing will be on May.**

➤ *For lower forms (S1-S3)*

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

➤ *For upper forms (S4-S6)*

Strengthen students' abilities in art appreciation and create various forms of visual arts work aesthetically and critically;

- Develop perceptual abilities, generic skills, and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning, so we strongly required for space to do the media arts and prepare for the NSSC visual arts development;
- Enhance multiple perspectives, and cross cultural understanding through exploration of the visual arts of diverse cultures, especially in western arts and eastern arts;
- Cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- *For upper forms* :Acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries 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 195th anniversary exhibition and all function. Like logo design for all publication and souvenirs.
- The new panel will take up the duties of Ms. Lau when she is going to continue her PhD in art history studies. Ms. Lau will back after two years and the teacher will be in 2- year contact G.M. based who should understand Ms. Lau's curriculum and take up the drama advisor duties in YWC.

B. Issue to be addressed (SWOT):

Strength

- Some students like to create their works by painting and making art pieces. They also respect to their art works as well as the marks.
- The lower form (S1-S3) students always enjoy their art lessons, but need to improve their self-discipline. We need to concern this problem by co-operation of our art team. The workshops and extra training will be held in B104 instead of Art Room because many portfolios making (Senior Forms) will be happened in the art room.
- Many upper form students like to stay in the art room and discuss with teacher the ideas and process of art developments. They like to create their personal art works, even for art course of to the others.
- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talks, museum tour and computer graphic.
- Art teachers of YWC can share the work load and take care for the different kind of students, but it becomes difficult in these years.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers.
- Some students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education society that helps to push the growth of Hong Kong Art Education.
- We always have chance to participate the exchange art study trip that can let us understanding the changes of whole art field.

Weaknesses

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

even the budget, policy, but also the atmosphere built up. However, we have more students could participate the art faculties in universities. If we really expect to have a better development and learning attitude of VISUAL ARTS in YWC, basic policy and respecting should be balanced.

Opportunities

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

Threats

- Our class lessons don't have enough time for the students to finish their works, especially for the upper form. The form 6 and form 7 students and teacher need to have lessons on Friday after school and public holiday. Actually, we have very good result these years in HKCEE and AL Visual Arts Public Examinations even nobody cared, we care about every boy's development and art life.
- 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 willing to do more work to change their bias.
- We don't have enough space to stock the art works and drama settings that why we try to ask for more spaces.
- Encourage to promote environmental protection and cultural concern in activities and curriculum.
- Highly recommend to the admission group to have 2 vacancy of Visual Arts for Academic.

C. Objectives:

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

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

- For students,
 - Students can handle different kinds of materials to present their ideas and enjoy the process of creation.
 - Examine how to combine the visual elements and principles and arranged to achieve certain effects.
 - Analysis the image sources and image-development strategies used in the work.
 - Identify the materials used to create the image and the processes and technologies applied.
 - Identify cultural or stylistic aspects represented in the artwork.
 - Emphasizes the art appreciation and criticism.
 - Broaden their view in future and build up their self-esteem.

- Exchange the idea with the others or classmate, build up their self-assessment mind.
- Students can be measured by the 3-4 course works and one competition each term.
- 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 S7 (2011-2012)

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

- select the suitable career for their futures;
- Select the suitable career for their futures;
- Help them to get satisfactory public examination result;
- stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;

- For teachers

- Co-operated to plan the curriculum
- Highly used the website and computer studies for the learning and studying, exchange the idea and curriculum plan with the other schools.
- Work together with school plan and art design in school
- Crossover with the other subjects and clubs within school and art society or organization in HK.
- Miss Ng will help in managing the workshops and normal works of art room.
- Concern the development in new curriculum and other changes, Miss Lau will highly concern and follow the EAA and EDB development, Miss 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.
- Have the 195th anniversary art exhibition for all staff, parents and students.

- 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.
 - Prepare for the 195th anniversary functions and observation by EDB.
 - 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, we have the ART PASS for the Junior forms.
- Encourage students to participate the competitions and activities through our workshops or out of school.
- Students understand art is not only entertainment and playing or decorations by regular rules.
- Raise the result in public exams, set up schedule through the year. (refer to the syllabus time line of S4 to S6)

E. Performance Standard:

	<i>objective</i>	<i>process</i>	<i>Requirement</i>
1	Finished the curriculum	Evaluate the standards of all art works	Enough class lessons and students should finished their works
2	Environmental protection value should add into lessons and concerns about the fully used of the new campus	Introduce the environment protection idea to students and fully used the campus' space	Whole school space
3	Cross curriculum and concern to the society	Participate the activities and art services out of school Concern to the development of creative industry and Western Kowloon project	Activities in society

4	Learning project and Art Path	Try to promote the fun and study in ceramics making which can be displayed outdoor	Continue to apply for the funding of ADC
5	Cross curriculum with the other club, like drama environmental protection, computer society, Chinese Cultural Society and Moral education/ counseling	Co-operation with the clubs and work together with the whole school	Other societies/ clubs
6	Encourage to participate the other workshops	Encourage students to participate the other activities out of school and try to share with the others	Art museum and other society
7	Encourage student to museum, do more work in art appreciation	Ask students to museum and do the report Also try to prepare their exhibition	Museum, Alumni, Teacher and students' art works
8	Computer technology	Use computer for teaching, encourage students to design their websites and projects More students need to have more DV and DC taking experiences, so we need to replace the DV and DC equipments.	More software and disk for the computer teaching material
9	Communication with YWP	Work together with the YWP in curriculum and activities	YWP
10	Finished the decoration of YWC and art room	Input some students' 3-D art works and continue to build up the art path	Finical support and the other teachers and helpers support
11	Re-open the ceramics class	More materials for the new classes and more display area for 3-D art works	Pup-mill, Vacuum cleaner
12	Build up self-assessment spirit	Finish the worksheet at the end of each term.	Worksheet : Self-assessment and classmate-assessments

F. Ying Wa College -- Visual Arts NSSC Planning

Arranged by: Ms Lau Ying (26/4/2013) and discuss with Tse Fei Schedule for the whole S4 to S6 NSSC

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

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

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

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

Will have study trip to Jingdezhen about the Chinese ceramic making and will organize the 195th anniversary celebration of Ying Wa.

G.Programme Team:

Art Teacher Mr. Tse Fei

(For S3, S4 and S5 option, S6. S1D and 1E co-teaching)

Total Teaching Lesson:	1D, 1E,	-- 4 co-teaching ass
	3A, 3B	-- 6
	S4-S6	--18
		<hr/>
		28 lessons

Art Teacher Mr. Ng Siu Hung

(For S1 and S2 and S3)

Total Teaching Lesson:	S1- S2	-- 20
	S3	-- 9
		<hr/>
		29 lessons

Judgement:

S1-S3	Full Mark:100,	Passing Mark:50
S4-S6	Full Mark:100,	Passing Mark:40

H.Budget of Visual Arts in 2013-2014:

■ Amount of student taking visual arts classes:

- S1-S3 around 610 students
- S4-S6(Option) around 55-70 students

■ Materials Budget:

- *Consumable Materials* \$40000
- *Teaching Materials*
(More materials fee for the plant drawings these years and more CD, DVD for the new trends of art development nowadays, especially in the NSSC. Consumable Ink and paper for the Printer bought last year. \$5000
- *Material for Ceramics*
(Ceramics art works and mosaic making to decorate the campus)\$8000
- ***Transport fee for museum tour, artists' talk fee***
(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) \$6500
- Library Books \$3000
- International Competition Fee, stamp and exhibition \$5000

__(application fee)_

Total: \$78500

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

We are trying to apply for the QEF or ADC Fund for extra support, but not so easy to get them. We will also apply for exchange programmes by other funds.

I. Programme Team:

Art Teacher Mr. Tse Fei

Total Teaching Lesson: __28__.

Art Teacher Miss Ng Siu Hung

Total Teaching Lesson: __29__.

195th anniversary Art Exhibition Fee and Venue hiring
May discuss with the 195th celebration committee.

~60000

The following duties were discussed in our department meeting:

195th anniversary celebration/ 2013-2014 of Art and Drama

- Aug. Prepare for the Drama Night (direct. Fei,back,Mia, stage. Jack.) (Both)..
- 6/9/2013 Art Talk and drama night promotion (Fei)..
- 28/9/2013 Drama Night for 195th anniversary with true light (Direct. Fei, Backstage. Mia)..
- Sept. Logo design competition for the celebration (Both)..
- Oct. Preparation for the celebration of 11/11 (Both)..
- Oct. Modify the logo for all publication of the celebration events (Fei)..
- Nov. Preparation and communication for 11/11 (Both)..
- Nov. Board design competition (before 11/11) (Mia)..
- Nov. Competitions for arts / photos. (Mia)..
- Nov. News for public (Fei)..
- Nov. workshops for inter-house drama competition or 195th ..
Anniversary Publication (Mia)..
- Nov. Open for S1 Admission Boards (Mia)..
- Nov. Museum visit to the Contemporary Art Exhibition (should be ..
(Fei) (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, casting for the actors (stage. Mia)
(Fei)..
- Jan. Competitions for the international or others. (Both)..
- Jan. Preparation for the art weeks and SBA (Both)..
- Feb. Preparation for the drama festival (Fei)..
- Feb. Preparation for the art weeks (Mia)..
- Feb. PTA Bookmark design (Mia)..
- *Feb. 195th anniversary Exhibition and publication (Fei in charge, Mia)..
- Mar. Drama Festival (Fei and others)..
- Mar. External Review (Fei in charge, Mia)..
- Apr. Inter-House drama competition (Mia, Leung, KK, Nicole)..
- Apr. Preparation for the exhibition and publication (Fei, Mia and others)..
- *May. Exhibition and publication (Fei in charge, Mia)..
- May. Torch publication (Fei)..
- May-June S4 – S6 Graduation show of each university (Fei)..
- July Planning and evaluation (Fei in charge, Mia) ..

Documents will be prepared by Lau... 28/6-2/7/2013 Jindangzhen Studies trip by Fei or Lau..

When I am not here, every decision of Art and Drama will be made by Tse Fei with Mia..

The duties will be divided into two MAIN parts: External representative* Tse Fei..

Internal representative * Mia Ng..

I will finish and do the documents for external review this year with Fei..

Tse Fei will be the final representative of ART DEPARTMENT completely as well as the advisor of Mr. Book..

We had meeting with alumni for 195th booklet editing on 10/8/2013 and exhibition on 17/8/2013..

Teaching Schedule 2013-2014

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 A: 3/9 B: 4/9 C: 5/9 D: 6/9 E: 9/9 F: 10/9	闡述美術室守則 藝術與同學之關係 速寫本的運用 195 週年校慶標誌 設計比賽	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 3. 了解基本設計 4. 創校 195 週年的意義 5. 標誌設計的重要和方法	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
2-3	4 堂 A:11/9, 19/9 B:12/9, 23/9 C:13/9, 24/9 D:16/9, 25/9 E:17/9, 30/9 F:18/9,2/10	<<家是香港>> 繪畫比賽	中一至中三以繪畫形式參與比賽 1. 了解理想對同學的重要, 尤其在學期初 2. 帶出社會關注的問題 3. 需學生學習繪製腦圖	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
4-7	8 堂 A:3/10,11/10, 22/10,31/10 B:4/10,15/10, 23/10, 1/11 C:7/10,16/10, 24/10, 5/11 D:8/10,17/10 28/10, 6/11 E:9/10,18/10, 29/10, 7/11 F:10/10,21/10, 30/10,8/11 (UT 28-30/10)	點、線、面的認識 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

8-9	A:12/11, 20/11 B:13/11, 21/11 C:14/11, 22/11 D:15/11, 25/11 E:18/11, 26/11 F:19/11, 27/11	卡通 四格漫畫	認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、說話、思想 2. 故事性：如自愛、防止家庭暴力	簡報、參考圖例、筆記、工作紙	素描筆、木顏色、廣告彩
10-11	4 堂 A: 28/11, 6/12 B: 29/11, 9/12 C: 2/12, 10/12 D: 3/12, 11/12 E: 4/12, 12/12 F: 5/12, 16/12	(中) 利用散點透視法作傳統中國畫的練習 中國現代水墨畫繪製	(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
12	2 堂 A: 17/12 B: 18/12 C: 2/1 D: 3/1 E: 6/1 F: 7/1 (23/12-1/1 Christmas & New year Holiday)	書籤設計比賽	書籤設計比賽	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

13-14	4 堂 A: 8 /1, 16/1 B: 9/1, 17/1 C: 10/1, 20/1 D: 13/1, 21/1 E: 14/1, 22/1 F: 15/1, 23/1	藝術欣賞 藝術評論 現代藝術的認識	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. 藝術評論： 加入電影欣賞和戲劇欣賞(農曆年假後交評論)	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 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。
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15-17	6 堂 A: 27/1,17/2,27/2 B:10/2 ,19/2,28/2 C: 11/2,20/2,3/3 D: 12/2,21/2,4/3 E: 13/2,25/2,5/3 F: 14/2,26/2,6/3	平面拼貼作品製作 (環保) Picasso painting	1. 認識貧窮藝術(Pover Art)、conceptual art) 2. 學習觀察周遭事物，從生活中找尋靈感，發現“真”、“善”、“美” “真”、“善”、“美”的簡單定義。 3.學習移動視點的透視法	藝術史史料 美學、哲學層面界定、參考圖、彈性及編織物料的準備	資料搜集、討論、物料搜集
18-19	4 堂 A:7/3,17/3 B:10/3, 18/3 C:11/3, 19/3 D:12/3, 20/3 E:13/3, 21/3 F:14/3, 24/3	陶藝製作	1. 陶藝製作基本原理 2. 陶藝發展史 3. 陶藝燒製過程	參考圖、筆記、簡報、工具	墊枱紙、毛巾
20-21	4 堂 A:25/3,2/4 B:26/3, 3/4 C:27/3, 4/4 D: 28/3, 7/4 E:31 /3, 8/4 F: 1/4, 9/4 (UT 27/3-1/4)	藝術史欣賞 藝術評論 現代藝術的認識	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—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。
22-23	4 堂 A: 10/4,5/5 B: 11/4,7/5 C: 28/4,8/5 D: 29/4,9/5 E: 30/4,12/5 F: 2/5,13/5	考試	1.繪畫插圖(詩句/故事)	參考圖、	文具
24	2 堂 A:14/5 B:15/5 C:16/5 D:19/5 E:20/5 F:21/5	評賞	評賞： 1. 學生作品總結	學生作品分享	作品

25	22-29/5 ?				
26	30/5-6/6? (9-26/6 Final Exam)				

**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 堂 A: 3/9 B: 4/9 C: 5/9 D: 6/9 E: 9/9 F: 10/9	討論課堂守則及簡介學生需備用具	<ol style="list-style-type: none"> 讓學生了解本科之要求及應有之學習態度 與學生討論在地理室上美術課時應注意的地方 選科長、組長 讓學生認識需自備的用具 了解基本設計 創校 195 週年的意義 標誌設計的重要和方法 	基本用具之示例	紙、筆
2-3	4 堂 A:11/9, 19/9 B:12/9, 23/9 C:13/9, 24/9 D:16/9, 25/9 E:17/9, 30/9 F:18/9, 2/10	<<家是香港>> 繪畫比賽	<p>中一至中三以繪畫形式參與比賽</p> <ol style="list-style-type: none"> 了解理想對同學的重要，尤其在學期初 帶出社會關注的問題 需學生學習繪製腦圖 	工作紙、簡報、設計參考資料、木顏色、麥克筆	筆記簿、文具
4-6	6 堂 A:3/10,11/10, 22/10, B:4/10,15/10, 23/10 C:7/10,16/10, 24/10 D:8/10,17/10, 28/10 E:9/10,18/10, 29/10 F:10/10,21/10	校園戶外寫生 -淡彩	<ol style="list-style-type: none"> 學習遠距離觀察、選材、構圖 分析光對物件的影響和變化 	原子筆素描參考圖畫、簡報、相片、白畫紙	素描工具畫簿

	,30/10				
7-8	4 堂 A:31/10,12/11 B:1/11, 13/11 C:5/11,14/11 D:6/11,15/11 E:7/11,18/11 F:8/11,19/11	中國傳統花鳥 蟲魚畫	1. 簡介中國傳統花鳥畫的發展 2. 學習基本技巧的運用 3. 寫生花卉和臨摹花鳥蟲魚	VCD、墨 汁、簡報、 參考圖	毛筆和圭筆
9-10	4 堂 A:20/11,28/11 B:21/11,29/11 C:22/11, 2/12 D:25/11, 3/12 E:26/11, 4/12 F:27/11, 5/12	卡通 四格漫畫	認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、 說話、思想 2. 故事性：自愛、防止家庭暴力	簡報、參考圖 例、筆記 工作紙	素描筆、木顏 色、廣告彩
11-12	4 堂 A:6/12, 17/12 B:9/12, 18/12 C:10/12, 2/1 D:11/12, 3/1 E:12/12, 6/1 F:16/12, 7/1 (23/12-1/1 Christmas & New year Holiday)	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
EXAM					
13	2 堂 A:8 /1 B: 9/1 C: 10/1 D: 13/1 E: 14/1 F: 15/1	評賞層面	透過評賞自己、同學及名家作品， 提高學生的鑑賞能力及培養良好的 欣賞態度	學生作 品、 名家作 品、 參考資料	畫簿、 文具
14-16	6 堂 A:16/1, 27/1,17/2 B:17/1, 10/2,19/2	膠版畫	1.簡介各種版畫及製作方法 2.學習凸版畫的製作 3.學習再造紙的製作 4.結合兩種製作，創製心意卡	筆記、圖例 製作再造 紙之用具 版畫工具	畫簿、 文具

	C: 20/1, 11/2, 20/2 D: 21/1, 12/2, 21/2 E: 22/1, 13/2, 25/2 F: 23/1, 14/2, 26/2				
17-18	4 堂 A: 27/2, 7/3 B: 28/2, 10/3 C: 3/3, 11/3 D: 4/3, 12/3 E: 5/3, 13/3 F: 6/3, 14/3	平面設計 字體設計 班名設計	1. 認識平面設計的要素 2. 學習基本工具的運用	鴨咀筆、 蛇尺、雲 尺、 直尺、廣告 彩	畫簿、 廣告彩工具
19	2 堂 A: 17/3 B: 18/3 C: 19/3 D: 20/3 E: 21/3 F: 24/3	書籤設計 (比賽)	1. 分享閱讀的樂趣 2. 認識平面設計的要素	工作紙 木顏色、 廣告彩	畫簿、 文具
20-22	6 堂 A: 25/3, 2/4, 10/4 B: 26/3, 3/4, 11/4 C: 27/3, 4/4, 28/4 D: 28/3, 7/4, 29/4 E: 31/3, 8/4, 30/4 F: 1/4, 9/4, 2/5, (UT 27/3-1/4)	(考試) 透視的認識 一素描 花布與勾線 透明與透視之 別。	透視： 1. 認識近大遠小的原理 2. 消失點的繪畫 3. 如何利用透視去製造更真實和 更具象的畫面。 4. 讓學生在指定時間內完成指定 之作品	簡報、參考 圖例、筆 記、黑色畫 紙	基本文具、素描 筆、 素描擦膠 廣告彩
23-24	4 堂 A: 5/5, 14/5 B: 7/5, 15/5 C: 8/5, 16/5	美術常識 美的欣賞 (由巴洛克至 洛可可藝術)	1. 認識巴洛克至洛可可藝術 2. 欣賞及分析他們的作品 3. 善用互聯網	有 關 VCD、圖片 等	在互聯網及書本 上搜集有關資料 作滙需加入個人 見解，不能單下載 網上資料。

	D: 9/5, 19/5 E: 12/5, 20/5 F: 13/5, 21/5				
25	2 堂 A: 22/5 B: 23/5 C: 26/5 D: 27/5 E: 28/5 F: 29/5	評賞 - 總結	1. 學生作品 2. 剪報分享	參考筆記、參考圖片、剪報	筆、sketchbook
26	30/5-6/6? (9-26/6 Final Exam)				
**考試後自行參觀香港藝術館/任何展覽，選一作品寫評論一復活節假期後交。					

Form 3

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 to 2 (3/9-19/9)	3 lessons	闡述美術室守則 美術與同學未來之關係 標誌設計	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 4. 195 th anniversary 的意義 5. 標誌設計的重要和方法	白紙 powerpoint 筆 設計參考資料 Color pencils Markers.	鉛筆、膠擦
		書籤設計	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
3 to 6 (23/9-30/10)	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	宣紙 墨 中國顏料 舊報紙	毛筆 (大白雲、圭筆) 色碟、 報紙

7 to 10 (31/10-5/12)	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	白畫紙 廣告彩、筆 色紙剪貼	Sketchbook 鉛筆、膠擦
11 to 12 (6/12-2/1)	3 lessons	自畫像	☐☐正確人面比例(五目三庭) ☐☐素描技巧 ☐☐介紹人像畫大師：Rembrandt and Chuck Close	參考資料 鉛筆、膠擦	Sketchbook 鉛筆、膠擦
EXAM.					
14 to 17 (20/1-6/3)	6 lessons	超現實主義	<ul style="list-style-type: none"> ● 介紹超現實主義 ● 抽取三張圖片 ● 仿超現實主義作一張畫作 ● 文字詮釋自己作品(100-150字) 	參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook
18 to 21 (7/3-9/4)	6 lessons	設計元素練習	<ol style="list-style-type: none"> 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
22 to 25 (10/4-29/5)	6 lessons	考試	<ol style="list-style-type: none"> 1. 五社英雄傳 2. 認識校史 3. 插畫構圖技巧 4. 運用已學習的技巧，如故事、用色、人像處理等 	參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook
26 (op) (3/6-6/6)	3 lessons	藝術欣賞 (電影)	<ol style="list-style-type: none"> 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 2. 電影評論 	文章欣賞、評論 文學/電影/混 合作品範例 工作紙	文具、 Sketchbook

**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 (3/9-10/9)	5 lessons	闡述美術室守則 美術與同學未來之關係分享	<ol style="list-style-type: none"> 讓學生了解本科要求及學習應有態度 各家對藝術定義 了解美術室使用情況 選科長、組長(美術學會與戲劇學會成員) 講解假期功課 - DSE 課程簡介 了解基本設計 195th anniversary 的意義 標誌設計的重要和方法 	白紙、 筆、 筆記、 powerpoint、 設計參考資料、 Color pencils、 Markers.	基本文具
		書籤設計	中一至中三以書籤設計形式參與比賽 <ol style="list-style-type: none"> 了解閱讀對同學的重要，尤其在學期初 帶出缺乏閱讀的問題 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
2 to 3 (11/9-2/10)	10 lessons	Art for art's sake	<ol style="list-style-type: none"> 藝術史脈絡 文藝復興歷史 思考藝術目的 	筆記、白紙 powerpoint	基本文具、搜集 資料作報告
4 to 5 (3/10-21/10)	10 lessons	實驗素描	<ol style="list-style-type: none"> 巴洛克藝術 使用射燈構圖 素描技巧 完成一實驗素描 	畫例、 powerpoint and 筆記	基本文具、畫筆
6 to 7 (22/10-11/11)	10 lessons	Product design	<ol style="list-style-type: none"> 介紹 bauhaus 立體的點線面 製作一照明器具 參與光的藝術 	參考筆記、 作品、 powerpoint	基本文具

8 to 9 (12/11-27/11)	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
10 to 11 (28/11-16/12)	10 lessons	中國繪畫 (傳統寫意、工筆)	1.簡介中國傳統山水畫和工筆畫的發展 2.學習毛筆基本技巧的運用 3.簡介山海經怪獸 4. 學習染色技巧	VCD、墨汁、宣紙、 powerpoint、參考圖	毛筆和圭筆
EXAM.					
14 (20/1-24/1)	5 lessons	Mind map	1. 重新思考藝術的目的 2. 尋找所感興趣的題材 3. 製作 mind map	參考筆記、 powerpoint、 作品	基本文具, 搜集資料作報告
15 to 16 (27/1-26/2)	10 lessons	水彩畫—拼貼	<ul style="list-style-type: none"> ● 立體派 ● 簡介水彩畫技法 ● 透視的掌握 ● 拼貼技巧 	參考筆記、 作品、水彩、 剪貼工具、 powerpoint	基本文具
17 (27/2-6/3)	5 lessons	Conceptual art	<ul style="list-style-type: none"> ● Conceptual art ● development 的技巧 	參考筆記、 作品、 powerpoint	基本文具
18 to 19 (7/3-24/3)	10 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 2. 完成一張政治漫畫版畫	畫例(新古典主義)、 powerpoint、 筆記、膠版、 雕刻刀	基本文具、畫筆、
20 to 21 (25/3-9/4)	10 lessons	人像	<ul style="list-style-type: none"> ● 簡介 pop art ● 介紹人像的表達模式 ● 製作表達有特色的人像 	參考筆記、 作品、 powerpoint	基本文具
22 to 24 (10/4-21/5)	15 lessons	Local art on site	a. Site visit b. Site study c. 使用現成物 d. 用現成物製作 art work / installation	白畫紙、 筆記、 不同色料 (油粉彩、乾粉彩、水彩及鉛筆)	基本文具、水筆、sketchbook

25 (22/5-29/5))	5 lessons	Portfolio	1. 思考 portfolio 的主題 2. 開始做第一件作品	參考筆記	基本文具
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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 st term		<p>闡述美術室守則</p> <p>美術與同學未來之關係</p> <p>呈交假期功課</p> <p>分析會考作品</p> <p>請同學分享自己作品</p> <p>溫習以往學過的畫派</p>	<p>讓學生了解本科要求及學習應有態度</p> <p>了解美術室使用情況</p> <p>5. 評論呈交假期功課</p> <p>6. 通過 slide-show 與同學分析會考情況</p> <p>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</p> <p>*基於同學水平稍弱，如往年般設午間畫室開放時間，包括靜物及人物素描練習。</p> <p>8. 美術史、中國藝術</p> <ul style="list-style-type: none"> ● 寫實主義 - courbet,millet ● 印象派 - monet,van gogh, impressionism ● 表現主義 - munch, Kandinsky ● 抽象主義 - matisse,mondrian, kandinsky ● 超現實 - Chagall,Dali ● Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics. ● Chinese Contemporary Art and Trend ● 先教現代藝術，因方便學生做藝術創作 	<p>白紙</p> <p>筆</p> <p>Slides、</p> <p>筆記</p> <p>powerpoint</p>	<p>作品、</p> <p>筆記簿、</p> <p>文具</p>
		<ul style="list-style-type: none"> ● 配合比賽和每屆同學喜好、能力和意向作課程調整 ● 作品集製作(每人自設主題和表達方法) ● 評賞小測(每月最後一節課) ● 參觀展覽和報告 		<p>Slides、</p> <p>筆記</p> <p>Powerpoint、</p> <p>DVD</p>	<p>作品、</p> <p>筆記簿、</p> <p>文具</p>

	<p>中五作品集製作</p> <p>小習作內容：</p> <p>photography/stop motion</p> <p>computer aided sculpture</p> <p>printing</p> <p>logo design</p> <p>conceptual art</p> <p>local art installation</p> <p>ceramics</p>		<p>參考圖例、二 開畫紙、書、 海報 VCD,Video</p>	<p>搜集資料簿、 畫具</p>
1 月參觀/exam.參觀創意學生展				
個人 portfolio 面試和 Pre-Examination				
	<p>畢業展、考試</p>	<p>年中一次測驗，並一次模擬考試</p> <p>下學期二月畢業展/ Art Weeks</p> <p>* 評論同學作品，提醒同學考試注意事項。</p>	<p>題目、展板</p>	<p>物料自備</p>
	<p>展覽</p>	<p>Joint School Exhibition (July)</p>		

鼓勵同學 Exchange (Dec. to Beijing) and VAM Art Journalism training or other organization programme.

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		<p>闡述美術室守則</p> <p>美術與同學未來之關係</p> <p>呈交假期功課</p> <p>分析會考作品</p> <p>請同學分享自己作品</p> <p>溫習以往學過的畫派</p>	<p>讓學生了解本科要求及學習應有態度</p> <p>了解美術室使用情況</p> <p>1. 評論呈交假期功課</p> <p>2. 通過 slide-show 與同學分析會考情況</p> <p>3. 溫習以往所學的畫派、畫家特色、取其相近處</p> <p>助同學鞏固畫技與信心</p> <p>*基於同學水平稍弱，如往年般設午間畫室開放時間，包括植物及人物素描練習。</p> <p>1. 美術史 / 史前</p> <ul style="list-style-type: none"> ● Pre-historical, ● Egypt, Greek Art, Roman Art, ● Renaissance, Baroque, Rococo ● Chinese Art and Antique Art 	<p>白紙</p> <p>筆</p> <p>Slides、</p> <p>筆記</p> <p>powerpoint</p>	<p>作品、</p> <p>筆記簿、</p> <p>文具</p>
3-12		中六習作內容	<p>中六作品集製作</p> <p>小習作內容：</p> <p>logo design</p> <p>portfolio layout</p> <p>computer aided sculptures</p> <p>photography / stop motion</p>	<p>參考圖例、</p> <p>二開畫紙、</p> <p>書、海報</p> <p>VCD, Video</p>	<p>搜集資料簿、</p> <p>畫具</p>
<p>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。</p> <p>二月後 study leave、mock 前畢業展 - everyone has his own board</p>					
<p>個人 portfolio 面試和 Pre-mock Examination</p>					
14-16		畢業展、考試	<p>年中一次測驗，並一次模擬考試</p> <p>二月後 study leave、mock 前畢業展</p> <p>* 評論同學作品，提醒同學考試注意事項。</p>	<p>題目、展板</p>	<p>物料自備</p>

Music

Programme Plan 2013-2014

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. Only one and a half full-time music teaching staff. The teacher has no opportunity to attend in-service training courses and promote musical activities.
5. The time allocation recommended by the E.D. is 2 periods per cycle/week. Our school has only one period per 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	\$4,000
2. Laser Discs	\$5,000
3. Music Score (Orchestras)	\$5,000
4. Orchestra Conductors	\$160,000
5. Transportation for HK Music Festival	\$10,000
6. Entry fees for HK Music Festival	\$13,000
7. Repair Orchestra Instruments	\$9,000
8. Purchase New Instruments	\$15,000
9. Library Books/DVD/CD	\$5,000
Total	\$226,000

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 and Hong Kong Youth Music Interflows

VII. Programme Team

Mr. B. LI (head of music department)
Ms. C. WONG (part-time music teacher)
Ms. W. CHO (music assistant)

Boron Li
September 2013

Physical Education and Sports Programme Plan 2013-2014

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 third 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 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. About 40% of the students are poor in general fitness and body coordination.
3. Many junior students are weak in focusing, self management and 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 number of sport talented students is limited. In addition, due to the one public exam only, it is difficult or almost impossible to ask or let F.6 students participate in sport training and competitions seriously.

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

C. Programme and Implementation Plan

Objectives

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

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

Modules and Goals to be achieved

Athletics

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

Badminton

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

Basketball

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

Long Distance Run

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

Fitness Training

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

Football

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

Handball

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

Table Tennis

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

Volleyball

to motivate students' interest ;
to organise inter competitions.

Implementation Plan

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

/Enlarging Secondary One Sports Development Program

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

/Organizing seminars or talks on PE and sports

/Organizing friendly matches

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 16 sports in the HKSSF;

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

Performance Standard

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

Skill

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

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

Fitness

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

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

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

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

/Chinning is used as a challenging item.

Attitudes

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

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

Achievement

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

Methods of Evaluation

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

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

D. Budget

A: ECA \$70,000.

A1. Inter-school sports activities

A2. Team Uniform Subsidy

A3. Swimming Gala, Athletic Meet

A4. Sports entry fee/Venue fee of LCSD /

HKSSF registration fee/ Student registration fee

A5. Equipment

B: Non ECA \$10,000.

B1. Library Books / Software:

B2. Equipment

C: DLG \$20,000.

C1. Heart rate monitors,

Fitness measurements and Equipment;

Mentioned in appendix

TOTAL: \$100,000.

E. Programme Team

Lessons allocation:

Pong Yiu Wing

S.1: 6, S.5: 6, S.6: 6,

DSE S4: 5 DSE S6: 6 Total: 29

Law Hon Leung

S.1: 4, S.2: 10, S.4: 8

S.5 x 4, S.6: 4, Total: 30

Tang Wai Chung

S.3: 10, S.4: 4, S.5: 4

S.6: 4 DSE S5: 6

Total: 28

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

Athletics: Mr. H.L. LAW, Mr. W.C. TANG, Mr. K.K. LEE
Badminton: Mr. H.L. LAW, Mr. W.C. TANG, Mr. W.M. Wong
Basketball: Mr. H.L. LAW
Beach Volleyball: Mr. W.C. TANG
Cheering: Mr. H.L. LAW, Mr. Y.W. PONG
Cross-country: Mr. K.K. LEE, Mr. W.C. TANG
Fencing: Mr. H.L. LAW
Football: Mr. H.L. LAW, Mr. K. L. So, Mr. W.H. WAN
Handball: Mr. Y.W. PONG
Indoor Rowing: Mr. Y.W. PONG, Mr. T.Y. MAK
Life Saving: Mr. T.Y. Mak, Mr. Y.W. PONG, Ms. SYW. WONG
Squash Mr. W.M. WONG
Swimming: Mr. T.Y. Mak, Mr. Y.W. PONG, Ms. SYW. WONG
Table Tennis: Mr. W.M. WONG
Tenpin Bowling Mr. W.C. TANG
Tennis: Mr. W.M. WONG
Volleyball: Mr. W.C. TANG

**PE (DSE) Learning Diversity Grant
(2013 - 2014)**

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

Network

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

Suggested Programs:

Items	Mode	PE (NSS)
Employing Sport psychologist to demonstrate a list of sport psy. Skill including pre-season and pre-game talk, mental practice room.	Workshop	Sport Psychology
Renting sports venues for practice and assessment	Small group coaching	Practical
Employing specialist to deliver lecture on movement analysis and bio-mechanics	Lecture	Movement Analysis
Purchasing reference materials	Self Learning	Disciplines included in the syllabus
Purchasing fitness testing equipment	Workshop	Fitness and nutrition
Organizing canoeing 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
二零一三至二零一四年度
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) 邀請就讀大學及大專的學兄回校，主持午間團契，分批認識中一的同學
- 2) 教學形式：
 - a) 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。

3) **與其他部門合作：**

- a) 與英華堂合作，跟進栽培，祝福校園。

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，和英華堂互相配合，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) 透過與英華堂及擔任團契職員已多年的校友的合作，增加人力資源，加強學生工作，及課外活動。
- 3) 透過與英華堂的合作，與小學方面溝通，從而貫徹中小學一條龍的理念，2013年第一屆小學一條龍的學的從書院畢業，畢業後繼續在英華堂聚會，延續英華書院對學生生命的培育，畢業生也繼續服務中小學學生，延續學校的基督教辦學宗旨，生命價值的重視與栽培。
- 4) 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。

2013-2014 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
周若蘭	4		1x4				
李詠儀	31	1x5	1x1	1x5	1x6	1x7	1x7

財政預算

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

李詠儀老師
英華書院
宗教教育科科主任

英華書院

二零一三至二零一四年度

設計與科技科教學計劃

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

機會

1. 基於校本課程設計的改革，本科課程的設計及內容，可以更自主及有彈性，朝向社會科技發展及興趣方面前進；
2. 資訊科技的普及，有助學生認識科技及科技發展的世界；
3. 設計與科技室的設備趨向多元化，現已配置 1 台立體打印機，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 2013-2014 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. 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. 讓學生應用激光砌割機；
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. 讓學生使用 Lego Pneumatics 教育套件，學習機械原理；
5. 從科技發展史中，透過分析及批判，讓學生認識科技的價值及對社會的影響，從而發展其對科技的正確價值觀念；
6. 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；
7. 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；
8. 透過校內或校外比賽，讓同學互相觀摩。

【肆】 教學策略

「夢想成真」是人生的一大樂事；讓學生有機會去將自己的興趣、理念，透過課堂或課外的比賽活動，變成可觸摸、可使用的製成品，提高他們對科技的認識及興趣。

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-----飛機木
 - 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. 模型滑翔飛機
 - ii. 匙扣
 - iii. 時鐘
5. 讓學生認識基本手工具及機械運用，並注意工業安全。

中二教學安排

1. 讓學生認識更多繪圖表達技巧
 - i. 第一角投影法（三視圖）
 - ii. 均角圖（立體圖法）
 - iii. 剖面圖及展開圖
 - 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. 超級電容車
 - ii. 模型橋樑創作
 - iii. 激光砌割習作
 - iv. 機械原理
3. 讓學生認識更多材料：
 - i. 鋁片、金屬線
 - ii. 檫木棒
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：認識激光的原理

跨科協作

上學年我們協助資優學生教育參加各項活動及比賽，效果良好。本年度將繼續合數學科、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，並要求同學準時提交習作。
2. 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. 與英華小學小三小六常識科技課課程交流。
2. 據資料顯示，本年度中一至中三學習能力差異較大。必要時可調整對此等學生的要求。我們需對此級同學多加關注，藉此蒐集有關同學的特點，為以後的教學安排作好準備。

【伍】本科之評核準則

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

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

註：以上各級之評分方法及比例表，會因教學進展及實際情況而作出調整。

【陸】檢討

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

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

有關繪圖習作的評估標準（參看附錄二）。

【柒】財政預算

1.	圖書館圖書	\$ 2,000.
2.	消耗性材料	\$ 40,000.
3.	維修或增補工具 / 設備	\$ 15,000.
4.	推廣本科活動（如比賽、參觀等）	\$ 2,500.
5.	添置教具或教材	\$ 25,000.
	總計：	\$ 84,500.

【捌】任教本科老師名單、教節分配及各級統籌

任教本科老師共有三位，其任教之班別及教節分配如下：

任教老師	中一	中二	中三	課節總數
麥泰元	S1 x 3 x 2	S2 x 3 x 2	S3 x 1 x 3	15 課節
林錫忠	S1 x 5 x 2	S2 x 4 x 2	S3 x 4 x 3	30 課節
麥德祥	S1 x 2 x 2	S2 x 3 x 2		10 課節
各級總課節	20 課節	20 課節	15 課節	總課節：55 課節

統籌老師：

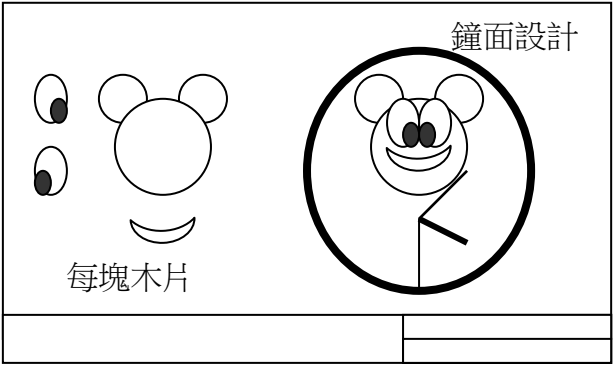
中一至中三級 - 林錫忠老師 中二級 - 麥泰元老師

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

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

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

(二) 將製作完成之『掛牆鐘』相片貼於下面方格內



(三) 製作反思

(a) 描述設計及製作上遇到的困難：

(b) 描述解決困難的方法或策略

(四) 改良：你認為可以怎樣改良設計？

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

家長簽署：_____

附錄 (二)

<u>繪圖習作評分準則</u>	
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於5個錯誤。
8	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於10個錯誤。
7	線條大致平均，色澤均勻。大部分線條接合位保持圓滑。尺寸大致準確。完成指定題目。尺寸標示及字體大部分正確。全圖少於15個錯誤。
6	線條大致平均。大部分線條接合位保持圓滑。尺寸大致準確。完成大部分指定題目。尺寸標示及字體部分正確。全圖少於20個錯誤。
4-5	未能完成全部指定題目。繪圖法欠準確，尺寸標示及字體欠正確。線條欠平均，色澤欠均勻。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)	

CHAPTER III

**Plan for Capacity Enhancement Grant (CEG)
2013-2014**

**Plan for Diversity Learning Grant (DLG)
2013-2016**

Ying Wa College
Plan on Using Capacity Enhancement Grant
2013–2014

Number of operating classes: 35

Means by which teachers have been consulted: at General Staff Meeting and the meeting of School Executive and Development Committee

Task Area	Major Areas of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' language proficiency	Improvement of Chinese learning environment in school	To employ one full-time Chinese teacher to help create a language-rich environment in the school	<ul style="list-style-type: none"> - More split-classes can be implemented in Chinese lessons so that more students will benefit from smaller class-size arrangement. - More Chinese learning activities outside the classroom can be held, such as debate, public speaking and speech training. 	1/9/2013 – 31/8/2014	Monthly Salary (MPS pt. 17: \$25,965x12) +MPF(\$1250x12) = \$326,580	<ul style="list-style-type: none"> - Students' improving performance in language examination - Students' active participation in language learning activities - Students' active participation in smaller classes 	<ul style="list-style-type: none"> - Lesson observation by Panel Chairpersons - Students' language examination results - Participation records of learning activities - Panel Chairpersons' observation in language learning activities outside the classroom 	Panel Chairperson of Chinese
	Improvement of English learning environment in school	To employ one more full-time Native English Teachers (NET) to help create a language-rich environment in the school	<ul style="list-style-type: none"> - More split-classes can be implemented in English lessons so that more students will benefit from native English speaker in the classroom. - More English learning activities outside the classroom can be held, such as English debate training, English drama workshop, and reading activities. 	1/9/2013 – 31/8/2014	Monthly Salary (MPS pt. 17: \$25,965x12) +MPF(\$1250x12) = \$326,580	<ul style="list-style-type: none"> - Students' active participation in the classes conducted by NET (for English) 		Panel Chairperson of English
					Total: \$653,160			

Expected amount of Capacity Enhancement Grant to be received in 2013–2014:

1183 x \$458 = \$541,814

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

\$653,160 – \$541,814 = \$111,346

YING WA COLLEGE
Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2013/14 to 2015/16 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
					2013-14	2014-15	2015-16		
Other Programmes	Network Programme In view of the small number of students opting for PE, this network programme with Cheung Sha Wan Catholic Secondary School CSWCSS and Ng Wah Catholic Secondary School NWCSS can help to cater for students' diverse needs.	Network Programme of HKDSE Physical Education	3 years	S4-6 students of this cohort of students	25	25	25	Students will take the HKDSE Examination	PE teachers of YWC, CSWCSS and NWCSS jointly organize the programme.
	Gifted Ed Programme To enhance students' language and speaking skills	Training courses for language elites	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
	Gifted Ed Programme 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
	Gifted Ed Programme 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
	Gifted Ed Programme To financially support Mathematics & Science elites to take gifted education courses in universities	University gifted education courses in Science for secondary school students	3 years	S4-S6 elite students in Science	5	5	5	Math / Science elites gain advanced knowledge and share their knowledge with other students after taking university courses.	Math Olympiad trainer outside the school
	Gifted Ed Programme 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