

# Ying Wa College

(Founded 1818)



## Annual Plan

(2017-2018)

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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 2017-2018**

## **School Mission Statement**

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

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

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

It is our aspiration that our students will be

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

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

## 辦學宗旨

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

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

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

我們期望英華書院的學生都

**樂於學習**

**善於溝通**

**勇於承擔**

**敢於創新**

並活出校訓「篤信善行」的真諦。

# School Goals

## (一) 與學生個人成就有關的目標

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

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

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

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

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

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

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

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

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

5. 啟導個別學生發展其音樂、美術或其他藝術範疇之才華。

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



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

(二) 與學生求學經驗有關的目標

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

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

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

2. 透過聯校活動、週年舞會等,發展學生的社交能力。

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

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

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

4. 透過全校性的大型活動,增加學生對學校的歸屬感。

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

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

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

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

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

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

(三) 與學校資源有關的目標

**Goals related to provision of resources**

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

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

(四) 與管理有關的目標

**Goals related to management**

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

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

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

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

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



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

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

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

# Ying Wa College

## Annual School Plan 2017–2018

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
1.1 Enhancement of learning and teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>To arouse and maintain students' interest and motivation in learning through revisiting curriculum, pedagogy, assessment and co-curricular activities               <ul style="list-style-type: none"> <li>On-going revision of junior &amp; senior curriculums</li> <li>Promotion of self-access learning resources of Library &amp; e-L&amp;T strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience</li> <li>2 SD sessions for professional sharing in pedagogy</li> <li>Increased usage hours of Lib SALC and mobile devices usage in classroom teaching recorded</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Progress of students' performance</li> <li>Subject records of pedagogy and resources in teaching strategies</li> <li>Teachers' training records</li> </ul>	9/2017 – 5/2018	<ul style="list-style-type: none"> <li>VP (Academic)</li> <li>AC &amp; SHKLACC</li> <li>Academic Enhancement Committee</li> <li>Gifted Education Committee</li> <li>Staff Development Committee</li> <li>ITEC Committee</li> <li>Learning Resources Committee</li> </ul>	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Excellence in public examinations	<ul style="list-style-type: none"> <li>To comprehensively study public exam reports and live scripts to opportunely evaluate and revise NSS L&amp;T strategies</li> <li>To develop subject-based curriculum planning and S.6 study plans</li> <li>To organize after school tutorials and sharing on study and exam skills by old boys               <ul style="list-style-type: none"> <li>To capitalize on district resources                   <ul style="list-style-type: none"> <li>Participation in joint school exam practices and teacher learning circles</li> <li>Capitalizing on district / organizational activities in support of exam</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Improvement shown in comparison to 3-year moving average (Lv2+ &amp; Lv5+) in core subjects and overall results</li> <li>Internal and external test /exam result analyses submitted to SHKLACC</li> </ul>	<ul style="list-style-type: none"> <li>Performance of students in public examinations</li> <li>Records of internal and external examinations</li> </ul>	9/2017 – 5/2018	<ul style="list-style-type: none"> <li>VP (Academic)</li> <li>AC &amp; SHKLACC</li> <li>Academic Enhancement Committee</li> </ul>	

## Major Concern 2: Student Support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Implementation of Student Support Curriculum	<ul style="list-style-type: none"> <li>To implement student support curriculum through theme-based, multi-level implementation with the following core values as yearly focuses:               <ul style="list-style-type: none"> <li>- positive thinking and appreciation</li> <li>- goal-driven life</li> <li>- mental health</li> </ul> </li> <li>To cultivate students' with a critical mind to make value judgment on social affairs in response to the rapid changing social atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Students showing their positive attributes in different aspects of school life</li> <li>Mental health being a yearly focus widely acknowledged by all staff and students</li> <li>Students being increasingly familiarized with the concept of "life planning"</li> <li>Students could make independent and rational judgment on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>Student support curriculum documents implemented in annual plans of different panels and functional groups</li> <li>Progress monitored by core members of SDSC</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>VP(Student Support)</li> <li>Committee heads under SDSC</li> <li>Head of Careers Guidance Committee</li> <li>Head of OLE Committee</li> <li>Head of Moral and Civic Education Committee</li> </ul>	
2.2 Collaboration with parents	<ul style="list-style-type: none"> <li>Key members of SDSC participate in parenting courses, seminars &amp; talks organized by PTA to align parents with student support themes and values</li> </ul>	<ul style="list-style-type: none"> <li>Parents well acquainted with the requirements of the school</li> <li>Positive response from Exco parent members</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of parent education programs included in PTA's annual program plan</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>PTA Exco and HSCC head</li> <li>School social workers</li> <li>Members of SDSC</li> </ul>	
2.3 SEN student support	<ul style="list-style-type: none"> <li>To enhance SEN student support by the collaborative effort of SEN coordinator, AA (Student Support) and Educational Psychologist</li> <li>Early intervention and support to SEN students and their parents</li> </ul>	<ul style="list-style-type: none"> <li>Teachers showing confidence in handling SEN students</li> <li>Parents concerned offering positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>SEN Students Support Committee minutes and reports available for inspection and evaluation</li> <li>Parent survey/ observation</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>SDSC</li> <li>Head of SEN Students Support Committee</li> <li>Educational Psychologist</li> </ul>	

### Major Concern 3: Through-train Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Improvement in the collaboration between YWC & YWPS	<ul style="list-style-type: none"> <li>To organize joint-section activities between YWC and YWPS teachers</li> <li>To organize joint-section activities for both YWC and YWPS students</li> <li>To invite YWPS parents to attend activities held by the PTA of YWC, such as seminars</li> </ul>	<ul style="list-style-type: none"> <li>Activities and meetings being “jointly” organized by YWC and YWPS in different levels such as school leaders, teachers, students and parents / PTA</li> </ul>	<ul style="list-style-type: none"> <li>Activity records and evaluation in the regular meetings of different departments of YWC and YWPS</li> <li>Stakeholders' survey</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>Leaders of YWC and YWPS</li> <li>TTD Committee</li> <li>TIC of PTA</li> </ul>	
3.2 Further development in the ele-middle stage curriculum	<ul style="list-style-type: none"> <li>To exchange the pedagogy by means of reciprocal lesson observation, post-observation discussion and lesson study between YWC and YWPS</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal lesson observation in all core subjects being conducted, followed by debriefing sessions and exchange of teaching ideas</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation documents of lesson observation in the debriefing sessions of different departments of YWC and YWPS</li> </ul>	9/2017 – 6/2018	<ul style="list-style-type: none"> <li>TTD Committee</li> <li>Subject panels</li> </ul>	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4.1 Development in consensus and team spirit on commonly shared vision	<ul style="list-style-type: none"> <li>To organize staff retreats, school review, self-reflection and team building activities for the preparation of the next 5-year School Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>Retreats and recreational activities being held, with desirable response from staff</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of the retreat and activities</li> <li>Staff feedback on retreat and activities</li> <li>Staff survey</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>SEDC</li> <li>Staff Development Committee</li> </ul>	Budget on retreat, recreation and staff development programmes
4.2 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>To enhance leadership of middle managers by helping them to set individual targets, and by promoting professional training</li> <li>To promote professional learning community by providing sharing sessions for middle managers to share their good practices</li> </ul>	<ul style="list-style-type: none"> <li>Desirable leadership performance being observed: individual targets, consensus building, leadership modeling and collaborative measures</li> <li>Middle managers receiving relevant professional training</li> <li>Sharing sessions being held</li> </ul>	<ul style="list-style-type: none"> <li>Plans and reports of subject panels and committees</li> <li>Professional training records of middle managers</li> <li>Staff survey</li> </ul>	8/2017 – 7/2018	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>SEDC</li> <li>Subject &amp; team heads</li> <li>Staff Development Committee</li> </ul>	Budget on professional development
4.3 Enhancing efficiency and effectiveness of school administration and management	<ul style="list-style-type: none"> <li>To set up electronic administration and management system</li> </ul>	<ul style="list-style-type: none"> <li>Electronic administration and management system being set</li> <li>Efficiency and effectiveness on school administration and management being observed</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced school administrative and management procedures</li> <li>Administrative and management records</li> <li>Staff survey</li> </ul>	9/2017 – 6/2018	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>IT Coordinator</li> <li>Office Supervisor</li> </ul>	SAM Grant from EDB

## Major Concern 5: Bicentenary Celebration

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
5.1 Revisit of school heritage and founding aim	<ul style="list-style-type: none"> <li>To organize school history exhibition, academic conference, root-finding and service trips</li> <li>To publish school history book</li> </ul>	<ul style="list-style-type: none"> <li>School history exhibition, academic conference, root-finding and service trips being held, with desirable response from staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of the celebratory activities</li> <li>Stakeholder survey and feedback</li> </ul>	9/2017 – 12/2018	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Bicentenary Preparation Committee</li> </ul>	SMC special budget on celebratory activities
5.2 Enhancement of sense of belonging	<ul style="list-style-type: none"> <li>To organize bicentennial VA exhibition, concert, funfair, and other celebratory activities</li> <li>To produce bicentennial souvenirs and publish bicentennial school book</li> </ul>	<ul style="list-style-type: none"> <li>Bicentennial VA exhibition, concert, funfair, and other celebratory activities being held, with positive response from staff and students</li> <li>Bicentennial souvenirs and school book being produced, with positive response from staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Records and documents of the celebratory activities</li> <li>Stakeholder survey and feedback</li> </ul>	9/2017 – 7/2019	<ul style="list-style-type: none"> <li>P &amp; VPs</li> <li>Bicentenary Preparation Committee</li> </ul>	SMC special budget on celebratory activities



# **CHAPTER II**

## **(Programme Areas)**

**Programme Plans of  
Special Committees and Teams**

# **Academic Committee Programme Plan 2017-2018**

## **I. Purposes**

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

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

### **A. Strength**

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

### **B. Weaknesses**

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

### **C. Opportunities**

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

they are enthusiastic and experienced teachers who are committed to the profession.

5. Secondary 1 cohort since 2014-15 is all composed of DSS students who possess a stronger academic foundation and learning motivation.

#### **D. Threats**

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

### **III. Goals**

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

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

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

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

#### **IV. Objectives**

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

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

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

**Ying Wa College**  
**Academic Committee Annual Plan 2017–2018**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in-Charge</b>	<b>Resources Required</b>
1.1 Enhancement of learning and teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>• To arouse and maintain students' interest and motivation in learning through revisiting curriculum, pedagogy, assessment and co-curricular activities               <ul style="list-style-type: none"> <li>- On-going revision of junior &amp; senior curriculums</li> <li>- Promotion of self-access learning resources of Library &amp; e-L&amp;T strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience</li> <li>• 2 SD sessions for professional sharing in pedagogy</li> <li>• Increased usage hours of Lib SALC and mobile devices usage in classroom teaching recorded</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Progress of students' performance</li> <li>• Subject records of pedagogy and resources in teaching strategies</li> <li>• Teachers' training records</li> </ul>	9/2017 – 5/2018	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> <li>• Gifted Education Committee</li> <li>• Staff Development Committee</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Excellence in public examinations	<ul style="list-style-type: none"> <li>• To comprehensively study public exam reports and live scripts to opportunely evaluate and revise NSS L&amp;T strategies</li> <li>• To develop subject-based curriculum planning and S.6 study plans</li> <li>• To organize after school tutorials and sharing on study and exam skills by old boys               <ul style="list-style-type: none"> <li>• To capitalize on district resources                   <ul style="list-style-type: none"> <li>- Participation in joint school exam practices and teacher learning circles</li> <li>- Capitalizing on district / organizational activities in support of exam</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improvement shown in comparison to 3-year moving average (Lv2+ &amp; Lv5+) in core subjects and overall results</li> <li>• Internal and external test /exam result analyses submitted to SHKLACC</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in public examinations</li> <li>• Records of internal and external examinations</li> </ul>	9/2017 – 5/2018	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• AC &amp; SHKLACC</li> <li>• Academic Enhancement Committee</li> </ul>	

## VI. Budget

See plans of individual subject panels and committees.

## VII. Committee Members

### 1. Academic Committee

Chairperson: Mr. Tsang CT (VP)  
Secretary: Ms. Tse WC (Office)  
Members: Mr. Cheng KK (P)  
Mr. Mak TC (VP)  
Mr. Cheung KW (Staff Development)  
Mr. Choi KT (Gifted Education) Ms. Kung SY (L&T Resources)  
Ms. Lai WM (English Language) **Mr. Lam SC (STEM Education)**  
Ms. Ng PW (Chinese Language) Mr. Shing YM (Mathematics)  
Ms. Siu MY (LS) Mr. Tsang TC (Exam)  
Mr. Wang KS (I.T.) Mr. Wong CF (Careers Guidance)  
Mr. Yip CL (Academic Enhancement)

### 2. Subject Heads & KLA Coordinators Coordination Committee

Chairperson: Mr. Tsang CT (VP)  
Secretary: Ms. Tse WC (Office)  
Members: Mr. Cheng KK (P)  
Ms. Chan SC (Geog/PSHE KLA) Ms. Chan YY (Hist)  
Mr. Cheung KW (Chem) Ms. Cheung TY (Eng)  
Mr. Choi KT (Sci KLA) Mr. Lam WH (Econ)  
Mr. Lam YW (LS) Mr. Law HL (PE KLA)  
Mr. Lee KK (Phy) Ms. Lee WY (RE)  
Mr. Li B (Mus/ Aesthetic KLA) Mr. Mak TY (D&T/Tech KLA)  
Mr. Mar SS (Bio) Ms. Ng PW (Chi)  
**Mr. Pong YW (PE)** Ms. Siu MY (LS/Careers Guidance)  
Mr. So KL (Math) Ms. Tong W (PTH)  
Mr. Tsang TC (C. Hist) **Mr. Tse F (VA)**  
Mr. Wang KS (CL/ICT) Ms. Wong SYK (IS)  
Ms. Wong SYW (BAFS)

# **Careers Guidance Programme Plan 2017-2018**

## **1. Purpose**

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

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

### **A. Strengths**

1. The careers guidance work is carried out by 16 members working as a team. There are collaboration, experience-sharing and support among the members. While many of the team members are experienced careers teachers, new members also act as strong input for conducting life planning workshops.
2. A group of careers teachers is experienced in writing recommendation letters and capable of handling the increasing number of applications.
3. Careers corner in the school library has been expanded to provide students with more reference books and information pamphlets. There are computers in careers room and the library for students to search for information provided by various local and overseas universities on the Internet and do IELTS exercises.
4. Students can easily obtain the most updated careers information from notice boards in classrooms and on the ground floor throughout the year.
5. Class teachers cooperate closely with the Team in assisting various programmes and disseminating careers information.
6. Careers Guidance Committee has a close partnership with other school departments, eg. Guidance Committee, OEA Committee and Library etc.
7. The help and support of the members of the Old Boys' Association are always enlisted in the organization of careers talks, visits and Mentorship Scheme.
8. There is also a lot of support from other organizations such as the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM), the Careers and Guidance Services Section of the Education Department, Careers Advisory Service of the Labour Department, the Vocational Training Council, the Hok Yau Club, HKFYG, Junior Achievement Hong Kong tertiary institutes, and other individual organizations.

### **B. Weaknesses**

1. Students' individual needs are varied and sometimes they cannot be fully entertained and satisfied due to the limited manpower.
2. Some students may not know exactly what their interests and abilities are, making life planning and careers counseling difficult.
3. Students are becoming less interested in non-academic visits or talks because of the stress of studies and heavy workload.
4. Students' lack of vision very often lowers their incentive to prepare themselves at early stages. They will be happier if immediate benefits can be seen rather than waiting for



long-term rewards.

5. Careers programmes organized sometimes interrupt normal class teaching, though the disturbance has been reduced to the minimum as most workshops are conducted during morning reading period.

### **C. Opportunities**

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

### **D. Threats**

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

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

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

Targets	Strategies	Tasks
<p>1.1 Enhancement of learning and teaching effectiveness and learning atmosphere</p>	<p>Promotion of self-access learning resources of Library &amp; e-L&amp;T strategies</p>	<p>Careers corner at library will be further expanded for student access of career-related materials;</p> <p>The collection of career-related books will be continuously expanded as careers education has been one of the designated book categories in S.3 Young Scholar Reading Scheme;</p> <p>Career-related books and IELTS software in the school library will be recommended by teachers in order to encourage students to explore the careers world and know more about themselves, and to equip themselves with better language skills and qualifications;</p> <p>More career-related posters and news clips will be displayed in classroom notice boards throughout the year;</p> <p>Careers boards on ground floor and 3/F will be updated more frequently.</p>
<p>1.2 Excellence in public examinations</p>	<p>To develop subject-based curriculum planning and S.6 study plans</p> <p>To organize after school tutorials and sharing on study and exam skills by old boys</p>	<p>Workshops will be held to help students making reflection on study style with reference to senior fellow classmates;</p> <p>S.6 students will be arranged to join the mock examinations held by Hok Yau Club and Youth World.</p>

## Major Concern 2: Student Support

Targets	Strategies	Tasks
<p>2.1 Implementation of Student Support Curriculum</p>	<p>To implement student support curriculum through theme-based, multi-level implementation with the following core values as yearly focuses:            - Positive thinking and appreciation            - Goal-driven life</p>	<p>Promoting life planning among junior form students by holding:            - S.1 &amp; S.2 life planning workshops;            - S.1 &amp; S.2 careers assembly;            - S.3 ‘Finding Your Colours of Life’ careers planning workshops;</p> <p>Helping S.4 students manage their learning and strengthen their self-understanding by Career Mapping workshops;</p> <p>Developing students’ work values and careers aspiration and promoting life planning among S.5 students by careers workshops and mentorship scheme, in order to prepare them for the production of SLP;</p> <p>Assisting S.6 students to locate their career interests and related further studies opportunities by careers workshops, mass talks, Careers Inventory Test and interview workshop;</p> <p>Careers counseling will be conducted in small group to cater the varied needs of students;</p> <p>Workplaces and institutions visits will be enhanced to broaden horizons of senior form students;</p> <p>Regular information dissemination will be enhanced through board display and Facebook page.</p>
<p>2.2 Collaboration with parents</p>	<p>To organise well-structured parent education programs with PTA which are in line with student support themes and values</p>	<p>Parents’ talks on careers planning and further studies opportunities for different forms will be held;</p> <p>Introducing life education and career-related activities of our school in the PTA Parents’ Talk.</p>

### 3. Implementation Plan

#### S.1 to S.6 Careers Workshops and Mass Talks

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

<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Familiarity of new careers teachers and S.1 to S.6 class teachers with the theoretical backgrounds of the workshops</li> <li>2. Close cooperation between careers teachers and class teachers</li> <li>3. Fixed designated teaching periods (reading periods) to conduct workshops</li> <li>4. Readiness of students</li> <li>5. Subject teachers to brief students on NSS subjects</li> <li>6. Support from OEA Committee and IT / Web SAMS in handling SLP production</li> </ol>
<b>Date of Completion:</b>	<p>S.6: September to December 2017</p> <p>S.5: January to February 2018</p> <p>S.4: April 2018</p> <p>S.3: March 2018</p> <p>S.2: April 2018</p> <p>S.1: April 2018</p>
<b>Budget:</b>	\$300 for all forms (materials for workshops & gifts for students)

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

<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To support students' JUPAS application and careers awareness</li> <li>2. To enhance students' self-understanding and to relate themselves to further study and careers opportunities</li> </ol>
<b>Task Description:</b>	Students take CII Test under supervision of careers teachers Mass briefing and debriefing followed by group counseling
<b>Person in Charge:</b>	Wong CF, Siu MY
<b>Means of Evaluation:</b>	Level of satisfaction of students' JUPAS results
<b>Success Criteria:</b>	<ol style="list-style-type: none"> <li>1. Students' understanding of CII Test's theoretical backgrounds</li> <li>2. Support from I.T.</li> </ol>
<b>Date of Completion:</b>	Late October / early November 2017
<b>Budget:</b>	N/A

### **S.5 Mentorship Scheme**

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

**Date** 3. Readiness of S.5 students  
**of** 21 April 2018  
**Completion:**  
**Budget:** \$500

**4. Evaluation**

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

**5. Budget**

<b>Items</b>	<b>Budget</b>
Reference books for students	\$2000
Reference books for careers teachers	\$500
Materials for S.1-S.6 Careers Workshops	\$500
Materials for S.5 Careers Day	\$500
Souvenirs for guest speakers	\$600
Stationeries	\$500
Membership Fee for HKACMGM	\$400
Total:	\$ 5,000.00

**Careers Guidance Committee**  
**Duty List**  
**2017 – 2018**

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

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

<b>Duties</b>	<b>Date</b>	<b>Manager</b>	<b>Teachers-in-charge</b>
1 S.1 to S.6 Careers Workshops	S.6 Sep - Dec S.5 Jan - Feb S.4 Apr S.3 Mar S.2 Apr S.1 Apr	Wong CF, Siu MY	Refer to p.14-15
2 S.1 & S.2 Careers Assembly	17 Apr 2018 (Tentative)	Wong CF, Siu MY	Chan CK
3 S.5 Mentorship Scheme	21 Apr 2018	Wong CF, Siu MY	Chan CK, Tsang CT, Chan CN (Student Council), Lai WM (English department)
4 Careers Book Promotion	All year round	Tsang CT	Wong CF, Siu MY
5 Visits (Workplaces & Careers Centre)	All year round	Wong CF, Lee HW	Chan CK, Chan SC Wong YS, Yeung TH
6 Hok Yau Club Link Teacher	All year round	Wong CF	Chan CK, Wong HL
7 Junior Achievement HK Programs	All year round	Wong CF	Chan SC

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

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

	<b>Duties</b>	<b>Date</b>	<b>Manager</b>	<b>Teachers-in-charge</b>
1	Subject Add-drop and Subject Enrollment Data Processing (SAMS)	Jul - Oct 2017	Wong CF	Wong CF
2	S.6 JUPAS Exercise	Sep 2017 – Aug 2018	Wong CF	Wong CF
3	S.6 Non-JUPAS Application Local: Self-finance, AD, HD	Sep 2017 – Aug 2018	Wong CF	Wong CF
4	S.6 HKDSE Result Release	Jul 2018	Wong CF, Siu MY	All Team Members
5	JUPAS Result Release	Aug 2018	Wong CF	Wong CF
6	S.6 Parents' Talks	29 Oct 2017 30 Jun 2018	Wong CF, Siu MY	Chan CK, Yan YK, Tsang CT,
7	S.6 Career Interest Inventory Test	Oct / Nov 2017	Wong CF, Siu MY	Chan CK, Yan YK
8	S.6 Interviews	Nov 2017	Wong CF, Siu MY	S.6 Careers Teachers
9	S.5 Parents' Night	4 May 2018	Wong CF, Siu MY	Chan CK, Wong HL, Tsang CT
10	S.3 Parents' Night	16 Mar 2018	Wong CF, Siu MY	Chan CK, Ho PJ, Lau CN, Lee HW, Lee MY, Yeung TH, Tsang CT
11	S.3 Interviews	May 2018	Wong CF, Siu MY	S.3 Careers Teachers
12	S.3 NSS Subject Allocation	Jul 2018	Wong CF	Chan CK, Lee HW, Ho PJ, Wong HL
13	Reference Letters, Scholarships & Grants Application & Record Keeping	All year round	Wong CF, Siu MY	Chan CK, Ho PJ, Lee MY, Lee SW, Wong WY (Eng)
				Chan CK, Yan YK (Chi)
14	Documentation & Parent's Letters	All year round	Wong CF, Siu MY	Chan CK
15	Information Dissemination by Emails & Announcements	All year round	Wong CF, Siu MY	Chan CK



## Duty List of Careers Workshops and Interviews

### S.6 Career Mapping Workshops and Interviews

	Workshop Teachers	Interview Teachers		
		Careers Teachers		Class Teachers
<b>6A</b>	Wong CF	Wong CF	Chan CK	Chan WC
<b>6B</b>	Lee SW	Lee SW	<b>Lau CN</b>	Kwok WYN
<b>6C</b>	<b>Siu MY</b>	<b>Siu MY</b>	Lee MY	So KL
<b>6D</b>	<b>Siu MY</b>	<b>Siu MY</b>	Lee HW	Ho WY
<b>6E</b>	Tsang CT	Tsang CT	Wong CF	Chan CM
<b>6F</b>	<b>Yan YK</b>	<b>Chan SC</b>	So LS	Yan YK

### S.5 Career Mapping Workshops

	Workshops Teachers	Class Teachers
<b>5A</b>	Wong CF + Chan CK + Ho PJ	Wong CF
<b>5B</b>	Wong HL	Wong HL
<b>5C</b>	So LS + Lau CN	Tang SM
<b>5D</b>	Siu MY + Wong HL + Wong WY	Mar SS
<b>5E</b>	Chan CK	Cheung TY
<b>5F</b>	Lee SW	Chan YS

### S.4 Career Mapping Workshops

	Workshops Teachers	Class Teachers
<b>4A</b>	Wong HL	Wan WH
<b>4B</b>	Lee HW + So LS	So LS
<b>4C</b>	Chan CK	Pun MC
<b>4D</b>	Yan YK + Wong WY	Yiu KH
<b>4E</b>	Siu MY + Ho PJ + Yeung TH	Wang KS
<b>4F</b>	Lee MY + Wong YS	Wu WY

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

	Interview Teachers			
	Workshops Teachers		Class Teachers	
<b>3A</b>	<b>Yan YK</b>	<b>Ho PJ</b>	Ho PJ	Choi KT
<b>3B</b>	<b>Lee MY</b>	<b>Wong HL</b>	Lee MY	Cheung KW
<b>3C</b>	<b>Tsang CT</b>	<b>Chan SC</b>	Chow KY	Tsang TC
<b>3D</b>	<b>Lee HW</b>	<b>Yeung TH</b>	Yip SH	Yeung TH
<b>3E</b>	Wong CF	<b>Wong YS</b>	Yip CL	Tam KP
<b>3F</b>	Chan CK	<b>Lau CN</b>	Lau CN	Chan MK

### S.2 Careers Workshops

	Workshop Teachers	Class Teachers	
<b>2A</b>	<b>Lee HW</b>	Leung SY	Lee YH
<b>2B</b>	<b>Chan CK</b>	Au PC	Choy TK
<b>2C</b>	Siu MY + <b>Chan SC</b>	Wong SYK	Yu HJ
<b>2D</b>	<b>Lee SW</b>	Lee SW	Wong SYE
<b>2E</b>	<b>Yeung TH</b>	Wong YH	Lo YW
<b>2F</b>	Wong CF + <b>Yeung TH</b>	Wong SK	Chu KY

### S.1 Careers Workshops

	Workshop Teachers	Class Teachers	
<b>1A</b>	Wong CF + <b>Wong WY + Yeung TH</b>	Wong WY	Wong SYW
<b>1B</b>	<b>Wong WY</b>	Wong TN	Lam SC
<b>1C</b>	<b>Yeung TH</b>	Chao YL	Lam YW
<b>1D</b>	So LS	Lam CB	Man WS
<b>1E</b>	<b>Wong YS</b>	Wong W	Wong YS
<b>1F</b>	Siu MY + <b>Wong YS</b>	Kwok KN	Lam MT

# **Civic Education Programme Plan 2017-2018**

## **I. Aims:**

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

## **II. Objectives:**

### **1. Knowledge**

To help students understand:

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

### **2. Skills**

To help students develop the following skills:

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

### **3. Attitudes**

To help students cultivate the following attitudes:

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

### III. Implementation Plan

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

#### A. Formal Curriculum

- The Civic Education Committee will carry out the following program centering on the main theme of 2017-2018: **尊重、包容、關愛**

日期	內容	備註/協作團體	負責同事
	升旗儀式 9月1日: 升國旗、中小學校校旗 11月11日(校慶日): 升校旗 2016年1月尾(中六最後上課日): 升校旗	童軍	
全年	每週新聞報道 (Day E)	公民大使	
全年	新聞評述 (Day C)	中五學生/中文科	
全年	每日新聞佈告板		
4/10/2017	中秋節-生果分享	公民大使	
14/10/2017	參觀尖沙咀清真寺	15-20 (S3-S5)	
10/11/2017	早會: 社創教育講座	全校/ 企業、會計、財 務概論科	
17/11/2017	Eldpathy	30 (S2-S5)	每位 \$30
12月	學友社第二十四屆全港中學生十大新聞選舉	全校	
	參觀高等法院	香港大律師公會 名額:40位 (中四、中五)	
	英華論壇(上下學期各一次)		
	公民自助售賣處(上下學期各一次)		
27/11/2017	廉政互動劇場	中三級	

	樂施減貧利是	全校	
14/3/2018(暫定)	知識產權署互動劇場-「尊重互聯網上的知識產權」	中二級	
3月15日	早會: 誠信	中二級	
5月	六四事件 - 展板、影片播放		
	樂施會互動教育中心工作坊 (樂施減貧利是獲獎學校免費參加)	通識科 名額:35位(中二)	
	學界饑饉－貧富餐	中一	
	明哥派飯	中三-中五	
	惜食堂義工	名額:15位 (中四、中五)	
	內地交流團	中四中五	
		火炬合作	

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

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

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

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

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

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

### **IV. Evaluation**

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

### **V. Program Team**

Leader : Mr. C Siu

Secretary : Ms Chung YF

Members : Ms. Chan YY

Mr. Lam WH

Ms. Wong SYE

Mr. Yi CL

Ms. Ho WY

Mr. Tse F

Ms. Yeung WM

**Mr. Lee MK**

# **Discipline Committee Programme Plan 2017-2018**

## **I. Purpose**

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

## **II. Swot Analysis Of Student Discipline Development In Ying Wa**

### **A. Strengths**

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

### **B. Weaknesses**

- Most of the prefect leaders 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.
- There is no appropriate venue which is available for discipline teachers to talk to and preach at students as the Discipline Room at the school office is occupied by different administrative tasks on daily basis while corridors, open space on G/F and 7/F may not be the ideal settings for serious conversation.

- Busy teaching and non-teaching schedules make some programmes difficult to receive the massive support from teachers. It is especially challenging for trainings which require students' participation on several school days.
- 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.
- Heavy workload leaves discipline teachers less time and energy on doing precaution works against students' problems. Besides, they have no time to receive both internal and external professional training and update themselves with the current trend of school discipline work.

### **C. Opportunities**

- Long term and continuous programs can be planned and implemented together with Primary School Discipline Committee.
- Background of students may change as DSS primary students begin to enter College. More family support expected.
- As staff size expanded, it is hoped that workload of discipline teachers can be relieved and more human resources can be assigned to the Discipline Committee.
- Clearer school policy on special-talented student helps ease misunderstanding among teachers and students.
- 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.
- The great study pressure from public examination has impeded some capable senior students from joining the Prefect Board. Thus, quite a number of prefects elected are not mature enough to carry out their duties. The general performance of prefects may not meet with the expectations of the school. More training and guidance from the school is expected.
- Under Through Train system, many students and parents have been accustomed to a set of norms in primary school that 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 2017-18)**

- To response to the School Annual Plan;
- To raise the awareness of self-discipline of students, promote positive thinking and appreciation among students;
- To help students in building up good habits like punctuality, politeness, cleanliness and tidiness;
- To strengthen professional sharing among members on tackling with students' cases;
- To strengthen the team work among committee members.

#### **IV. Key Challenges**

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

#### **V. Program Plan In Response To Student Support Curriculum**

Please refer to Appendix I for details.

#### **VI. Program plan**

<b>Programme Content</b>	<b>Schedule</b>	<b>Person-in-Charge</b>
Duties Allocation	August 2017	LSK / LSYJ
S1 Training Camp	(To be confirmed)	LSK / LSYJ / SSDC members
Class Captain and Monitor Workshop	6 September 2017	LSK / LSYJ / YSH
Prefect Workshop	Late September and 14 October 2017	LSK / LSYJ / SKL / WW
S1 Parents' Night	29 September 2017	LSK / LSYJ
S3 Enhanced Smart Teen Project	20-24 November 2017	LSYJ / YSH / LYH / LMT
S4 Leadership Training Camp	(To be confirmed)	LSK / LSYJ / SKL / YWM/WWH
Educational Talks	Assemblies	Members
Collaboration with SSDC	Whole year	LSK
Regular Form Meetings	Whole year	LSK / LSYJ / Form Discipline
Case Investigation	Whole year	Members
Prefect Board Advisory	Whole year	LSK / LSYJ / SKL / WW
Merits and OLE Record	Whole year	WWH / YYM

Demerits Record	Whole year	LSK / LSYJ / SKL
New Leaf Program / Student Caring Scheme	Whole year	CYS / YWM
Decency Award Scheme	Whole year	LSK / LSYJ / CWL
Detention Class	Whole year	LSK / MWS / CMT
Handling late-comers	Whole year	CTK / YSH / LYH/Prefects
Handling lost properties	Whole year	WW / CKY
Survey and Statistic	Whole year	LSYJ / CWL/ CCM
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.

## VIII. Discipline Committee Member List

CHAIRPERSON: Lam Siu Kuen, Annette (Discipline Mistress)

VICE-CHAIRPERSON: Leung Sai Yung, Jacky  
(Deputy Discipline Master)

ADVISOR: Mak Tak Cheung (Vice-Principal)

SECRETARIES: Wong Wing (Junior Forms)  
Chan Chi Man, Manto (Senior Forms and Joint Meetings)

### **JUNIOR FORMS**

S.1 DISCIPLINE:	** Lee Yik Hang, Henry	Wong Wing, Ivy	Lam Man Tsun, Jason
S.2 DISCIPLINE:	** Choy Tik Kwan	Chow Wing Lam	Yeung Yee Man
S.3 DISCIPLINE:	** Leung Sai Yung, Jacky	Chow Kin Yu	Man Wing See, Mandy

### **SENIOR FORMS**

S.4 DISCIPLINE:	**Yeung Wai Ming, Irene	Wan Wai Hon
S.5 DISCIPLINE:	** Yip Shing Hei, Ryan	Chan Yuk Shan, Vivian

S.6 DISCIPLINE:	** So Ka Lok	Chan Chi Man, Mantro
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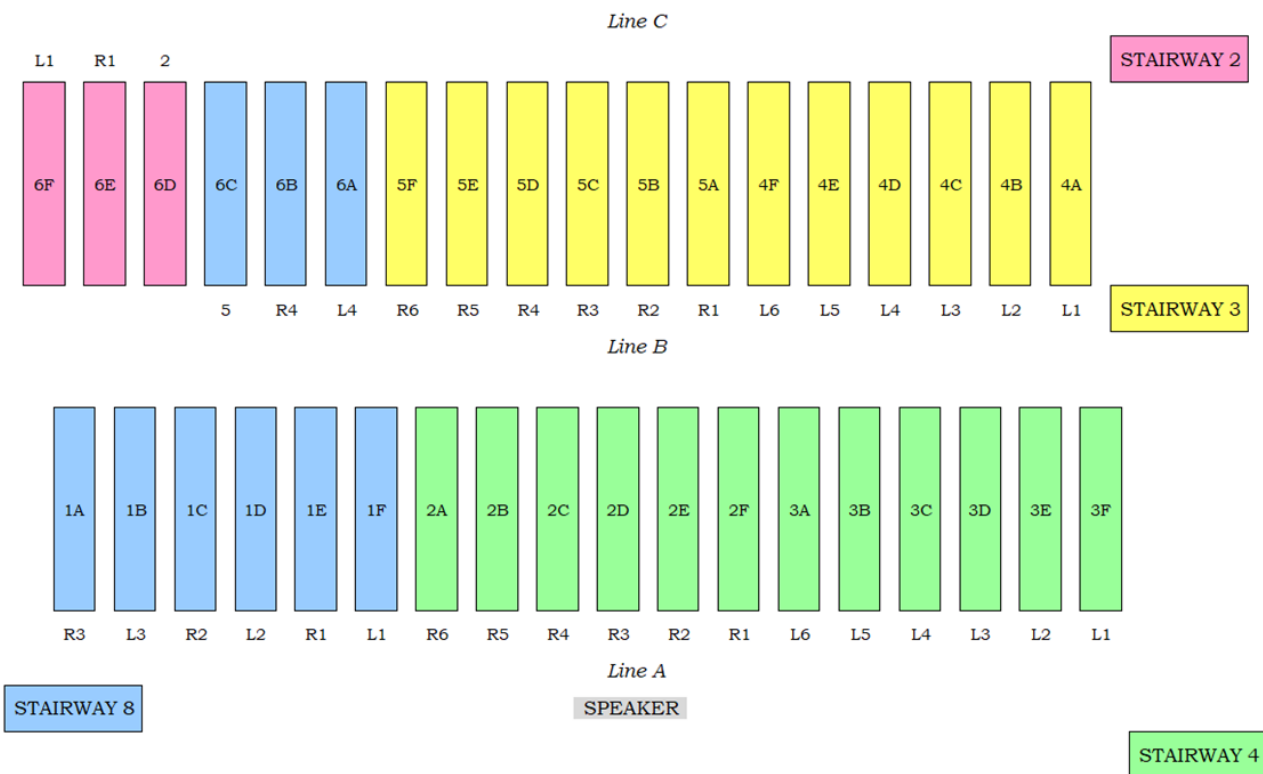
**\*\* Form Co-ordinator**

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



Duties:

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

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

## Other Duties

DETENTION CLASS: Lam Siu Kuen, Annette Man Wing See, Mandy  
Chow Tsz Ting Jessie Lam Man Tsun, Jason

### 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 Chan Yuk Shan, Vivian Yeung Wai Ming, Irene  
PROGRAMME:

### 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: Wan Wai Hon Yeung Yee Man Chow Tsz Ting Jessie

### Duties:

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

DEMERIT RECORDS: Lam Siu Kuen, So Ka Lok Leung Sai Yung, Jacky  
Annette

### Duties:

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

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

### Duties:

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

LATENESS: Choy Tik Yip Shing Hei, Lee Yik Hang, Henry  
Kwan Ryan

### Duties:

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

PREFECT BOARD: Lam Siu Kuen So Ka Lok Leung Sai Wong Wing Yung

Duties:

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

SURVEY AND STATISTICS: Leung Sai Chan Chi Man, Chow Wing Lam  
Yung, Jacky Mantro

Duties:

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

HANDLING LOST PROPERTIES: Chan Chi Man, Chow Wing Lam  
Mantro  
Lee Yik Hang

Duties:

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

**Monthly Meeting**

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

**Ying Wa College**  
**Student Development and Support Committee 2017–2018**  
**Program Plan**  
**Discipline Committee**

Targets	Tasks and Progress
2.1 Implementation of student support curriculum	<p><b>Highlighting core-value – Self Discipline</b></p> <ul style="list-style-type: none"> <li>• Enhancing students’ awareness in self-discipline and responsibility.</li> <li>• Enhancing students’ awareness in Positive Thinking and Appreciation.</li> </ul> <p><b>Establishment of a whole-school student support framework</b></p> <ol style="list-style-type: none"> <li>1. To cultivate class spirit and sense of belonging among students through different level-based activities: <ul style="list-style-type: none"> <li>➤ S1 Training camp (December 2017). Big brothers and old boys will be invited to share their experience with the S1 boys.</li> <li>➤ S4 Training Camp (March 2018). Class teachers will be invited to join the camp and support their boys. Discipline teachers will cooperate with other members in the SDSC to conduct the camp.</li> </ul> </li> <li>2. The Student Caring Programme will carry on in providing support to targeted students with disciplinary problems. Discipline teacher needs to complete the interview record and hand in it for evaluation at the end of the second term.</li> <li>3. Discipline teachers will sit in the form meetings of each level to exchange information about students’ behavior and to enhance the communication between the Discipline Committee and class teachers.</li> <li>4. To strengthen the discipline during school events, daily work like patrol during morning announcements and morning assemblies, handling disciplinary cases and class visit will carry on throughout the year.</li> <li>5. Educational assemblies will be conducted to convey positive messages to students throughout the year. <ul style="list-style-type: none"> <li>➤ 28/8 S1 Discipline Committee Sharing Assembly</li> <li>➤ 15/9 (9<sup>th</sup> period) S1 Road Safety Seminar</li> <li>➤ 11/10 Morning Assembly (Responsibility)</li> </ul> </li> <li>6. To carry out the Decency Award Scheme aims at raising the awareness of self-discipline of students and helping them to build up good habits (3As: Attitude, Awareness, Appearance).</li> </ol>

<p>2.2 Collaboration with parents</p>	<ol style="list-style-type: none"> <li>1. Individual interviews with parents in helping students to correct their misbehavior and to provide parents with professional advices in improving the quality of their sons' school lives will continue in the second term.</li> <li>2. To participate in parenting courses, seminars and talks organized by PTA to align parents with student support themes and values. Thus, eliminating misunderstanding between the Discipline Committee and the Parents so as to strengthen the Home-School cooperation.</li> </ol>
<p>2.4 SEN student support</p>	<ol style="list-style-type: none"> <li>1. The Discipline Committee members will cooperate with other student support teams in handling SEN students' disciplinary problems.</li> </ol>
<p>Other important committee tasks that are not covered by School Major Concerns</p>	<ol style="list-style-type: none"> <li>1. Compile S1 -6 Students' Discipline Record.</li> <li>2. Compile S1-6 Students' Merit Record and Demerit Record.</li> <li>3. Supervise the daily operation of the detention class.</li> <li>4. Hold monthly discipline meetings to discuss students' disciplinary cases.</li> <li>5. Handle mobile phone cases and other cases concerning lateness, homework problem and students not attending detention class.</li> <li>6. Supervise the daily operation of the Prefect Board.</li> <li>7. Help teachers to handle discipline problems happened during the lesson time.</li> <li>8. Handle lost properties found in school.</li> <li>9. Handle complaints from public about students' misbehavior outside the school.</li> <li>10. Handle parents' complaints.</li> <li>11. Review school rules and discipline policy when needs arise.</li> <li>12. Communicate with outside bodies like police force in students' behavioral problems.</li> </ol>

**Prepared by: Annette SK lam**  
**5<sup>th</sup> September, 2017**

**Information Technology in Education  
Co-ordination Committee  
Programme Plan 2017-2018**

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
<b>1. IT Services Account Renewal &amp; Maintenance</b>	1. eClass accounts update for all registered students.	1. 25 Aug 2017	1. KS Wang	3,000
	2. YINGWA Domain, e-Class, E-mail accounts & E-services account creation for all new staff.	2. 15 Aug 2017	2. KS Wang	
	3. eServices Teachers' Accounts Renewal & Termination.	3. 1 October 2017	3. TC Mak	
	4. Induction of school IT system to new colleagues.	4. 18 Aug 2017	4. KS Wang	
	5. Readiness of Photo & Registration Data for New Smart ID Cards Production.	5. 8 Aug 2017	5. LL Chung	
	6. HK EDcity accounts creation for new students.	6. 12 Sep 2017	6. KS Wang	
	7. Hosting S1 Parents' Briefing Session on eNotice, eAttendance, ePayment, Parents App.	7. 26 Aug 2017	7. KS Wang	
	8. Release of S1 Students' Smart ID Cards & Parents accounts.	8. 26 Aug 2017	8. KS Wang / PTA Excom	
	9. Students' accounts updated on HK Edcity.	9. 8 Sep 2017	9. KS Wang	
	10. Release Students' Accounts Credential.	10. 15 Sep 2017	10. Computer-Lit Teachers	



Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
2. Web Services Provision	1. Content update & Edition on School Web.	1. whole year	1. TSS, AV Staff	
	2. Provision of eNotice and eCircular services.	2. whole year	2. Frank Wong	
	3. Provision of Ying Wa Post Services.	3. whole year	3. Public Relation Officer	
	4. Upgrade and Maintenance of eClass System.	4. whole year	4. KS Wang & TSS	
	5. Content update & Maintenance of Music Server.	5. whole year	5. Mus Ass. & TSS	
	6. Creation & Maintenance of Office 365 services accounts for all teachers and students.	6. whole year	6. KS Wang	
	7. Creation & Maintenance of Google Education suits services accounts for all teachers and students.	7. whole year	7. KS Wang & TSS	
	8. Update & verify teachers' profiles on e-Services.	8. 10 Oct 2017	8. All Teachers, TC Mak	
	9. Subscription of 1Gbps Up / Down Broadband Services.	9. whole year	9. KS Wang	50,000
	10. Wi-Fi Infrastructure Standard Setup and Lease	10. whole year	10. KS Wang	253,800 (3 yrs)
	11. Wi-Fi Infrastructure Add-on Setup and Lease	11. whole year	11. KS Wang	59,400 (3 yrs)
	12. Administration of iPortfolio for OLE record on eClass.	12. whole year	12. Jeff Chan & OLE Staff	
	13. Provision of eAttendance for Student.	13. whole year	13. KS Wang, HM Tsang	
	14. Provision of ePayment for Student.	14. whole year	14. KS Wang, Acct Staff	
	15. Provision of Parent Communication System by eClass App.	15. whole year	15. KS Wang, Admin Staff	
	16. Provision ePOS for Students.		16. KS Wang, SY Kung, SY Wong, WY Sun, TSS	

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
3. Replenishment & Upgrade of IT Resources	1. Provision eClass Apps Combo (Parents & Teachers).	1. 1 Sep 2017	1. Principal & KS Wang	25,000
	2. Subscription of IT HW Annual Maintenance.	2. 30 June 2018	2. KS Wang & TSS	50,000
	3. Replacement of obsolete Projecting Devices.	3. whole year	3. TSS & KS Wang	100,000
	4. 40 iPad tablet PCs for eLearning	4. 31 Aug 2017	4. TSS & KS Wang	139,480
	5. Charging Trolley for 40 iPad Tablet PCs	5. 31 Aug 2017	5. TSS & KS Wang	15,552
	6. Apple TV for Trolley and CAL Room	6. 31 Aug 2017	6. TSS & KS Wang	2,500
	7. Quarterly System update of all ITED PCs.	7. 30 May 2018	7. KS Wang & TSS	
	8. Replacement of IT Accessories.	8. whole Year	8. KS Wang & TSS	70,000
	9. Provision of Software & License Upgrade Services.	9. 31 May 2018	9. KS Wang & TSS	50,000
	10. Replacement of Accessories for College Office & SAMS	10. whole year	10. TSS & AV Staff	10,000
	11. Renewal of MS Office 2016 Prof. Application Software for all 25 Supporting Staff Desktop PC	11. 31 Aug 2017	11. KS Wang & TSS	12,500

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
4. Promotion of IT in Education and Routine Services	1. Orientation S1 boys: IT Facilities and User's Regulation.	1. 30 Sep 2017	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. School 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 2017	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 & WY Sun	
	9. Application of eClass system for the provision school based communication as well as learning platform.	9. whole year	9. All Staff	
	10. Deployment of eLearning platform in LS & PBL	10. 31 Aug 2018	10. KS Wang / LS teachers	
	11. Deployment of Office 365 / Google Education in L&T	11. Whole year	11. All Teachers & Students	
	12. Mass talk in Google Apps for Education	12. 31 Jan 2018	12. Guest Speaker	
	13. Workshop on Google Education (for All / Some Teachers)	13. ??	13. COE Teachers	
	14. IT obsolete hardware Recycle Rebate.	14. whole year	14. TSS & KS Wang	

Focus	Action Items	Date of Completion	Person(s) in Charge	Budget
5. TSS & Appraisal	1. Carry out Appraisal for Technical Support Services.	1. 2 May 2018	1. Stake Holders	200,000
	2. TSS Tendering / Contract Payment & Renewal.	2. 31 July 2018	2. KS Wang	
			<b>Grand Total</b>	HK\$1,040,532

Revised by: KS Wang  
Date: 8 Sep 2017

# Other Learning Experiences Programme Plan 2017-2018

## 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 many 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 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 2017-2018**

- Promotion of core values / themes
  - Goal-driven life through leadership training and career-related extra-curricular activities
  - Positive thinking and appreciation through social service and interest classes
  - Promotion of mental health
- Consolidation of the Form Council system to enhance inter-class collaboration and promote leadership training in the junior forms
- Support for leadership enhancement by conducting sharing sessions
- Promotion of the extra-curricular activities electronic management system, eEnrolment, to students and teachers
- Enhancement of students' sense of belonging through organising the 199th School Anniversary and Bicentenary Funfair

## 4 Implementation Plan

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
Promotion of goal-driven life	<ul style="list-style-type: none"> <li>➤ To provide students with an opportunity outside classroom to set goals for themselves</li> <li>➤ To encourage students to bear responsibility through duties from extra-curricular activities</li> <li>➤ To help students develop their interest related to their future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clubs and societies                             <ul style="list-style-type: none"> <li>• Student Council</li> <li>• Academic groups</li> <li>• Interest groups</li> <li>• Service groups</li> <li>• Sports groups</li> <li>• Each club or society is required to hold at least 1 activity per term</li> </ul> </li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Tam KP Wong YH Wong KC Chief Advisors	<ul style="list-style-type: none"> <li>➤ Activities held by clubs and societies</li> <li>➤ Interim report</li> <li>➤ Annual report</li> <li>➤ Financial report</li> <li>➤ Merit point system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower:                             <ul style="list-style-type: none"> <li>• Clubs and societies advisors</li> <li>• Student leaders from S3-6</li> </ul> </li> <li>➤ A clear Chairman's Manual to serve as guidelines for Chairmen</li> <li>➤ Familiarity with steps to organise activities through two Chairman Workshops</li> <li>➤ Members Recruitment Day for clubs and societies to recruit members annually</li> </ul>	Year round	\$1500 Supported by SC and membership fees
		<ul style="list-style-type: none"> <li>➤ Student Council leadership training programmes                             <ul style="list-style-type: none"> <li>• Leadership Training Scheme targeting junior-form students</li> <li>• Hexarchy Summit to explore global issues (TBC)</li> <li>• Summer Leadership Training Camp targeting senior-form students to prepare future student leaders</li> </ul> </li> </ul>	Chan CN Kwok WYN Wong YH Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Questionnaires for participants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower:                             <ul style="list-style-type: none"> <li>• SC Ex-co members, sub-committee members</li> </ul> </li> <li>➤ Teacher advisors' guidance on the design of activities</li> <li>➤ Close connection with partnering schools</li> <li>➤ Promotion and early recruitment of participants</li> </ul>	Year round	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Leadership training programmes in collaboration with outside organisations                             <ul style="list-style-type: none"> <li>• Club Chairmen Training Workshop</li> <li>• Hong Kong Union of Young Leaders</li> <li>• Hong Kong Outstanding Students Association</li> <li>• The Children's Council</li> <li>• Hong Kong 200 Leadership Project</li> <li>• The Women's Foundation Teen Programme</li> <li>• YMCA Youth Leadership Development Programme (TBC)</li> </ul> </li> </ul>	Chan CN Leung YF Wong SY Wong TN Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Students' performance in programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the school and outside organizations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation</li> </ul>	Year round	\$22000+ \$2500+ \$750+ =\$25250
		<ul style="list-style-type: none"> <li>➤ Outstanding students competitions &amp; scholarships                             <ul style="list-style-type: none"> <li>• Hong Kong Outstanding Students Award</li> <li>• HKSAR Outstanding Students Award</li> <li>• SCMP Student of the Year Award</li> <li>• Sham Shui Po Outstanding Students Award</li> </ul> </li> </ul>	Chan CN Kwok WYN Leung YF Tam KP Wong YH Yeung TH Wong KC	<ul style="list-style-type: none"> <li>➤ Awards won by student leaders</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' active participation in competitions</li> <li>➤ Recommendation of outstanding students from teachers</li> </ul>	Year-round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>Sham Shui Po Outstanding Volunteers / Young Persons Awards</li> <li>Kowloon District Outstanding Students Award</li> <li>Hong Kong Playground Association Outstanding Students Award</li> <li>Kiwanis Community Service Award</li> <li>Hong Kong Outstanding Youth Volunteers Scheme</li> <li>Sir Edward Youde Memorial Scholarship</li> <li>Multi-faceted Excellence Scholarship</li> </ul>					
	➤ To strengthen students' life planning through career-related experiences	<ul style="list-style-type: none"> <li>➤ Student Council Mentorship Programme <ul style="list-style-type: none"> <li>To provide opportunities for S5 students to meet alumni from careers that they are interested in and learn from their experience</li> <li>To foster positive work values and life values</li> </ul> </li> <li>➤ To support S5 Career Mapping workshop and S.5 English Elective Module – Workplace Communication</li> </ul>	Chan CN Wong YH Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students, teachers and alumni</li> <li>➤ Careers Research Project submitted to English Teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower: <ul style="list-style-type: none"> <li>SC Advisors, Careers teachers, English teachers, alumni, SC Ex-co members, sub-committee members</li> </ul> </li> <li>➤ Close connection with Careers Team, English Department and OBA</li> <li>➤ Readiness of S5 students</li> </ul>	21-04-2018	Supported by SC & OBA
		<ul style="list-style-type: none"> <li>➤ Career-related experiences in collaboration with voluntary organisations <ul style="list-style-type: none"> <li>MTR 'Train' for Life's Journeys Internship Programme</li> <li>Caritas Hong Kong Summer Internship Programme</li> </ul> </li> </ul>	Kwok WYN Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students</li> <li>➤ Students reflections in S3-6 careers workshops</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the school and the business corporates</li> <li>➤ Teachers' guidance given to students on pre-visit preparation and post-visit reflections</li> </ul>	Summer 2018	N.A.
Promotion of positive thinking and appreciation	➤ To offer students opportunities to get in touch with people from different walks of life and various backgrounds, learn from their difficulties	<ul style="list-style-type: none"> <li>➤ Community service organised by service clubs <ul style="list-style-type: none"> <li>Interact Club</li> <li>CYC</li> <li>AYP</li> <li>Red Cross</li> <li>Scout</li> </ul> </li> </ul>	Chief Advisors	<ul style="list-style-type: none"> <li>➤ Activities held by service clubs</li> <li>➤ Interim report</li> <li>➤ Annual report</li> <li>➤ Financial report</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the clubs and outside organisations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation</li> </ul>	Year-round	Club membership fees



Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
	<ul style="list-style-type: none"> <li>and attitude towards life</li> <li>➤ To spread the message that it is more blessed to give than to receive</li> <li>➤ To allow students to unlock their potential</li> </ul>	<ul style="list-style-type: none"> <li>➤ Community service organised in collaboration with voluntary organisations               <ul style="list-style-type: none"> <li>• Orbis Student Ambassador Campaign</li> <li>• UNICEF Young Envoys Programme</li> <li>• Sham Shui Po Primary &amp; Secondary Schools Cooperation Scheme</li> <li>• 333 Learning Companion Leadership Program</li> </ul> </li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Tam KP Wong TN Yeung TH Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Students' performance in programmes</li> <li>➤ Sharing in morning assemblies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close connection between the school and outside organizations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation</li> </ul>	Year round	\$1800
		<ul style="list-style-type: none"> <li>➤ Form-based Flag Selling Programme</li> </ul>	Kwok WYN Chow KY Yeung TH Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ All S4 students take part in at least one flag day</li> <li>➤ Collection of receipts for proof of participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Early arrangement for 4-6 flag days</li> <li>➤ Briefing sessions before flag days to give reminders to participants</li> <li>➤ Rearrangement for students who have activities on Saturday mornings</li> </ul>	Year round	N.A.
		<ul style="list-style-type: none"> <li>➤ Volunteer Movement Service Awards               <ul style="list-style-type: none"> <li>• Application for award certificates to show recognition for students' contribution to social services</li> </ul> </li> </ul>	Kwok WYN Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ Number of service awards students win</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' active participation in service programmes</li> <li>➤ Clear records of students' service hours</li> </ul>	31-01-2018	N.A.
		<ul style="list-style-type: none"> <li>➤ Interest classes &amp; OLE courses held by outside organisations</li> </ul>	Chan CN Lam WH Wong SY Wong TN Yeung TH Wong KC	<ul style="list-style-type: none"> <li>➤ Number and variety of interest classes held</li> </ul>	<ul style="list-style-type: none"> <li>➤ Careful selection of service providers</li> <li>➤ Number of participants</li> </ul>	Year round	\$3000
Promotion of mental health	<ul style="list-style-type: none"> <li>➤ To promote students' awareness of mental health and understanding of mental illness</li> <li>➤ To offer students opportunities of personal contact with psychiatric clients</li> <li>➤ To offer students' opportunity to participate in and organise mental health program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mental Health Youth Ambassador Programme</li> <li>➤ Public lectures held by outside organisations (the Hong Kong College of Psychiatrists)</li> <li>➤ Community services to people-in-recovery (PIR) organised by various non-government organizations</li> <li>➤ Planning and organising mental health program to the public</li> <li>➤</li> </ul>	Kwok WYN Leung YF	<ul style="list-style-type: none"> <li>➤ Feedback from students</li> <li>➤ Students' performance in programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' active participations</li> <li>➤ Close connection between the school and outside organisations</li> </ul>	Year round	N.A.
Consolidation of the Form Council	<ul style="list-style-type: none"> <li>➤ To strengthen inter-class</li> </ul>	<ul style="list-style-type: none"> <li>➤ Application               <ul style="list-style-type: none"> <li>• S2 Form Council Members to be</li> </ul> </li> </ul>	Kwok WYN Kwok KN Wong TN	<ul style="list-style-type: none"> <li>➤ Performance of Form Council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Careful selection of service providers</li> </ul>	Year round	\$8000 + \$1000 = \$9000

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
system	<ul style="list-style-type: none"> <li>➤ cooperation</li> <li>➤ To promote leadership training in junior forms</li> </ul>	<p>nominated by class teachers</p> <ul style="list-style-type: none"> <li>• Open application for all S2 students</li> <li>➤ School Anniversary Observation Task <ul style="list-style-type: none"> <li>• To learn from observing how large-scale activities are organised</li> </ul> </li> <li>➤ S2 Form Council Training Workshops <ul style="list-style-type: none"> <li>• 2 training sessions to be provided by trainers and teachers on leadership qualities, teamwork, effective communication strategies, event management skills, proposal drafting, etc.</li> </ul> </li> <li>➤ Form Council Activity <ul style="list-style-type: none"> <li>• To be designed and implemented by Form Council members under the guidance of teacher advisors</li> </ul> </li> </ul>	Wu WY Yip SH Wong KC	<ul style="list-style-type: none"> <li>Members</li> <li>➤ Activities held by Form Council, e.g. booth games</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interviews and nominations from class teachers</li> <li>➤ Guidance from teacher advisors</li> <li>➤ Regular meetings to monitor the progress</li> </ul>		
Support for leadership enhancement	<ul style="list-style-type: none"> <li>➤ To share tasks accomplished by the OLEC and our belief</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sharing session in the Staff Meeting</li> </ul>	Chan CN	<ul style="list-style-type: none"> <li>➤ Feedback from staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear introduction of the work done by the OLEC</li> </ul>	August 2017	N.A.
Promotion of the electronic management system	<ul style="list-style-type: none"> <li>➤ To improve the efficiency of activity enrolment and handling of ECA records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction of the newly installed eEnrolment system to teachers and students</li> </ul>	Chan CN Wu WY	<ul style="list-style-type: none"> <li>➤ Number of activities using the eEnrolment system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Familiarity of the eEnrolment system by teachers and students</li> <li>➤ Design of an application form for teachers to use the eEnrolment system</li> </ul>	Year round	N.A.
Enhancement of students' sense of belonging through Anniversary celebrations	<ul style="list-style-type: none"> <li>➤ To promote harmony at school by strengthening student-student and student-teacher relationship through organising the 199<sup>th</sup> School Anniversary and Bicentenary funfairs that gather students and teachers together</li> <li>➤ To strengthen mutual support among students</li> </ul>	<ul style="list-style-type: none"> <li>➤ The 199th School Anniversary Celebration with booth games, student-teacher sports matches and sale of souvenirs</li> </ul>	Chan CN Kwok WY Kwok KN Lam WH Tam KP Wong YH Wu WY Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Manpower: <ul style="list-style-type: none"> <li>• Booth games: SC advisors, club advisors, departments</li> <li>• S-T sports matches: SC advisors</li> <li>• SC cabinet members, sub-committee members, prefects &amp; helpers</li> <li>• Supporting teachers</li> </ul> </li> <li>➤ Close cooperation between teachers and student organisers</li> <li>➤ Availability of venues and time for preparation</li> <li>➤ Financial support from school</li> <li>➤ Students' active participation</li> </ul>	11-11-2017	\$25000
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>➤ YWC X YWGS Run</li> </ul>	Chan CN Kwok WYN Kwok KN	<ul style="list-style-type: none"> <li>➤ Number of participants</li> <li>➤ Funds to be</li> </ul>	<ul style="list-style-type: none"> <li>➤ Close collaboration with Ying Wa Girls' School</li> <li>➤ Support from FOODSPORT for</li> </ul>	17-3-2018	Sponsored by school and SC

Major Concern	Objective	Task Description	Person-in-charge	Means of Evaluation	Success Criteria	Date of Completion	Budget
			Tam KP Wong YH Yip SH Wong KC	raised	activity design and safety concerns ➤ Students' active participation		

## 5 Evaluation

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

## 6 Budget

Item	Details	Approved Budget
1	Reference books on Leadership Skills	\$500.00
2	Stationery for filing and activities	\$500.00
3	F&E: Booths	\$5,000.00
4	F&E: Queue Poles	\$5,000.00
5	Activity - Speech Festival Syllabi	\$100.00
6	Activity - Junior Form Council	\$1,000.00
7	Activity - Subsidies for General Student Activities	\$1,500.00
8	Activity - Student Exchange Programmes	\$2,000.00
9	Activity - YMCA Youth Leadership Programme	\$2,500.00
10	Activity - School Anniversary Celebration	\$25,000.00
11	Activity - Interest Classes	\$3,000.00
12	Activities (Miscellaneous)	\$500.00
13	Training - Club Chairmen & Prefects	\$22,000.00
14	Training - Junior Form Council Workshop	\$8,000.00
15	Service - SSP Pri & Sec Cooperation Scheme	\$600.00
16	Service - ORBIS Student Ambassador Scheme	\$600.00
17	Service - UNICEF Young Envoys Programme	\$600.00
18	Fee (HKEAMA/HKSMSA/HKUYL Membership)	\$1,300.00
19	Visit Transportation	\$3,000.00

Duties		Members													Law HL	Li B	Tang W/C	Tse F
		Chan CN	Kwok WYN	Chow KY	Kwok KN	Lam WH	Leung YF	Tam KP	Wong SY	Wong TN	Wong YH	Wu WY	Yeung TH	Yip SH				
1.	School Anniversary	√	√		√	√		√			√	√		√				
2.	YWC X YWGS Run	√	√		√			√					√					
3.	Ying Wa Basketball All-Star Tournament	√												√				
4.	Ying Wa Premier League		√											√				
5.	Monitoring of clubs & societies	√		√	√			√			√			√				
6.	Club Chairmen Training Workshop	√	√											√				
7.	Members Recruitment Day	√	√	√		√			√					√				
8.	Development of Form Council		√		√					√		√		√	√			
9.	Leadership training programmes with outside organisations	√					√		√	√				√				
10.	Outstanding students competitions & scholarships	√	√				√	√			√		√		√			
11.	Community service programmes with voluntary organisations	√	√	√	√			√		√			√		√			
12.	Form-based Flag Selling Programme		√	√									√	√	√			
13.	Volunteer Movement Service Awards		√										√	√				
14.	Interest classes & OLE courses held by outside organisations	√				√			√	√			√		√			
15.	SC Mentorship Scheme	√										√		√				
16.	Career-related ECA		√											√				
17.	Student exchange programmes	√	√				√						√		√			
18.	OLE presentations	√	√											√				
19.	School Prospectus – Leadership Training & Community Service	√												√				
20.	S4 OLE Introductory Briefing	√												√				
21.	Maintenance of eEnrolment system	√									√			√				
22.	Maintenance of Activities Updates on school webpage		√	√										√				
23.	S4-6 OLE Records Input Exercise	√	√				√				√	√		√	√			
24.	S1-3 ECA Records Input Exercise		√											√				
25.	OLE Information Board	√												√				
26.	Prize presentation ceremonies		√	√				√			√	√		√				
27.	Post-examination activities	√				√								√				
28.	Preparation for Speech Day	√	√						√					√				
29.	Speech Festival	√												√				
30.	Sports programmes															√		
31.	Music programmes															√		
32.	Visual Arts programmes																	√
33.	House programmes																√	

Appendix:

1. Monitoring clubs and societies

Academic Groups	Chow KY
Interest Groups	Tam KP
Service Groups	Kwok KN
Sports Groups	Wong YH

2. Members Recruitment Day

Period 5	Chan CN Chow KY
12:45-13:15	Wong KC
13:15-13:45	Wong KC
Period 6	Chan CN Kwok WYN
Period 7	Chan CN Wong SY
Period 8	Chan CN Lam WH
Tidying up	Chan CN Kwok WYN Wong KC

3. Leadership training programmes with outside organisations

Hong Kong Union of Young Leaders	Chan CN
Hong Kong Outstanding Students Association	Wong SY
Hong Kong 200 Leadership Project	Leung YF
The Women's Foundation Teen Programme	Wong TN

4. Outstanding students competitions and scholarships

Hong Kong Outstanding Students Award	Chan CN
SCMP Student of the Year Award	Yeung TH
HKSAR Outstanding Students Selection	Tam KP
Sham Shui Po Outstanding Students Award	Tam KP
Sham Shui Po Outstanding Volunteers / Young Persons Award	Leung YF / Yeung TH
Kowloon District Outstanding Students Award	Tam KP
Kiwanis Community Service Award	Chan CN
Sir Edward Youde Memorial Scholarship	Kwok WYN
Multi-faceted Excellence Scholarship	Leung YF
Hong Kong Outstanding Youth Volunteers Scheme	Leung YF
Hong Kong Playground Association Outstanding Teens Award	Yeung TH

5. Community service programmes with voluntary organisations

Orbis Student Ambassador Campaign	Chan CN Kwok KN
UNICEF Young Envoys Programme	Tam KP Wong TN
Sham Sui Po Secondary and Primary School Collaboration Scheme	Chan CN Yeung TH
333 Leadership Companion Programme	Kwok WYN Chow KY

6. Flag Days

Chai Wan Baptist Church	4A	Yip SH
The Community Chest	4B, 4C	Chow KY Yeung TH
Mong Kok Kai Fong Association Limited	4D	Yeung TH
Hong Kong Association of the Deaf	4E, 4F	Chow KY Yip SH
Hong Kong Society for the Blind	Reserved	Wong KC

7. Interest classes

Term 1 Interest Class	Chan CN Lam WH
Term 2 Interest Class	Wong TN Yeung TH
Aquaponics Monitoring Team	Wong SY

## Other Learning Experiences Administrative Calendar 2017-2018

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Flag Days	OLE Committee	Student Council	Clubs & Societies
SEP	27	28	29	30	31	1 X	2	01/09 Opening Ceremony		01/09 Prize presentation 1 01/09 Locker key bags & labels 01/09 Orbis application	25/08 Year-end and Election Forum preparation meeting 30/08 SC 1617 Annual Report & Financial Report ready 01/09 SC Nomination Form (08/09 due)	01/09 Chairman Application Form (14/09 due)
	3	4 A <sup>1</sup>	5 B	6 C	7 D	8 E	9			08/09 333 LCLP application (27/09 starts)		
	10	11 F	12 A <sup>2</sup>	13 B	14 C	15 D	16			11/09 Ex-Chairmen briefing @SAC 0800 13/09 Speech Festival internal deadline 15/09 OLE courses / interest classes 15/09 OLEC Meeting 1	13/09 SC Election Forum Preparatory Meeting @SAC lunch	
	17	18 E	19 F	20 A <sup>3</sup>	21 B	22 X	23	22/09 Swimming Gala (Day 1)		18/09 Form Council recruitment 19/09 Speech Festival official deadline 22/09 SSP Outstanding Volunteer/Youth Award DL	19/09 SC Election Forum 20/09 SC Election preparation meeting @SAC lunch	
	24	25 C	26 D	27 E	28 F	29 A <sup>4</sup>	30	29/09 S1 Parents' Night 30/09 Drama Night		29/09 SCMP Student of the Year Award TBC 29/09 SSP Pri & Sec Sch Coop Scheme TBC 29/09 1 <sup>st</sup> VM records reminder	26/09 SC1718 Election (SAC lunch) 28/09 SC Sub-com recruitment @SAC lunch 28/09 SC New Cabinet Meeting @SAC 1600-1800)	29/09 Chairman WS 1 & Recruitment Day briefing @SAC lunch
OCT	1	2	3 B	4 C	5	6 D	7	02/10 Day after National Day 05/10 Day after Mid-Autumn Festival		03/10 HKOSA DL 06/10 YWPS OLE presentation 06/10 Prize presentation 2	OCT YWBA / YWPL / Sing Con (Senior) 06/10 SC/Chairmen/Teams/ Ambassadors Inauguration Assembly	04/10 New Chairmen Inauguration briefing @SAC & hall lunch
	8	9 X	10 E	11 F	12 A <sup>5</sup>	13 B	14	09/10 Annual Swimming Gala (Day 2)		11/10 OLE Briefing for S4 @SAC 0800 11/10 Form Council interview @SAC 1600		13/10 Members Recruitment Day (SAC 06-13/10 lunch & hall 13/10 1125-1600) 13/10 Clubs S6 OLE School Record Form (10/11 due) @hall 14/10 Chairman WS 2 @hall
	15	16 C	17 D	18 E	19 F	20 A <sup>6</sup>	21		21/10 CWBC 4A	16/10 Prizes & reports for Speech Day Programmes TBC 20/10 HKUYL Application DL TBC 20/10 Edward Youde Scholarship DL TBC	20/10 SC 1718 AGM @SAC 1600	
	22	23 B	24 C	25 D	26 E	27 F	28	28/10 Chung Yeung Festival		23/10 S6 OLE records Committees, teams & depts (17/11 due) 23/10 Form Council 1 <sup>st</sup> meeting 25/10 Orbis Mission Trip sharing 25/10 Prize presentation 3 27/10 S6 OLE records entry briefing & SLP prep notes (with Careers, hall reserved) (17/11 due)		



NOV	29 X	30	31 U A <sup>7</sup>	1 UB	2 UC	3 R	4	29/10 AGM of PTA 30/10 Day after AGM of PTA 31/10- PTA 02/11 Uniform Tests (S1-S3) 02/11 04/11 Basketball Tournament Open House		02/11 UNICEF Application DL TBC 04/11 DSS Open House OLE Presentatn	29/10 PTA AGM Vote Counting	
	5	6 D	7 E	8 F	9 A <sup>8</sup>	10 B	11 X	11/11 199 <sup>th</sup> Anniversary Thanksgiving Service & Celebration		06/11 Form Council 2nd meeting	11/11 199th Anniversary Celebration	10/11 Clubs S6 OLE School Record due
	12	13	14 C	15 D	16 E	17 F	18	13/11 Day after 199 <sup>th</sup> Anniversary Celebration 14/11- 24/11 Gospel Week	18/11 CC 4B&4C	14/11 Form Council 3rd meeting 17/11 S6 OLE records approval due		
	19	20 A <sup>9</sup>	21 B	22 C	23 D	24 E	25					
DEC	26	27 F	28 A <sup>10</sup>	29 B	30 C	1 D	2	01/12 Hong Kong Gospel Festival 2017(S1-S3)		27/11 S6 Mass Talk OEA & SLP (with Careers) 30/11 2nd VM records reminder 02/12 Form Council 1st Workshop (proposal) DEC YWGS Korean Tour Day 1	DEC JSOP (Chi) TBC	27/11 Clubs com & members lists to SAMS (04/12 due TBC)
	3	4 E	5 F	6 X	7 A <sup>11</sup>	8 B	9 X	06/12 Sports Day (Heats) 09/12 Annual Speech Day				
	10	11 C	12 D	13 X	14	15 E	16	13/12 Sports Day (Finals) 14/12 Day after Sports Day	16/12 MKKFA 4D	15/12 VM records submission TBC		
	17	18 F	19 R	20 X	21	22	23	18/12 Christmas Concert 20/12 Christmas Service 21/12- Christmas & NY 01/01 Holidays		20/12 Orbis Casual Wear Day 1 20/12 Prize presentation 4	??/12 Annual Ball TBC	
	24	25	26	27	28	29	30					
JAN	31	1	2 A <sup>12</sup>	3 B	4 C	5 D	6	02/01- Mid-years Exams (S1-S5) 20/01				
	7	8 E	9 F	10 A <sup>13</sup>	11 B	12 C	13					
	14	15 D	16 E	17 F	18 A <sup>14</sup>	19 B	20	20/01 S1 App 1st In				
	21	22 X/C	23 D	24 E	25 F	26 A <sup>15</sup>	27	22/01 Cross Country Day 23/01 S6 Farewell 25/01- S6 Mock Exams 10/02 27/01 S1 App 1st In		23/01 S6 Locker clearance 24/01 Submission of OEA form on JUPAS 24/01 Form Council 4th meeting 26/01 YWGS Korean Tour Day 2		26/01 Interim Report briefing @SAC lunch
FEB	28	29 B	30 C	31 D	1 E	2 F	3		03/02 HKAD 4E&4F	03/02 Form Council 2 <sup>nd</sup> Workshop (Life Master)		
	4	5 A <sup>16</sup>	6 B	7 C	8 D	9 E	10			FEB HKPA OS Selection FEB HK 200	FEB Social Issues Exhibition Prep FEB YWBA / YWPL / Sing Con (Junior)	07/02 Interim Report submission

	11 X	12	13	14	15	16	17	11/02 Parents' Day 12/02 Day after Parents' Day 13/02- Day 24/02 Lunar New Year Holidays				
	18	19	20	21	22	23	24					
MAR	25	26 X	27 F	28 A <sup>17</sup>	1 B	2 C	3	26/02 Staff Development Day 02/03 Gifted Education Annual Parents' Night		MAR Form Council activity preparation MAR Harvard Book Prize	MAR Mentorship Programme Prep	
	4	5 D	6 E	7 F	8 A <sup>18</sup>	9 B	10	09/03 ICAS	10/03 HKSB Reserved			
	11	12 C	13 D	14 E	15 F	16 A <sup>19</sup>	17	16/03 S3 Parents' Night		17/03 YWGS X YWC Run		
	18	19 B	20 C	21 UD	22 UE	23 UF	24	21/03- UT (S1-S3) 23/03		20/03 Distribution of S6 Non-Academic Reports & SLP CDs TBC		
	25	26 R	27	28	29	30	31	26/03 Easter Service 27/03- Easter Holiday & 05/04 Ching Ming		26/03 Prize presentation 5		
APR	1	2	3	4	5	6 A <sup>20</sup>	7	06/04- 200 <sup>th</sup> Anniversary VA 11/04 Exhibitions				
	8	9 B	10 C	11 D	12 E	13 F	14			13/04 Form Council S2 Activity		
	15	16 A <sup>21</sup>	17 B	18 C	19 D	20 E	21	21/04 S5 Mentorship Program		16/04 Form Council 5 <sup>th</sup> meeting	21/04 Mentorship Scheme @hall	
	22	23 F	24 A <sup>22</sup>	25 B	26 C	27 D	28	24/04- S3 TSA (Speaking) 25/04		23/04 S4-5 OLE records entry briefing@hall 25/04 Submission of Full SLP on JUPAS 27/04 S4-5 OLE records Committees, teams & depts (18/05 due)		27/04 Annual Report briefing 27/04 S4-5 OLE records Clubs briefing @SAC (18/05 due)
MAY	29	30 E	1	2 F	3 A <sup>23</sup>	4 B	5	01/05 Labour Day 04/05 S5 Parents' Night		30/04 Orbis Casual Wear Day 2 30/04 Kiwanis Award DL TBC 04/05 Post-exam planning mail to Ts MAY SSP Outstanding Ss Selection MAY HKSAR OS Selection		
	6	7 C	8 D	9 E	10 F	11 A <sup>24</sup>	12			07/05 Junior form awards (Speech, Music & Drama Festivals, captains/monitors for WEBSAMS Data Entry		
	13	14 B	15 C	16 D	17 E	18 F	19			18/05 S4-5 OLE records Committees, teams & depts due 18/05 S4-5 OLE records approval due		18/05 Annual Report, OLE Records submission due
	20	21 A <sup>25</sup>	22 B	23 C	24 D	25 D	26	22/05 Buddha's Birthday				
JUN	27	28 E	29 F	30 A <sup>26</sup>	31 B	1 C	2			JUN OLEC Meeting 2		
	3	4 R	5	6	7	8	9	05/06- Final Examinations 25/06				
	10	11	12	13	14	15	16					

	17	18	19	20	21	22	23	18/06 Tuen Ng Festival 19/06- S3 TSA (Written) 20/06			
	24	25	26	27	28	29	30	30/06 S6 Parents' Talk			
JUL	1	2	3	4	5	6	7	02/07 The day following HKSAR Establishment		03/07 SSP Pri & Sec Sch Coop Scheme Closing Ceremony TBC JUL ORBIS Mission Trip JUL UNICEF Mission Trip JUL YLD Mission Trip	
	8	9	10	11	12	13 X	14	11/07 Release of HKDSE Exam Results 12/07 New S1 Student 13/07 Registration Closing Assembly		13/07 Prize Presentation 6	
	15	16	17	18	19	20	21	16/07- Summer Vacation 31/08 16/07- Courses for Students 24/07 (S1-S3) with CP 17/07 Pre S1 HKAT 16/07- Supplementary 19/07 Exams for S4-5		16-18/07 LTC	
AUG	29	30	31	1	2	3	4				
	5	6	7	8	9	10	11				
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25	22/8 1819 Staff Meeting 22-23/ 8 Subject Meetings (2018-19)			
	26	27	28	29	30	31	1				

# Library Programme Plan 2017-2018

## 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 rate of using Discussion Room and AV Room is quite high.
5. Having detection system installed can enhance the security.
6. Some committee members of the Library Club are enthusiastic in promoting activities in the library.

### B. Weaknesses

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

### C. Opportunities

1. Continuous support comes from PTA to promote library programs.
2. Computers and learning software are quite new and can promote e-learning

### D. Threats

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

## III. Objectives

Objectives	Area concerned	School Major Concern
1. To foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enrichment.	<b>Reading to learn</b>	Enhancement of learning and teaching effectiveness and learning atmosphere

2. To support learning and teaching by providing equitable access to professionally-selected resources.	<b>Reading to learn</b>	-
3. Promote self-regulated learning & self-access learning resources of Library	<b>Reading to learn</b>	Enhancement of learning and teaching effectiveness and learning atmosphere

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

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

	Objectives	Task Description	Resources needed	Time	Person in Charge	Means of evaluation
1	To promote reading and the use of library	To invite S1 classes to visit the library and allow students to borrow books at period 0	Game & prizes for S1 students	Sep	Ms Kung working with class teachers	Plans implemented
3	To promote OPAC2.0 Library system and library digital system to S1 students	To implement S1 Induction program (introduce library OPAC 2.0 system & library tour) in S1 CL lessons, cooperating with S1 CL teachers	OPAC 2.0	Sep	Ms Kung working with S1 CL teachers	Plans implemented
4	To promote reading newspaper reading	To provide newspaper to S1-3 students on Day A and encourage reading	-news-paper	Sep-Apr	- Head of LTRC - Members of LTRC - Class Teachers	Class teacher survey
5	To promote reading different kinds of books	To provide monthly reading materials to all S1-3 students	-monthly reading materials		- Head of LRC - Members of LRC - Class Teachers	Class teacher survey
	Objectives	Task Description	Resources needed	Time	Person in Charge	Means of evaluation

6	To promote reading related to IS, Maths, CL and humanities (including social science, Hist, Chi. History, Geog., Econ., politics, philosophy, Career Education, religion, PE, Art)	To implement Young Scholar Reading Scheme from S1 to S3	-R Cards -Guidelines of oral reports -Explanatory notes -prizes	Sep- May	- Head of LTRC - Members of LTRC - Class Teachers	Class teacher survey  LTRC evaluation
7	<b>To promote sharing of books among students</b>	<b>To coordinate with class teachers, Ms Kung will hold small group oral book sharing for S1-3, maximum about 2-3 groups (5 people in a group) per class in S1-3 .</b>  <b>*Oral report grades will be given by Ms Kung &amp; passed to class teachers</b>	-Reading board game, -prizes	Oct- May	Ms Kung	Student surveys
8	To promote books through student sharing	To invite the Young Scholar Award prize winners of each class to record promotion videos.	-	May – June	Ms Kung	
9	<b>To promote reading in Ying Wa through book talks and book exhibitions</b>	<b>To invite guest speakers to give students book talks and organize (related) book exhibitions with class visits</b>	Fee to guest speaker(s), ~\$ 1200 – 1500 @  Display tables	Oct / April	Ms Kung, working together with Chinese Dept. and English Dept. with class visits, one with PTA on Parents' Day	Plans implemented

11	<b>To promote e-learning among students</b>	<ul style="list-style-type: none"> <li><b>To carry out e-learning activities with 14 computers in which English e-learning programs are installed for students to use at lunchtime and after school under the supervision of English E-learning Ambassadors and staff in the library</b></li> <li><b>To carry out e-learning activities with other subjects, e.g. Science, LS.</b></li> </ul>	E-learning forms and stamps worksheets	Oct-May	Mr Howard and Miss Vaidya (from Eng Dept.), Mr. Yiu (from LS Dept.) & Ms Kung  Coordinating with Science Department	Usage records
10	To promote reading through book club	To manage Scholastic book orders from students in Oct and April	Order form & e-notice	Oct April	Ms Kung	Purchase records
	<b>Objectives</b>	<b>Task Description</b>	<b>Resources needed</b>	<b>Time</b>	<b>Person in Charge</b>	<b>Means of evaluation</b>
12	To promote reading through book recommendation	To produce publications (喜閱) about reading and book sharing for students	Publication fee	Mar	Ms Kung working with other Library Club teacher advisors	Plans implemented
13	To promote reading through interclass competition	To carry out 「悅」讀越續fun 比賽, reading circulation competition	<b>Prizes &amp; certificates</b>	Sep- April	Ms Kung	Circulation records



14	To promote reading, reading skills and sense of current affairs	To carry out 書中尋寶比賽, S1-2 interclass reading competition	<b>Prizes &amp; certificates</b>	Feb	Ms Kung	
15	To promote new books and others with displays	To display new books every week and special book displays on different topics	-	Oct-May	Ms Kung	Plans implemented
16	To promote reading through book review competitions at school	To assist in the administrative work to hold World Book Day Competitions sponsored by PTA, working with Eng. Department, Chi. Department and Art Department.	-	Oct-April	Ms Kung	Plans implemented
17	To promote reading through book review competitions	To promote the book review competition outside the school	prizes	Oct – May	Ms Kung	Plans implemented
18	To give information of books which can be bought to different subjects	To distribute booklets and information about books, which can be purchased, to different departments	-	Oct – May	Ms Kung	Plans implemented
19	To train the leadership of students	To train, supervise and encourage library prefects to volunteer in serving in the library	prizes	Oct – May	Ms Kung	Plans implemented

## V. Budget

The 2016-2017 budget is \$24,700 to purchase:

General library books	13,500
Periodicals and newspaper	6,500
Library Decoration and Facilities	1,000
Miscellaneous (Activities)	3,600
Application Fee	100

# Staff Development Committee Programme Plan 2017-2018

## 1. Aims

### A. For the individual :-

#### ◆ Professional development

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

#### ◆ Personal development

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

#### ◆ Careers development

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

### B. For the School :-

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

## 2. Issues to be addressed

### A. Strengths

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

**B. Weaknesses**

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

**C. Opportunities**

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

**D. Threats**

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

**3. Objectives**

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

**4. Implementation Plan and evaluation**

Major Concern 1: Enhancement of Learning and Teaching

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
1.1 Enhancement of learning-and-teaching effectiveness and learning atmosphere	Providing professional development courses/workshop • pedagogical changes for different needs of students • medium of instruction in	• training record • questionnaire	S CHEUNG	9/2017–5/2018

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

Major Concern 4: Strengthening School Administration, Management and Leadership

Targets	Strategies of Staff Development Committee	Methods of Evaluation	Person in charge	Time Scale
4.2 Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>• to offer guidance to new subject members</li> <li>• Introduce to new teachers about our school campus, facilities and also different types of students. Experience sharing.</li> <li>• Appropriate training courses (NSSC and counseling) are introduced to staffs.</li> </ul>	<ul style="list-style-type: none"> <li>• questionnaire evaluate at the end of school year.</li> <li>• verbal feedback from mentor and mentee.</li> </ul>	S CHEUNG	9/2017–5/2018

**5. Budget**

\$ 2,000

## 6. Programme Team

Mr.	Cheung Ka-Wa, Simon	(Committee leader)
Mr	KK Cheng	(P)
Mr	TC Mak	(VP)
Ms	J Tsang	(VP)
Ms	Alice Lee	(Secretary)
Ms	YF Chung	
Ms	WH Lam	

# **Student Guidance Team Programme Plan 2017-2018**

## **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 guidance team is willing to cooperate with social service groups or organizations.
- 2.1.5 Two social workers are energetic and collaborative. They can maintain good relationship with students and teachers.

### **2.2 Weakness**

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

### **2.3 Opportunities**

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

### **2.4 Threats**

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

### **3. Objectives**

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

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

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

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

- 3.2.1 To help students the awareness of mental health.
- 3.2.2 To help students build up skills in handling stress.
- 3.2.3 To enhance the inner ability of low achievers and easily neglected students.
- 3.2.4 To help S.1 new comers cope with the new learning environment.
- 3.2.5 To train students as leaders with responsibility and enhance a sense of belonging to the school.
- 3.2.6 To promote brotherhood within school.
- 3.2.7 To help parents understand the needs and challenge of their children.
- 3.2.8 To arouse parents' and student's awareness in developing good parents-children relationship by delivering family education.
- 3.2.9 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, special educational need supporting team, discipline team, civic education team, careers guidance team and PTA.
- 4.4 To utilize resources of other organizations, e.g. liaise with a social service organization to run programs.



## **5. Evaluation**

Activities were evaluated in the following aspects:

5.1 Students' attendance

5.2 Feedbacks from teachers, parents and students, using questionnaires or through dialogue.

5.3 Observation

5.4 Meetings

## **6. Program Plan (2017-2018)**

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. Mental Health

## 7. Duties allocation

### ✓ - Teachers involved

Duties	Members																
	Ling KC	Lee KK	Au PC	Chan YY	Chan MC	Kwok KN	Leung YF	Lo YW	Tse F	Wong SYE	Wong SK	Wong TN	Yip CL	Yiu KH	Yu HI	Chu Siu Yan	Social Workers
Personal growth	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
Values + family education	✓	✓			✓		✓	✓	✓			✓		✓	✓	✓	✓
Mental Health	✓	✓	✓	✓	✓	✓			✓	✓	✓				✓	✓	✓
Sex	✓		✓				✓	✓				✓	✓	✓		✓	✓
SENs task group	✓					✓					✓			✓		✓	✓
Partnership + Positive culture	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓

#### \*Duties of Form Coordinator

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

**S.1 Ms.Wong Tsz Ning**

**S.2 Ms.Lo Yau Wa**

**S.3 Ms.Yip Chap Leong**

**S.4 Mr.Yiu Kam Ho**

**S.5 Ms.Kwok Ka Ngai**

**S.6 Ms.Wong Siu Kuen**

## 8. The following activities will be held in the 2017-2018:

8.1 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	19/ 06/ 2017	<ul style="list-style-type: none"> <li>• Early intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Vice Principal, social workers and discipline team , Ling KC, Lee KK	N.A.
2	S.1 Orientation talks for S.1 new students	17 / 07/ 2017	<ul style="list-style-type: none"> <li>• To help S.1 new comers cope with the new learning environment.</li> <li>• To help S.1 new comers familiarize with the services given by social workers and guidance team.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Vice principal, School social workers , Ling KC, Lee KK	N.A.
3	S.1 Adjustment workshop <ul style="list-style-type: none"> <li>• Class periods</li> </ul>	9 / 2017	<ul style="list-style-type: none"> <li>• To promote school social work service.</li> <li>• To provide an opportunity for S.1 students to share new school life and their adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• worksheet collected</li> </ul>	School social workers * Ling KC, Chu SY	I, II, VI
4	S.1 Brotherhood Scheme (Guidance Ambassadors) Guidance Ambassadors Training Lunch activities Adventure Camp Volunteer Services Round up	21, 22/09/17 28/9/2017 20, 21/12/17 Whole year	<ul style="list-style-type: none"> <li>• To help some S.1 students to adapt the college life.</li> <li>• To promote brotherhood and caring campus</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• worksheet collected</li> </ul>	Ling KC*, Lee KK*, Wong SK*, Kwok KN*, Au PC, Yip CL, Yu HJ, Leung YF, Lo YW, Chan YY, Wong TN, Wong SY, Chu SY, School social workers	I, II, III,IV,
5	S.1– S.2 Basic life skills training (成長新動力) <ul style="list-style-type: none"> <li>• Class periods</li> <li>• (7 topics for each form)</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• To promote their psychosocial health like self-understanding and acceptance, emotion and stress management as well as harmonious interpersonal and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Students' attendances</li> </ul>	Health Department Ling KC*, Lee KK, Wong TN(S1), Lo YW(S2)	I, II, IV
6	S.1 – S.6 class teachers period	Whole year	<ul style="list-style-type: none"> <li>• Students can have more healthy self-image and positive thinking's</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Lee KK*,Ling KC, Chu SY, Wong SY, Au PC, class teachers	I, II, III,IV, V

8.2 Values						
	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered

1	Assemblies : S.1 Talk on “Accept the differences and respect others. (Social workers)  S.1: Good deeds S.1: Persistence S.2: Responsibilities S.2: Integrity	19/10/2017  18/12/2017 23/04/2018 05/12/2017 02/05/2018	<ul style="list-style-type: none"> <li>To understand different styles of communication skills.</li> <li>To enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul> <p>Students know the importance of appreciation and responsibilities</p>	<ul style="list-style-type: none"> <li>Observation of students’ performance in lesson</li> <li>Feedback from teachers</li> </ul>	School social workers, Ling KC, Lee KK*, Lo YW, Wong TN, Chu SY	I, II, III, IV
2	S.2 Peer Relationship workshop <ul style="list-style-type: none"> <li>Class periods</li> </ul>	10/2017	<ul style="list-style-type: none"> <li>To promote harmonious culture and prevent bullying in school.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students’ performance in lesson</li> <li>Feedback from teachers</li> </ul>	School social workers, Ling KC*, Lo YW	I, II, III, IV
4	Life Journey Centre <ul style="list-style-type: none"> <li>Visit (on request)</li> </ul>	04/2018	<ul style="list-style-type: none"> <li>To cultivate a positive concept in treasuring time and care for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	School social workers Ling KC*, Tse F.	I, II
5	S.4 Adventure Ship (waiting the second round application) Briefing Workshop Training Post training activities	4 /2018	<ul style="list-style-type: none"> <li>To further enhance mutual respect, empathy, trust and collaboration with the others.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Ling KC*, Yu HJ*, Chan YY, Leung YF	I, II, III, IV
6	S.4 Internet Traps	02/2018	<ul style="list-style-type: none"> <li>To enhance students’ awareness towards internet addiction</li> <li>To prevent them to drop into potential hazards such as ‘online naked chat’.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	School social workers Yiu KH, Chu SY	I, II, III

### 8.3 Family education

	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Parent Day <ul style="list-style-type: none"> <li>Talk (Change from Primary to Secondary)</li> </ul>	29/09/2017	<ul style="list-style-type: none"> <li>Parents understand their sons’ needs</li> <li>Parents understand the pros and cons of their parenting methods</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	School social workers and Discipline team Ling KC	I, II, IV, V
2	S.1 - S.3 Family education workshops for parents and students <ul style="list-style-type: none"> <li>Group of 5 to 6 families</li> </ul>	04/2018	<ul style="list-style-type: none"> <li>Parents understand their children and learn skills in handling their children’s emotion</li> <li>Better communication skills and mutual supports among parents and their children</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	School social workers PTA,	I, II, IV, V
3	S.1 - S.6 『親親兒女心』 family education <ul style="list-style-type: none"> <li>talk</li> </ul>	04/2018	<ul style="list-style-type: none"> <li>Parents understand their sons’ needs</li> <li>Parents learn skills in handling</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	School social workers	I, II, IV, V

			children's problem			
4	Thank you card writing activities for Parents day (S.1-S.5) 『全英華人心語』	02/2018	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	Ling KC, Chan MC*, Chu SY	I, II, IV, V
<b>8.4 Mental Health</b>						
	<b>Tasks / Strategies</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1-S.6 Mental Health Questionnaire	10/2017	<ul style="list-style-type: none"> <li>Students complete the questionnaire. College can understand students' mental health status.</li> </ul>	Questionnaire completed and being analyzed	Baptist Oi Kwan Social Service Ling KC, form coordinators	N.A.
2	「尊重生命，逆境同行」(「好心情@學校」微型計劃)	Whole Year	<ul style="list-style-type: none"> <li>To identify those students whose resilience are weak</li> <li>To strengthen students' resilience</li> <li>To promote positive culture</li> </ul>	Questionnaire completed and being analyzed Feedback from teachers and students	Ling KC, Lee KK, Kwok KN, Wong SK, Chu SY,	I, II, IV, V
3	撒瑪利亞會 「友伴同行」生命互勉計劃		<ul style="list-style-type: none"> <li>To promote mental wellness</li> </ul>	Feedback from teachers and students	Ling KC	II, V
4	S.3 Mental Health Education Workshop (4 sessions, Baptist Oi Kwan Social Service)	4/2018	<ul style="list-style-type: none"> <li>To aware our mental health status and to seek for help whenever needed</li> </ul>	Feedback from teachers and students	Baptist Oi Kwan Social Service Ling KC, Yip CL, Chu SY, Tse Fei./ Chan MC	I, II, IV, V
5	S.4 Different aspects of Emotions.(情緒多面體) <ul style="list-style-type: none"> <li>Class teachers periods</li> </ul>	11/2017	<ul style="list-style-type: none"> <li>Students understand their emotion more.</li> </ul>	Feedback from teachers and students	School social workers Ling KC*, Yiu KH, Chu Siu Yan	I, II, III, IV,V
6	S.5 Stress Down <ul style="list-style-type: none"> <li>Class teachers periods</li> </ul>	11/2017	<ul style="list-style-type: none"> <li>Students know different aspects of stress and how to handle their stress.</li> </ul>	Feedback from teachers and students	School social workers Ling KC*, Kwok KN, Chu SY	I, II, IV, V
7	Mental Health Week <ul style="list-style-type: none"> <li>Assembly : 共融</li> <li>Assembly : MentalHealth</li> <li>Booth Games (Lunch time)</li> </ul>	1/3-6/3 1/3/2018 6/3/2018 5-6/3/2018	<ul style="list-style-type: none"> <li>Students understand how to cope with pressure.</li> </ul>	Feedback from teachers and students	Ling KC, Lee KK, Tse F, Chan MC, Chan YY, Wong SY, Kwok KN, Wong SK, Yu HJ, Chu SY, Leung YF, Au PC	I, II, IV, V
8	S.6 Arts Adventure workshop (1 session, Baptist Oi Kwan Social Service) Class teachers periods	20/10/2017 31/10/2017 08/11/2017	<ul style="list-style-type: none"> <li>Students know the relaxation exercises and Students share support to each others</li> </ul>	Feedback from teachers and students	School social workers Ling KC*, Chu SY, Tse F Chan MC	I, II, IV, V
<b>8.5 Sex education</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 exhibition Psychological Change of Youth	2/2018	Students know their psychological change from children to youth.	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	School social workers, Ling KC*, , Wong TN, Leung YF, Au PC	I, II

2	S.2 Love relationship Basic life skills training • Class teacher period	04/2018	To understand love relationship	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from teachers</li> </ul>	Health Department Lo YW	I, II
3	S.2 Sexual Harassment • Class teacher period	05/2018	<ul style="list-style-type: none"> <li>• To know what is sexual harassment.</li> <li>• To prevent sexual harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	School social workers, Ling KC*, Lo YW	I, II
4	S.3 Love relationship • Class teacher period	10/2017	To promote students build up positive values in sex.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	School social workers Ling KC*, Yip CL, Chu SY	I, II
5	S.3 FM group	11-12/2017	Students know how to communicate with opposite sex.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from organizers</li> </ul>	School social workers, Ling KC*, Yip CL, Chu SY	I, II
6	S.3 色情文化.(The Society for True and Light) • Class teacher period	31/03/2018	Students know the impact of this culture to their personal growth	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	Department of Health Ling KC*, Yip CL, Chu SY	I, II
7	S.4 寧缺勿濫 • Class teacher period	17/11/2017	<ul style="list-style-type: none"> <li>• Students know the consequences of casual sex.</li> <li>• Students know what STDs are.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	Department of Health Ling KC*, Yiu KH, Chu SY	I, II

#### 8.6 SENs task group

	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Educational Psychologists service orientation	27/08/2017	<ul style="list-style-type: none"> <li>• Parents know the school educational psychology service and the referral process</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents</li> </ul>	Educational Psychologist, Ling KC*	N.A.
2	Identify new S.1 students with Special Educational Need and provide emotional / social support • (Parents' Questionnaire)	07/2017	<ul style="list-style-type: none"> <li>• Able to identify the students with Special Educational Needs and provide necessary support to these students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, parents and teachers</li> </ul>	Educational Psychologist, SEN supporting Committee Ling KC*	I, III
3	Identify students with Special Educational Needs and provide emotional / social support	Whole year	<ul style="list-style-type: none"> <li>• Able to identify the students with Special Educational Needs and provide necessary support to these students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, parents and teachers</li> </ul>	Educational Psychologist, SEN supporting Committee Ling KC*, Yiu KH	I, III
3	Social skill group (ASD) <ul style="list-style-type: none"> <li>• Cell group (New Life, JCA connect)</li> <li>• Cell group (social workers) On request</li> </ul>	09-12/2017 01-04/2018	<ul style="list-style-type: none"> <li>• Students learned the appropriate social skills to communicate with the others</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	New Life Psychiatric Rehabilitation Association, workers, Ling KC*, Kwok KN, Yiu KH, , Chu SY	I, II, III, IV
4	Social Skill group (ADHD) <ul style="list-style-type: none"> <li>• Cell group (HKPYA)</li> </ul>	10-12/2017	<ul style="list-style-type: none"> <li>• Students learned the appropriate social skills to communicate with the others</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>	Hong Kong Playground Association workers Ling KC*, Wong SK	I, II, III, IV

5	Parent supporting group	18/10, 24/1, 25/4	<ul style="list-style-type: none"> <li>To support parents to take care their SENs children</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	New Life Psychiatric Rehabilitation Association, workers, Ling KC*, Kwok KN, Yiu KH, , Chu SY	I, II, IV
6	Case conference (on requests)	Whole year	<ul style="list-style-type: none"> <li>Able to arrange special adjustments to those SENs students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, parents and teachers</li> </ul>	Ling KC*, Yiu KH, Chu SY, Fung MO, Educational Psychologist	N.A.
<b>8.7 Partnership (伴我啟航)</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1 – S.6 repeaters Individual guidance	Whole year	<ul style="list-style-type: none"> <li>At least meet the students two times each term</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and questionnaire</li> </ul>	Student guidance team Ling KC, Lee KK	I, II, III
<b>8.8 Positive Culture</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1-S.3 Class Photos	Whole year	<ul style="list-style-type: none"> <li>Class Photo mounted outside classroom</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK, Chu SY	
2	Activities <ul style="list-style-type: none"> <li>Rope knitting</li> <li>Music Practice</li> <li>Cooking</li> <li>hiking</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students enjoy activities</li> <li>Students appreciates each others</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Lee KK*, Kwok KN, Wong TN, Wong SK, Yu HJ, Tse F, Chan MC, Wong SY	I, II, III, IV
3	S.1 – S.3 Sweet Campus (溫馨校園計劃) <ul style="list-style-type: none"> <li>Broad games, Picnic</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Build up peers relationship</li> <li>Promote appreciation atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Yip CL*, Ling KC, Chu SY, Social Workers,	I, II, III, IV
4	Mother's Day Photo Booth Songs Sharing	05/2018	<ul style="list-style-type: none"> <li>Students learn to show appreciation to their parents</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	LKK, Kwok KN, Wong TN, Wong SK, Chu SY	I, II, IV, V
5	S.6 Cheer up activities <ul style="list-style-type: none"> <li>Thank you / Cheer up card writing activities to support S.6 students</li> <li>S6 cheer up activities</li> </ul>	11/12/ 2017	<ul style="list-style-type: none"> <li>Students are willing to give thanks and share their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	Social workers Ling KC*, Lee KK, Chan YY, Tse F, Chan MC, Yip CL, Yiu KH, Chu SY	I, II, III, IV
6	Morning sharing	Whole Year	<ul style="list-style-type: none"> <li>To encourage positive thinking</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	LKK*, LKC, Guidance Team	I, II, III, IV
<b>8.9 Other Programs</b>						
	<b>Strategies /Tasks</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People responsible</b>	<b>Areas covered</b>
1	S.1– S.3 One student one duty <ul style="list-style-type: none"> <li>Students are assigned one duty in their class according to their preference.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Each student has one duty in his class.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Class Teachers Ling KC*, Yip CL, Wong TN, Lo YW, Chu SY	I, III, IV
2	S.1 - S.6 Students adaptation	09/ 2017	<ul style="list-style-type: none"> <li>Students complete the</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Lo YW, Wong	N.A.

	questionnaire		questionnaire		TN, Kwok KN, Yip CL, Yiu KH, Wong SK, Chu SY	
3	APASO	02/2018	• Students complete the questionnaire		Ling KC*, Lo YW, Wong TN, Kwok KN, Yip CL, Yiu KH, Wong SK, Chu SY	N.A.
4	Form Meeting	Whole year		• Feedback from teachers	Ling KC*, Lo YW, Wong TN, Kwok KN, Yip CL, Yiu KH, Wong SK, Chu SY	N.A.
5	Case work and case conference	Whole year			Social Workers, Guidance Team, LKC*, LKK	N.A.
6	Board Decoration	Whole Year			Chu SY	N.A.

### 8.10 Outdoor activities

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

Teachers would be assigned to their first choice or second choice only.

Activities	Target	Place	Month	Teachers	Ling KC	Lee KK	Au PC	Chan YY	Chan MC	Kwok KN	Leung YF	Lo YW	Tse F	Wong SYE	Wong SK	Wong TN	Yip CL	Yiu KH	Yu HJ
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S1 Training camp (1 <sup>st</sup> Day)	S.1	School	8/2018	2-4	1	1			2	1				2		1		
S1 Training camp (2 <sup>nd</sup> Day)	S.1	School	8/2018	2-4	1	1				2		2				2		
Adventure Ship	S.4	sea	04/2018	5	1	1		2			2							1
Sweet Campus	S.1-S.3	T.B.C.	04/2018	All	1	1	1					1		2		1		2
Hiking	S.1-S.5	T.B.C.	11, 12/17 2, 4,, 6/18	All	1	1			1			1	1	1		2		
S4 Training camp (1 <sup>st</sup> Day)	S.4	Sai Kung	3/2018	4-6	1			1			1		2					2
S4 Training camp (2 <sup>nd</sup> Day)	S.4	Sai Kung	3/2018	4-6		1	2											1

## 9. Budgets for 2017 - 2018

Items	Income	Expenditure
1. Reference Books		\$ 500
2. Social Skill Groups		\$ 11400
3. Training for SEN students		\$ 12000
3. Activity-Brotherhood scheme and Training Camp	\$ 1250	\$ 4500
4. Activity-Sex Education		\$ 1200
5. Activity-Student Guidance Week		\$ 3500
6. Assembly Speaker Fee		\$ 4500
7. Activity-Sweet Campus		\$ 800
8. Activity-Positive Culture	\$ 500	\$ 2000
9. Activity-Transport-Hiking	\$ 5000	\$ 6000
10. Activity-Visit		\$ 1500
Total	\$ 6750	\$ 47 900

## 10. Team Members

Guidance team members		Social Workers
Ms. Au Pui Chi	Ms. Tse Fei	Ms. Lau Lai Hung (Tuesday & Thursday) Mr. Fung Man On (Wednesday & Friday)
Mr. Chan Man Chun	Ms. Wong Sheung Yu	
Ms. Chan Yuk Yin	Ms. Wong Siu Kuen Karena	
Ms. Chu Siu Yan (Secretary)	Ms. Wong Tsz Ning Nicole	
Ms. Kwok Ka Ngai Tiffany	Mr. Yip Chak Leong	
Ms. Leung Yat Fun	Mr. Yiu Kam Ho	
Mr. Lo Yau Wa	Ms. Yu Hoi Jin	
Mr. Ling Kai Cheong (Guidance Master)		
Mr. Lee Ka Kit (Assistant Guidance Master)		

## Gifted Education Programme Plan 2017-2018

### Committee members 2017-2018

Committee members:

Chairperson: Mr. Choi KT

Vice-chairpersons: Ms. Wong W (internal) Ms. Lee WY (external)

Secretary: Ms. Chao YL

Members: Ms. Tsang CT (VP) Ms. Ho WY Mr. Mar SS  
Ms. Siu MY Mr. So KL Mr. Wong HL

### Annual plan 2017-2018

Task	Objective	Task Description	Proposed Person in Charge*	Means of evaluation
1	Policy making - Handbook	To update the gifted education handbook	Choi KT	The handbook updated
2	Subject-based gifted education programmes	To coordinate gifted education programmes in their subjects	Chi: Wong W Eng: Ho WY Math: So KL Sci: Choi KT Huma: Siu MY LS: Wong HL	Report in meetings
3	Selection – S.1 gifted student record	To collect past academic data from the S1 students	Choi KT	Data collected
4	Promotion – S.1 admission booklet	To update the S.1 admission booklet	Choi KT	Booklet made
5	Recording results - Yearly gifted record	To update the yearly gifted record	Chi: Wong W Eng: Ho WY Math: So KL Sci: Choi KT Huma: Siu MY LS: Wong HL	The record is updated
6	Promotion – PTA or others	To promote the gifted education by showing their achievement using different methods	Choi KT Wong W	Articles are made in PTA or other newsletters
7	Selection – HKAGE	To coordinate the nomination of students to enter the HKAGE programmes	Wong W Choi KT	12 Students are nominated yearly
8	Nomination –	To nominate students to	Choi KT	Students fairly

	Dual program	join the courses from EDB and local Universities	Mar SS	nominated
9	School-based GE programmes - ICAS	To organize and promote ICAS in school	Siu MY Tsang CT	Evaluation at the year end
10	Emotional education in GE	To develop the emotional education in GE through the “Creative and Critical Thinking Club”	Choi KT Chao YL	Report in the meeting
11	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	Choi KT Wong W Ho WY So KL	Boards and cabinets updated
12	Promotion – I.T.	To organize the I.T. sharing folder and to update the gifted information to school webpage	Choi KT	Gifted information updated
13	Parent education	To organize the parent activities on gifted education	Lee WY Choi KT Wong HL	Evaluation after the event in the meeting
14	Development of “Talent Pool”	To start to use the talent pool in WebSAMS	Subject coordinators Shing Yiu Ming (SAMS)	Report the progress at the year end
15	Staff development	To attend the seminars	All	Report or share in the meeting

### Other References:

For the following issues, please referred to the handbook of gifted education committee

1. **Mission statement**
2. **Goals**
3. **Intended outcomes**
4. **Definition of gifted and talented**
5. **Methods used to identification of gifted and talented students**
6. **Proposed approach**
7. **Gifted education strategies of different departments**
8. **Major duties of gifted education committee**
9. **S.1 Student Recor**

# English Language Programme Plan 2017-2018

## 2.1 Annual Plan of English Department 2017 – 2018

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

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>1.1 Enhancement of learning and teaching effectiveness and learning atmosphere</b>	a) To arouse and maintain students' interest and motivation in learning through revisiting curriculum, pedagogy, assessment and co-curricular activities <ul style="list-style-type: none"> <li>• On-going revision of junior &amp; senior curriculums, especially vertical curriculum across all forms               <ul style="list-style-type: none"> <li>- To analyse and utilize assessment data to inform L &amp; T with strategies</li> <li>- To enrich English-speaking environment through the help from the Native-speaking English Teacher (NET) and the Senior Chatteris Native-speaking English Tutor (SCNET)</li> <li>- To enhance English-reading atmosphere through the English Reading Scheme (ERS) and other reading activities</li> <li>- To provide a platform for students to unfold their talents in English (e.g. English Society, gifted programmes, internal and external activities and competitions etc.)</li> <li>- To invite in-house consultant or outside agent(s) on professional development and curriculum restructuring</li> <li>- To develop strategies to cater for learning diversity                   <ul style="list-style-type: none"> <li>➢ Promoting pedagogical exchanges on catering for learning diversity through lesson collaboration (LC) and peer observation (PO)</li> <li>➢ Adopting teaching strategies that facilitate the development of the school's gifted curriculum</li> </ul> </li> </ul> </li> <li>• Promotion of self-access learning resources of Library &amp; e-L&amp;T strategies</li> </ul>	a) Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience <ul style="list-style-type: none"> <li>- Internal and external test/exam result being analysed with strategic plan developed</li> <li>- English learning environment being enriched in different aspects</li> <li>- Positive feedback from teachers and students</li> <li>- Strategies being developed</li> <li>- Teachers' and students' positive feedback on promotion of e-learning</li> </ul>	a) Records of result analysis with suggested strategies, activities and competitions, students' participation in English activities, students' usage on e-Learning@Library and feedback from teachers and students	09/17 – 08/18	<ul style="list-style-type: none"> <li>• Budget on resources of activities</li> <li>• IT support</li> <li>• PIC: Panel Heads (PHs) Co-curricular Activity Coordinator (CAC) NET &amp; SCNET Assistant Teacher (AT)</li> </ul>
<b>1.2 Excellence in public examinations</b>	a) To comprehensively study public exam reports and live scripts to opportunely evaluate and revise NSS L& T strategies accordingly b) To develop strategic study plan for S.3 TSA and S.6 DSE results analysis, live scripts analysis, holding after school tutorials etc. c) To enhance assessment of/for/as learning <ul style="list-style-type: none"> <li>• Organizing after school tutorials and sharing on study and exam skills by old boys</li> <li>• Providing guidelines and reminders on setting, marking and giving feedback on internal assessments to improve students' exam skills before and after internal assessments</li> <li>• Reviewing formative and summative assessments</li> <li>• Carrying out curriculum restructuring in focusing on the curriculum continuity and extension of new experiences according to department's 5-year plan</li> </ul> d) To arouse students' interest in the subject through co-curricular activities and authentic English learning environment (e.g. joint school activities)	a) Assessments result analysis completed with strategic revision plans for JF and SF developed b) Improvement shown in comparison to 3-year moving average c) Various assessment modes being implemented d) No. of students participating in activities being increased or maintained	a) Records of assessment result analysis and strategic revision plans in all forms b) Records of students' participation in activities c) Records of used assessment modes d) Records of students' performance in public examinations		<ul style="list-style-type: none"> <li>• PIC: PHs CAC English teachers NET &amp; SCNET AT</li> </ul>

### Major Concern 2: Student Support

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>2.1 Development of theme-based student support curriculum</b>	a) To integrate related themes into the curriculum in response to the core values/themes of the school b) To organize English activities to emphasize the core values/themes of the school	a) Theme-related teaching materials being developed b) Co-curricular activities with set themes being held	a) Records of theme-related teaching materials b) Record of held activities	09/17 – 06/18	<ul style="list-style-type: none"> <li>• PIC: PHs FCs (S.1 – S.3) CAC NET &amp; SCNET</li> </ul>
<b>2.2 Development of students' potential</b>	a) To train students for leadership roles through organizing competitions and activities <ul style="list-style-type: none"> <li>• Inviting students to be Committee Members of the English Society and English Debating Society</li> </ul> b) To encourage students to participate in internal and external competitions and activities	a) Leadership roles being taken up by students b) Enhancement in students' generic skills being demonstrated	a) Records of students' participation in the activities b) Teachers' observation and feedback		<ul style="list-style-type: none"> <li>• PIC: PHs CAC NET &amp; SCNET</li> </ul>
<b>2.3</b>	a) To encourage teachers to receive professional training (e.g. EDB training workshops)	a) No. of teachers participating in	a) Records of teachers'		<ul style="list-style-type: none"> <li>• SEN team</li> </ul>

<b>SEN student support</b>	b) To identify the English learning needs of SEN students and setting up response strategies with the aid of EP/SEN team	training programmes being increased b) Revised guidelines for teachers being developed	participation in training programmes b) Records of revised guidelines		• PIC: PHs
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### Major Concern 3: Through-train Development (TTD)

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>3.1 Improvement in the collaboration between YWC &amp; YWPS</b>	a) To establish professional communication channel <ul style="list-style-type: none"> <li>Inviting representative(s) from YWPS to sit in the panel meetings of YWC and attending the panel meetings of YWPS</li> <li>Inviting YWPS's English teachers/students to join YWC's English activities and vice versa</li> </ul>	a) Meetings of YWC being joined by YWPS's representative(s) and vice versa b) YWC's English activities being joined by English teachers/students of YWPS and vice versa	a) Records and documents of meetings and activities between YWPS & YWC	09/17 – 08/18	• PIC: - Through-train Development Coordinator (TTDC) - PH (JF)
<b>3.2 Further development the ele-middle stage curriculum</b>	a) To promote lesson observation between English teachers of YWPS & YWC, with writing being the common focus b) To facilitate communication between YWPS & YWC <ul style="list-style-type: none"> <li>Conducting lesson observation in P5/P6 and S1 classes</li> <li>Holding regular meetings with YWPS to discuss curriculum development</li> <li>Exchanging departmental teacher's manual, teaching materials, examination paper, pedagogy and students' performance</li> </ul>	a) Reciprocal lesson observation followed by debriefing sessions and exchange of ideas being conducted b) Departmental teacher's manual, teaching materials, examination paper, pedagogy and students' performance being exchanged	a) Post-observation evaluation, debriefing session between YWPS & YWC b) Record of meetings		

### 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
<b>4.1 Development in consensus and team spirit on commonly shared vision</b>	a) To communicate among the team through reallocating workload of administrative work b) To strengthen the role of AT to support clerical and administrative duties in the department	a) Teacher's positive feedback on the adjusted workload b) Review of AT's work being held	a) Teachers' feedback b) Record of review	09/17 – 08/18	• PIC: PHs CAC English teachers AT
<b>4.2 Leadership enhancement within the department</b>	a) To empower CWG and FCs and strengthen their role on coordinating and bridging junior and senior curriculum to enhance group leadership, gather critical mass and enhance the competencies of panel members for changes	a) Changes being made through the assistance of the CWG and FCs	a) Record of changes		

### Major Concern 5: Bicentenary Celebration

Objectives	Strategies • Programmes / Activities	Success Criteria	Methods of Evaluation	Time Scale	Resources / PIC Required
<b>5.1 Enhancement of sense of belonging</b>	a) To organize co-curricular activities for the bicentenary celebration	a) Activities are held with positive response from teachers and students.	a) Record of review	09/17 – 05/18	• PIC: PHs CAC English teachers AT

#### 2.1.1 Focuses of Work (Junior Form) 2017 – 2018

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.1	1. Stretching the prospective DSS students' potential	<ul style="list-style-type: none"> <li>Targeted writing genres, formal and informal, will be covered.</li> <li>Tailor-made grammar worksheets will be prepared.</li> <li>A revamp of the Extensive Reading Scheme (ERS) will continue with regular ERS lessons.</li> <li>A variety of co-curricular activities will be held.</li> <li>Reader project which includes both individual and group work will be refined.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop all four language skills.</li> <li>Students will be challenged by more advanced grammar points.</li> <li>Students will enrich their cultural knowledge and experience.</li> </ul>	08/17 – 06/18	<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>CAC</li> <li>S.1 FC and English teachers</li> <li>SCNET</li> <li>AT</li> </ul>
	2. Through-train Development (TTD)	<ul style="list-style-type: none"> <li>Lesson observation between YWPS &amp; YWC will be conducted at least once a year.</li> <li>Focuses will be writing, topic sentence and elaboration in particular, advanced reading comprehension skills, spelling and grammatical accuracy.</li> <li>YWC will reinforce grammar points and a writing genre suggested by YWPS.</li> <li>Meetings are held regularly and exchange of teaching materials, pedagogy and students' performance will continue.</li> <li>Inviting YWPS to join YWC's English activities and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>3.1</li> <li>3.2</li> </ul>	<ul style="list-style-type: none"> <li>Communication between the two departments will be facilitated.</li> </ul>		
	3. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>Reading <ul style="list-style-type: none"> <li>Advanced reading skills with selected types will be reinforced through tailor-made materials and internal past papers.</li> </ul> </li> <li>Speaking (refer to the "NET Chat Lessons" for details) <ul style="list-style-type: none"> <li>Training on both individual presentation (IP) and pair conversation will be strengthened through literary and non-literacy texts.</li> <li>Learning English through drama - Drama will be incorporated into an S.1 reader.</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>School-based materials will be developed to target on specific genres, formal and informal.</li> <li>LoA (Learning-oriented Assessment) will be conducted at least once per term, while process writing will continue according to students' needs.</li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be introduced.</li> </ul> </li> <li>After-school tutorials (S.1 – S.3) <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1<sup>st</sup> and 2<sup>nd</sup> UT.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop all four skills.</li> </ul>		

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.2	1. Stretching the prospective DSS students' potential	<ul style="list-style-type: none"> <li>The textbook will be further adapted and supplemented with tailor-made grammar worksheets.</li> <li>Targeted writing genres, formal and informal, will be covered.</li> <li>A revamp of the Extensive Reading Scheme (ERS) will continue.</li> <li>A variety of co-curricular activities will be held.</li> <li>Reader project which includes both individual and group work will be refined.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to develop all four language skills.</li> <li>Students will be challenged by more advanced grammar points.</li> <li>Students will enrich their cultural knowledge and experience.</li> </ul>	09/17 – 06/18	<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>CAC</li> <li>S.2 FC and English teachers</li> <li>SCNET</li> <li>AT</li> </ul>
	2. Developing strategic plans to improve target skills	<ul style="list-style-type: none"> <li>Reading <ul style="list-style-type: none"> <li>Advanced reading skills with selected types will be reinforced through tailor-made materials and internal past papers.</li> </ul> </li> <li>Speaking (refer to the “NET Chat Lessons” section of the teacher’s manual for details) <ul style="list-style-type: none"> <li>Training on both IP and group interaction (GI) will be strengthened through literary and non-literacy texts.</li> <li>Learning English through drama: English drama will be incorporated into S.2 reader(s).</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>Students will be exposed to a variety of writing genres, both formal and informal.</li> <li>School-based materials will be developed to target on specific genres, formal and informal.</li> <li>A selected writing genre done in S1 will be revisited if necessary.</li> <li>LoA will be conducted at least once per term, while process writing will continue according to students’ needs.</li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be progressively introduced.</li> </ul> </li> <li>After-school tutorials (S.1 – S.3) <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1st and 2nd UT.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop all four skills.</li> </ul>		



Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.3	Bridging the gap between junior & senior forms	<ul style="list-style-type: none"> <li>The textbook will be further adapted and supplemented with tailor-made grammar worksheets.</li> <li>Reading <ul style="list-style-type: none"> <li>Advanced reading skills with selected types will be reinforced through tailor-made materials and internal past papers.</li> </ul> </li> <li>Speaking (refer to the “NET Chat Lessons” for details) <ul style="list-style-type: none"> <li>Training on both IP and GI will be strengthened through literary and non-literacy texts.</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>Students will be exposed to a variety of writing genres, both formal and informal.</li> <li>A selected writing genre done in S.2 will be revisited if necessary.</li> <li>LoA will be conducted at least once per term, while process writing will continue according to the needs of students.</li> <li>Students will need to develop writing skills, in particular on: <ol style="list-style-type: none"> <li>awareness of purpose, role, audience, tone and register, and</li> <li>habit formation of writing an essay plan and proofreading.</li> </ol> </li> </ul> </li> <li>Listening <ul style="list-style-type: none"> <li>The format of TSA/DSE listening will be progressively introduced.</li> </ul> </li> <li>After-school tutorials (S.1 – S.3) <ul style="list-style-type: none"> <li>Small class after-school tutorials will be conducted after the 1<sup>st</sup> and 2<sup>nd</sup> UT.</li> </ul> </li> <li>Reader project which includes both individual and group work will be refined.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will start to familiarize with the format and requirements of TSA/DSE.</li> <li>Students will have a better preparation for the NSS curriculum.</li> </ul>	09/17 – 06/18	<ul style="list-style-type: none"> <li>PH (JF)</li> <li>S.3 FC and English teachers</li> <li>NET</li> <li>AT</li> </ul>
	2. Improving target skills for TSA	<ul style="list-style-type: none"> <li>Providing TSA practice through HKEAA’s platform and past paper.</li> <li>Analyzing students’ performance in TSA and developing strategies to improve weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to prepare and give well-organized IP, enrich their presentations by using the non-verbal elements and interact well with others in GI.</li> <li>Students’ performance in TSA will improve.</li> </ul>		

Form(s)	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
S.1 – S.3	1. Integrating the core values/themes of the school into the curriculum	<ul style="list-style-type: none"> <li>Selected core values/themes of the school will be integrated into the writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>2.1</li> </ul>	<ul style="list-style-type: none"> <li>The core values/themes of the school being integrated into the curriculum</li> <li>Students will better understand the core values/themes of the school.</li> </ul>	09/17 – 06/18	<ul style="list-style-type: none"> <li>PH (JF)</li> <li>S.1 – S.3 FCs and English teachers</li> </ul>
	2. Developing teaching materials and strategies for core and extended items through lesson collaboration	<ul style="list-style-type: none"> <li>Writing tasks will be designed with the aim of giving students the opportunities to use specific grammar items and use reading texts as models.</li> <li>LoA will be refined.</li> <li>Writing topics will be analyzed regularly and revisited to familiarize students with the formats and styles of different text-types.</li> <li>The speaking curriculum and assessment will be revamped.</li> <li>Students will be guided to prepare writing plans to ensure good organization of ideas.</li> <li>E-learning will be reinforced to cater for learner diversity.</li> <li>Students will start to familiarize themselves with format and requirements of TSA/DSE reading, speaking, writing and listening.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop all four language skills.</li> <li>Teachers' and students' positive feedback.</li> </ul>		<ul style="list-style-type: none"> <li>TTDC</li> <li>PH (JF)</li> <li>S.1 – S.3 FCs and English teachers</li> <li>AT</li> </ul>
	3. Encouraging students to join various co-curricular activities	<ul style="list-style-type: none"> <li>Refer to the “Focuses of Work (Co-curricular Activities)” section of the teacher’s manual for details.</li> </ul>				<ul style="list-style-type: none"> <li>PH (JF)</li> <li>CAC</li> <li>S.1 – S.3 FCs and English teachers</li> <li>AT</li> </ul>

### 2.1.2 Focuses of Work (Senior Form) 2017 – 2018

Form	Programmes / Activities	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
NSS 1 (S.4)	1. Bridging the gap between junior and senior forms and improve target skills	<ul style="list-style-type: none"> <li>Introduce NSS curriculum through school-based materials, mock SBAs, past papers and the NSS Elective Module: “Learning English through Short Stories”.</li> <li>Analyze different sections of all papers and develop apt follow-up plan.</li> <li>Enhance English learning through the promotion of e-learning and self-regulated learning.</li> <li>Hold a variety of co-curricular activities for senior form students.</li> <li>Writing               <ul style="list-style-type: none"> <li>Support writing with NET Chat lessons.</li> <li>Conduct LoA at least once per term.</li> <li>Cover writing topics from the eight NSS Elective Modules.</li> <li>Revisit selected writing genre(s) done poorly in S.3.</li> <li>Draw students’ attention to the following in particular:                   <ol style="list-style-type: none"> <li>Language features of the genres</li> <li>Purpose and audience</li> <li>How to write good topic sentences</li> <li>Using varied sentence patterns (stronger students)</li> </ol> </li> </ul> </li> <li>Speaking (refer to the “NET Chat Lessons” section of the teacher’s manual for details)</li> <li>Reading &amp; Listening               <ul style="list-style-type: none"> <li>Develop reading strategies through the NSS Elective Module and <i>Reading Explorer</i>.</li> <li>Encourage students to subscribe magazine/newspaper.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials for “Learning English through Short Stories” being modified</li> <li>Students’ understanding of the format and requirement of the HKDSE being increased</li> <li>Students’ all four language skills being developed</li> <li>Students’ and teachers’ evaluation/feedback</li> </ul>	09/17 – 06/18	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>CAC</li> <li>S.4 FC and English teachers</li> <li>NET</li> <li>SBA Coordinator</li> </ul>
	2. Preparing students for the SBA with developed framework	<ul style="list-style-type: none"> <li>Cover non-print fiction and non-print non Fiction (1<sup>st</sup> term) and print fiction and print non-fiction (2<sup>nd</sup> term).</li> <li>Conduct mock SBAs according to the confirmed procedure.</li> <li>Use HKDSE past papers, video demonstrations from the website of the EDB and old boys.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ understanding of the format and requirement of the SBA being shown</li> </ul>		
	3. Enhancing students’ exposure to the use of English language	<ul style="list-style-type: none"> <li>Allow flexibility on the mode of assessment for the NSS Elective Module.</li> <li>Refine the teaching materials               <ul style="list-style-type: none"> <li>“Learning English through Short Stories” (both terms)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ and teachers’ feedback</li> </ul>		

Form	Programmes / Activities - Correspondent strategy	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
NSS 2 (S.5)	1. Preparing students for the HKDSE	<ul style="list-style-type: none"> <li>Familiarize students with the NSS curriculum through school-based materials, mock SBAs, past papers and the NSS Elective Module: “Learning English through Pop Culture” (1<sup>st</sup> term) &amp; “Learning English through Workplace Communication” (2<sup>nd</sup> term).</li> <li>Analyze different sections of all papers and develop apt follow-up plan.</li> <li>Enhance English learning through the promotion of e-learning and self-regulated learning.</li> <li>Hold a variety of co-curricular activities for senior form students.</li> <li>Writing               <ul style="list-style-type: none"> <li>Conduct LoA at least once per term.</li> <li>Cover writing topics from the eight NSS Elective Modules.</li> <li>Refine school-based materials target on specific genres, formal and informal, which were not covered in S.4 and revisit selected writing genre(s) done in S.4.</li> <li>Draw students’ attention to the following in particular:                   <ol style="list-style-type: none"> <li>Language features of the genres</li> <li>Purpose and audience</li> <li>How to write good topic sentences</li> <li>Using varied sentence patterns (stronger students)</li> <li>Selection of question in Paper 2 Part B</li> </ol> </li> </ul> </li> <li>Speaking               <ul style="list-style-type: none"> <li>Organize speaking practice sessions at English Corner (2<sup>nd</sup> term)</li> <li>Encourage students to participate in joint-school practice(s)</li> </ul> </li> <li>Reading &amp; Listening               <ul style="list-style-type: none"> <li>Develop reading strategies through the NSS Elective Modules and <i>Reading Explorer</i>.</li> <li>Encourage students to subscribe magazine/newspaper.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ all four language skills being enhanced</li> <li>NET’s and teachers’ feedback</li> <li>Students’ and teachers’ evaluation/feedback</li> </ul>	09/17 – 06/18	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.5 FC and English teachers</li> <li>NET</li> <li>SBA Coordinator</li> </ul>
	2. Implementation of SBA according to the schedule and approved arrangement	<ul style="list-style-type: none"> <li>Use HKDSE past papers, video demonstrations from the website of the EDB and old boys.</li> <li>Complete SBA (Part A).</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ performance in the SBA Assessment being remained/improved</li> </ul>		
	3. Enhancing students’ exposure to the use of English language through NSS Elective Modules	<ul style="list-style-type: none"> <li>Allow flexibility on the mode of assessment for the NSS Elective Modules.</li> <li>Refine the teaching materials               <ul style="list-style-type: none"> <li>“Learning English through Pop Culture” (1<sup>st</sup> term)</li> <li>“Learning English through Workplace Communication” (2<sup>nd</sup> term)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ and teachers’ feedback</li> </ul>		

Form	Programmes / Activities - Correspondent strategy	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
<b>NSS 3 (S.6)</b>	1. Refine strategic plans to get students prepared for the HKDSE	<ul style="list-style-type: none"> <li>Consolidate skills learnt for all papers with exam skills equipped through developing tailor-made materials and revisiting the selected items covered in previous years.</li> <li>Analyze different sections of all papers and develop apt follow-up plan.</li> <li>Organize class-based and skilled-based after school tutorials, speaking practice sessions and joint-school exam practices/ exam-related activities for target students.</li> <li>Allow flexibility on the mode of assessment for the NSS elective module “Learning English through Social Issues”.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ performance in HKDSE being remained/improved</li> <li>Students’ participation in after-school tutorials</li> <li>Students’ and teachers’ evaluation/feedback</li> <li>Students’ participation in joint-school exam practices/ exam-related activities</li> </ul>	09/17 – 1/18	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S.6 FC and English teachers</li> <li>SBA Coordinator</li> <li>NET</li> </ul>
	2. Implement SBA according to the schedule and approved arrangement	<ul style="list-style-type: none"> <li>Use HKDSE past papers, video demonstrations from the website of the EDB and old boys</li> <li>Complete SBA (Part B)</li> </ul>	<ul style="list-style-type: none"> <li>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ performance in the SBA being remained/improved</li> </ul>		

**Statistics of YWC HKDSE English results 2015 – 2017**

Year	Level 5* or above	Level 5 or above	Level 4 or above	Level 2 or above
2017	11.5%	28.0%	70.1%	100%
2016	9.7%	27.3%	69.5%	100%
2015	11.0%	28.8%	58.2%	100%

**SBA Arrangement and NSS Elective Modules 2017 – 2018**

Form	2017 – 2018 (1 <sup>st</sup> term)	2017 – 2018 (2 <sup>nd</sup> term)
S.4	<ul style="list-style-type: none"> <li>• Introduction of Non-Print Fiction and Non-Print Non-Fiction (with reference to Reading Explorer)</li> <li>• Introduction of NSS Elective Module: Short Stories (Part 1)</li> <li>• Mock SBA 1 (Part A: Non-Print Fiction, IP)<sup>#</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Print Fiction and Print Non-Fiction</li> <li>• Introduction of NSS Elective Module: Short Stories (Part 2)</li> <li>• Mock SBA 2 (Part A: Print Fiction, GI)<sup>#</sup></li> </ul>
S.5	<ul style="list-style-type: none"> <li>• Introduction of Non-Print Non-Fiction (with reference to Reading Explorer)</li> <li>• NSS Elective Module: Pop Culture</li> <li>• SBA Assessment (Part A: Print Fiction, GI)<sup>#</sup></li> </ul>	<ul style="list-style-type: none"> <li>• NSS Elective Module: Workplace Communication</li> </ul>
S.6	<ul style="list-style-type: none"> <li>• NSS Elective Module: Social Issues</li> <li>• SBA Assessment (Part B: Social Issues, IP)<sup>#</sup></li> </ul>	---

Remark: IP = Individual Presentation, GI = Group Interaction

**#Suggested implementation procedure for SBA in Ying Wa College (e.g. Print Fiction, IP)**

Before assessment	<ol style="list-style-type: none"> <li>1. Students are given a list of print fiction to choose one text to prepare for their SBA.</li> <li>2. Students are required to complete an SBA journal after reading the text.</li> <li>3. The SBA journal will be marked by teachers with written feedback if necessary.</li> <li>4. One or two weeks before the assessment, students will be given at least 4 tasks and a notecard to prepare.</li> </ol>
While assessment	<ol style="list-style-type: none"> <li>5. On the day of assessment, students' class numbers will be drawn randomly to do the SBA.</li> <li>6. Selected student will draw one of the questions from the list of tasks as their assessment task.</li> <li>7. Confirm preparation time after choosing the assessment (i.e. 10 – 15 minutes to finalize their note based on the task or no time given) according to the needs of students.</li> <li>8. Students do the SBA in front of the whole class/ a group of four classmates in the classroom or designated venue during lesson time.</li> </ol>
Post assessment	<ol style="list-style-type: none"> <li>9. Teachers conduct standardization meeting.</li> <li>10. Teachers notify students of their finalized marks.</li> <li>11. Teachers submit completed score sheets with signatures and video clips to SBA Coordinator.</li> </ol>

**Suggested Timeframe of using HKDSE Past Papers (Paper 1 & Paper 3) in 2017 – 2018**

Form	1 <sup>st</sup> term	2 <sup>nd</sup> term
S.4	Sample Paper, Practice Paper	2012
S.5	2012, 2013	2014, 2015
S.6	2015, 2016, 2017	---

### 2.1.3 Focuses of Work (Co-curricular Activities) 2017 – 2018

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

Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>Programme/ Scheme</b>							
S.1-S.4	1. English Learning Programme (ELP)	<ul style="list-style-type: none"> <li>Students are encouraged to join different English activities throughout the year.</li> <li>Stamps are given to participants on the ELP Passports (S.1-S.3) or Chat Passes (S.4)</li> <li>A bonus mark is awarded to students earning a required number of stamps in their subject mark (refer to the “English Learning Programme” section of the teacher’s manual for details).</li> <li>A certificate and a book coupon are awarded to the student who gets the highest number of stamps in each class.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students’ four skills enhanced</li> <li>The fun of English learning promoted to students beyond the classroom</li> <li>No. of students getting a bonus mark increased compared to last year</li> <li>No. of students getting more than 30 stamps increased compared to last year</li> </ul>	09/17 – 05/18	<ul style="list-style-type: none"> <li>CAC</li> <li>S.1 – S.4 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>ELP Passports</li> <li>Chat Passes</li> <li>Certificates</li> <li>Book vouchers</li> </ul>
S.1-S.3	2. Extensive Reading Scheme (ERS)	<ul style="list-style-type: none"> <li>Students are encouraged to read an assigned number of ERS books in the year.</li> <li>Students are required to borrow the ERS books of the suitable level from the ERS bookshelves in the library to finish the book reports on the ERS Record Books.</li> <li>Number of ERS books read by the student is converted to an ERS grade, which is shown in the student’s annual report card.</li> <li>Students are encouraged to do book sharing in English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> </ul>	<ul style="list-style-type: none"> <li>Reading habit cultivated in general, shown by the number of books a student reads regularly</li> <li>Self-learning observed on active learners, book lovers and higher achievers, reflected by more books the students read than the required</li> <li>Progress in S.1 - S.3 students’ English reading and writing ability being observed</li> <li>Students’ confidence in speaking enhanced through books sharing</li> </ul>	09/17 – 05/18	<ul style="list-style-type: none"> <li>TICs</li> <li>CAC</li> <li>S.1 – S.3 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>ERS Placement Test</li> <li>ERS Record Books</li> <li>ERS Guidelines</li> <li>Budget for new ERS books</li> </ul>
<b>English Learning Opportunities in School</b>							
<b>Ongoing Activities</b>							
S.1-S.6	1. English Corner	<ul style="list-style-type: none"> <li>It opens regularly at lunchtime and after school, providing a variety of activities like board games, reading, movies and songs, open gatherings etc.</li> <li>Special sessions are held occasionally by the NETs and/ or the English Society for a specific target group to cater for their interest and need.</li> <li>- Activities held in the English Corner and its latest news are promoted through morning announcements and display board outside English corner.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’, organizing committee’s and participants’ positive feedback</li> <li>Average no. of attendees of different sessions being remained or increased</li> <li>Self-access English learning fostered</li> <li>Leadership skills, communication skills, presentation skills, problem-solving skills and self-confidence of Committee members strengthened</li> </ul>	10/17 – 05/18	<ul style="list-style-type: none"> <li>NET &amp; SCNET</li> <li>Committee members of English Society</li> </ul>	<ul style="list-style-type: none"> <li>Movie DVDs and songs, board games, books &amp; magazines</li> <li>English Corner Log Book</li> <li>Budget on Open Gatherings and special sessions</li> </ul>

Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>English Learning Opportunities in School</b>							
Ongoing Activities (Cont'd)							
S.1-S.6	2. E-Learning @Library	<ul style="list-style-type: none"> <li>E-Learning@Library is a cozy place for students to do self-learning on pronunciation, reading, grammar and IELTS practice</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Progress in students' English language ability in four skills</li> <li>Positive feedback in students' survey</li> <li>Students having stronger ownership of their learning</li> </ul>	10/17 – 05/18	<ul style="list-style-type: none"> <li>TIC</li> <li>Teacher Librarian</li> </ul>	<ul style="list-style-type: none"> <li>E-Learning computer, Log Book &amp; Referral Form</li> </ul>
S.1-S.6	3. English Morning Sharing Sessions	<ul style="list-style-type: none"> <li>Regular English Morning Sharing Sessions are held during the morning announcement. In each session, one to three students from each English group is/are invited to do a 2-3 min sharing in front of the whole school.</li> <li>Topics which echo the school themes/ core values and match SOW of the form are preferred.</li> <li>NETs will be invited to do the sharing with students.</li> <li>Student representatives should submit a copy of written conversation or dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>Representatives from each group of all forms participated in the activity</li> <li>Opportunity for teacher-student and especially NET-student interaction increased</li> <li>Confidence of the participants enhanced</li> <li>Presentation, interaction and writing skills improved</li> <li>A language-rich environment created</li> </ul>	09/17 – 04/18	<ul style="list-style-type: none"> <li>TIC</li> <li>English teachers</li> <li>NET and SCNET</li> </ul>	<ul style="list-style-type: none"> <li>English Morning Sharing Session Record and Evaluation Form</li> </ul>
Co-curricular / Cross-curriculum Activities							
S.1-S.5	1. Writing Competitions	<ul style="list-style-type: none"> <li>The following writing competitions are held throughout the year. Topics which echo the school themes/core values and match SOW of the form are preferred.</li> <li>A. Poetry Writing Competition</li> <li>B. Book Review Competition</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>All S.1 to S.5 students participating in the Competitions</li> <li>Good works are published in school publications or submitted to external writing competition (if applicable)</li> <li>Progress in S.1 to S.5 students' writing ability being observed</li> <li>Students' exposure to different genres increased</li> </ul>	A. 11-12/17 B. 01-02/18	<ul style="list-style-type: none"> <li>TICs</li> <li>S.1 – S.5 English teachers</li> <li>Adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Budget on certificates and book coupons</li> </ul>
S.1-S.2	2. Inter-class Spelling Bee Competition	<ul style="list-style-type: none"> <li>The spelling competitions consolidate learnt vocabulary in different subjects and challenge bright students with multi-syllable words or commonly misspelled words.</li> <li>Practice activities like preliminary rounds can be done in lesson time before the inter-class competition.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>English-speaking environment in the classrooms enriched with students showing greater engagement in the lessons</li> <li>Students' accuracy in pronunciation and spelling improved</li> <li>Teachers' and students' positive feedback</li> </ul>	04-05/18	<ul style="list-style-type: none"> <li>S.1 – S.2 English teachers</li> <li>TICs</li> <li>Committee members of English Society</li> </ul>	<ul style="list-style-type: none"> <li>Budget on prizes and certificates</li> <li>Vocabulary list</li> <li>Venue with IT equipment</li> </ul>
S.1-S.6	3. Inter-House Competitions	<ul style="list-style-type: none"> <li>The following inter-house competitions are held to provide a platform for potential students to unfold their talents.</li> <li>➤ Inter-House Debating Championship</li> <li>➤ Inter-House Public Speaking Contest</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in the competitions with speaking skills (or/ and communication skills) improved</li> <li>Coaches', teachers' and students' positive feedback</li> </ul>	A. 11/17 – 12/18 B. 03/18 – 04/18	<ul style="list-style-type: none"> <li>TICs</li> <li>Committee members</li> <li>AV Team</li> <li>Adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Budget (prizes&amp; cert.)</li> <li>Venues with IT equipment</li> </ul>



Form(s)	Programme / Scheme/ Activities	Descriptions	Respond to objective(s) in Annual Plan	Expected outcomes	Time Scale	Coordinators / PIC	Resources required
<b>Platform for gifted students</b>							
S.1-S.5	1. Gifted Education Programmes	The following programmes are provided for talented students to further stretch their potential. Regular workshops or trainings will be held after school by TICs or coaches. It is suggested to include the school themes/ core values in the programme if suitable. A. English Debating Team B. Creative Writers' Hub C. Ying Wa English Radio	<ul style="list-style-type: none"> <li>1.1</li> <li>2.2</li> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>Coaches', participants and TICs' positive feedback</li> <li>Participants' speaking or/ and writing skills improved</li> <li>Critical thinking or/ and creativity boosted</li> <li>Participants' exposure increased</li> <li>A group of good debaters, writers and speakers gathered and team spirit fostered</li> <li>A writing portfolio kept by each student writer</li> <li>A radio production broadcasted in each term</li> </ul>	10/17 – 05/18	<ul style="list-style-type: none"> <li>TICs</li> <li>CAC</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Budget on coach fee, administration, registration and promotion fee</li> </ul>
S.1- S.5	2. English Society and English Debating Society	<ul style="list-style-type: none"> <li>English Society includes members, Committee Members and Teacher Advisors. It aims to promote the fun of English learning by providing a variety of activities for students. It supports the operation of English Corner. Major events organized include Inter-House Public Speaking Contest, Inter-class Spelling Bee competitions and English Show.</li> <li>English Debating Society includes Committee Members and Teacher Advisors. It aims to gather a group of debaters and facilitate the exchange of knowledge through regular trainings and meetings. It organizes Inter-House Debating Championship to promote and introduce debate to schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> <li>5.1</li> </ul>	<ul style="list-style-type: none"> <li>Different activities successfully held</li> <li>Keen participation of students in English activities</li> <li>English atmosphere of the school enhanced</li> <li>Teachers' and students' positive feedback</li> <li>Proposal, implementation plans, evaluation forms and minutes of meetings for English activities submitted by Committee Members</li> <li>Leadership, communication, presentation, time management and problem-solving skills as well as self-confidence of organizing committee strengthened</li> </ul>	09/17 – 05/18	<ul style="list-style-type: none"> <li>CAC</li> <li>Teacher Advisors</li> <li>Committee members</li> </ul>	<ul style="list-style-type: none"> <li>Stationery</li> <li>English Corner/ Classrooms</li> <li>Budget on promotion, souvenirs and gifts for activities</li> </ul>
<b>Further Exposure Beyond School</b> - Participation depends on 1) students' need and interest 2) school and English activities schedule							
S.1-S.6	1. Activities and competitions held by outside organisations	<ul style="list-style-type: none"> <li>Students are provided with ample opportunities to experience the fun of English learning through different activities or competitions. Here are some of the examples.</li> <li>A. <u>Debating</u>: Sing Tao and HKSSDC</li> <li>B. <u>Writing</u>: HK's Top Story, HK Young Writers Awards, HK Budding Poets (English) Award</li> <li>C. <u>Speaking</u>: The HKFYG Standard Chartered HKEPS Contest, The 12<sup>th</sup> Speaking Contest for HK Students</li> <li>D. <u>Drama</u>: Chatteris Pantomime, Speak Out-Act Up!</li> <li>E. <u>Reading</u>: SCOLAR</li> <li>F. <u>Others</u>: Speech Festival</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.2</li> </ul>	<ul style="list-style-type: none"> <li>Students being the contestants/ audience of the events</li> <li>Students' speaking or/ and writing skills and confidence enhanced</li> <li>Students' exposure to different English contexts increased</li> <li>Improvement in students' performance observed</li> <li>Students', teachers' and coaches' positive feedback</li> </ul>	09/17 – 05/18	<ul style="list-style-type: none"> <li>TIC</li> <li>CAC</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Budget on coach fee, administration, registration and promotion fee</li> </ul>

## 2.2 Budget

### INCOME

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

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation,	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure
<b>Purchase:</b>		
1. Reference books for teachers and materials for enhancing learning & teaching		HK\$9,500
2. English books for students (Library)		HK\$5,000
3. Magazines & newspapers subscription (English Corner)		HK\$6,000
4. Games and DVDs (English Corner)		HK\$3,000
5. Resources for English Activities and materials for enhancing English learning atmosphere		HK\$4,500
6. Prizes & Certificates for English activities		HK\$4,000
<b>Tutorials, Courses or Training Sessions:</b>		
1. Teachers' Professional Development Programme		HK\$20,000
2. Drama Experiential Trainings for students		HK\$50,000
3. Creative Writers' Hub (gifted programme)	A deposit of HK\$2,400 will be collected from each student. HK\$1,200 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$47,520) (with course fee, administration cost and other expenses included)
4. English Debating Team (gifted programme)	A deposit of HK\$900 will be collected. HK\$450 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$36,600) (with trainers' fee, administration cost and other expenses included)
5. After-school tutorials taught by old boy (S.4 or particular form needed)		HK\$3,000
<b>Activities:</b>		
1. Ying Wa English Radio (gifted programme)		(HK\$1,000)
<b>Application Fee:</b>		
1. Hong Kong Schools Speech Festival 2017		HK\$15,000
2. Other English gifted education activities		HK\$3,000
<b>Transportation:</b>		
1. Hong Kong Schools Speech Festival 2017 (for choral speaking group)		HK\$1,500
<b>TOTAL (gifted programme items excluded):</b>		<b>HK\$124,500</b>

\*Highlighted items are not included in the total of this budget proposal.

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

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

Term Form	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	Publisher
S.1	<ul style="list-style-type: none"> <li>Upstream B1 (Pre-Intermediate)</li> <li>Developing Skills Active Listening for Junior Secondary Learners 1 (Set B)</li> <li>Longman English Edge Grammar Book JS1</li> </ul>		<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> </ul>
	<ul style="list-style-type: none"> <li>The Adventures of Tom Sawyer</li> </ul>	<ul style="list-style-type: none"> <li>The Little Prince</li> </ul>	<ul style="list-style-type: none"> <li>Oxford / Penguin</li> </ul>
S.2	<ul style="list-style-type: none"> <li>Upstream B2 (Intermediate)</li> <li>Developing Skills Active Listening for Junior Secondary Learners 2 (Set B)</li> <li>Longman English Edge Grammar Book JS2</li> </ul>		<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> </ul>
	<ul style="list-style-type: none"> <li>Stories from Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>Billy Elliot</li> </ul>	<ul style="list-style-type: none"> <li>Pearson</li> </ul>
S.3	<ul style="list-style-type: none"> <li>Upstream B2+ (Upper-Intermediate)</li> <li>Developing Skills Active Listening for Junior Secondary Learners 3 (Set B)</li> <li>Longman English Edge Grammar Book JS3</li> <li>Wonder</li> </ul>		<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> <li>Corgi</li> </ul>
S.4	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for HKDSE (Edge) (Sets 1-4) (2015 Edition)</li> <li>A Roald Dahl Selection</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> <li>School-based supplementary exercise for listening</li> <li>HKDSE Past Papers</li> <li>English Grammar In Use (Fourth Edition) (Without answers)</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> <li>Longman</li> <li>Athens</li> <li>---</li> <li>HKEAA</li> <li>Cambridge University Press</li> </ul>
S.5	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for HKDSE (Edge) (Sets 5-8) (2015 Edition)</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> <li>HKDSE Past Papers</li> <li>School-based materials on NSS Elective Module: Pop Culture</li> <li>School-based materials on NSS Elective Module: Workplace Communication</li> </ul>		<ul style="list-style-type: none"> <li>Pearson</li> <li>Athens</li> <li>HKEAA</li> <li>---</li> <li>---</li> </ul>
S.6	<ul style="list-style-type: none"> <li>Reading Explorer Theme-based Anthology (Upper-intermediate)</li> <li>HKDSE Past Papers</li> <li>School-based materials on NSS Elective Module: Social Issues</li> </ul>		<ul style="list-style-type: none"> <li>Athens</li> <li>HKEAA</li> <li>---</li> </ul>

**英華書院**  
**二零一七至二零一八年度**  
**中文科**  
**工作重點及教學計劃**

**課程宗旨**

本科之宗旨，乃依《中國語文教育學習領域課程指引（小一至中六）》（2017）而制訂，大致為：

1. 提高讀寫聽說能力、思維能力、審美能力和自學能力；
2. 培養語文學習的興趣、良好的語文學習態度和習慣；
3. 培養審美情趣，陶冶性情；
4. 培養品德，加強對社群的責任感；
5. 體認中華文化，培養對國家、民族的感情。

**教學宗旨**

本科之教學宗旨大致上依《中國語文教育學習領域課程指引（小一至中六）》（2017）之要求，再根據本校之情況設計，大抵以促進學生閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維和語文自學的學習為主要任務。重點如下：

中國語文科：

1. 培養讀寫聽說及思維的能力，加強溝通，引發創造力；發展自學語文的興趣、習慣和能力，奠定終身學習的基礎；
2. 培養審美情趣和能力，陶冶性情；
3. 增進文化素養；滋養品德情意，加強對家庭、國家及世界的責任感；
4. 了解個人的興趣和特長，以規劃未來的學習、生活和工作；

中國文學科：

讓學生在學習中國語文課程的基礎上，在高中階段進一步：

1. 提高閱讀文學作品的興趣，廣泛閱讀不同類型的文學作品；
2. 加強感悟，提高理解和鑒賞文學作品的 ability；
3. 培養創作不同類型文學作品的興趣，提高文學創作的 ability；
4. 比較有系統地掌握中國文學知識；
5. 啟迪情思，滌蕩性靈，豐富生活體驗，拓展生命領域；加強對家庭、國家及世界的責任感；提高對人類的同情同感。

**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）學生的語文水平。
- 提升學生公開試之成績。

## 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，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。
- 本科積極推動同儕觀摩，以期同工以互勵琢磨，力求提高教學效能。
- 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：

- 近年同學的學習差異較大。
- 近年中一同學入學時的中文水平比英文及數學科差。
- 初中學生之說話能力較弱。
- 學生一般自學能力都較弱。
- 近年學生閱讀課外讀物之情況不大理想。高中學生甚少主動閱讀課外書，而初中生甚至連閱報情況也不理想。
- 中三同學考TSA的成績一直未如理想。
- 高中選修中國文學的同學人數少，而且大多欠學習動機，成績亦不大好。

### 3. 機：

- 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。
- 由2014-2015年度開始，中一學生乃全部直資生，整體質素會比過往幾年好。

### 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，同工發現雖然由2014-2015年開始，同學全部是直資生，但有部分同學的水平仍未如理想。
- 小六同學在中、英、數三科中以中文科的表現最不理想。
- 高中中國文學一直未能吸引質素較好的同學選修。

## 2017-2018年度中文系配合校方五年計劃之重點工作

### 1. 提高同學的學習興趣，提升教與學的效能：

#### a. 研究不同的教學法培養及照顧同學：

目標：

- 配合校方有關課研之工作，透過觀課或公開課分享教學心得。
- 透過同儕觀摩做好課研工作，提升教學法。

推行方式：

- 同科或跨科觀課。各級之核心小組定期舉行課研、同儕觀課及公開課分享教學心得。
- 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。
- 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），豐富本科之教學材料。

對象：

- 中文科全體老師。

負責人員：

- 科主任及助理科主任。

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：

- 2017至2018年學期終結前。

#### b. 積極優化初中及高中課程：

目標：

- 由2016-2017年開始，在初中的課程中加強文言文教學，透過自擬及編制校本教材，以鞏固學生的文言基礎知識，並訓練學生文言語譯能力。高中則以文化為單元主題，以指定篇章作為切入點，帶動不同範疇學習，最後更希望可以通過評估促進學習。

推行方式：

初中閱讀教學（從規範中重新定位、文白並重）：

- 根據教科書單元主題增設自擬文言及白話篇章，配合各單元教學進度逐步教授。
- 逐步在各級單元中滲入跟高中十二篇指定篇章有關的作者/題材/風格有關的作品，為同學打好基礎。
- 各篇章課後練習包括文言知識、篇章賞析、文化延伸對讀等等，亦培養同學「文本參照及對讀」的能力，並且透過課堂討論、課後練習加強答題技巧相關訓練。
- 改革考試題型，以理解及對讀為主。
- 由2016-17年開始，在初中的課程中增設《積學儲寶箱》，為同學積存名言雋語、佳詞美句，加強寫作能力。
- 修訂指定閱讀報告書目，各級全年需完成四篇報告，指定書目二十本配合單元教學以及《積學儲寶箱》，加強讀寫之聯繫。

初中寫作教學（布局謀篇、遷移所學）：

- 改革作文題型，配合每年文憑試的擬題元素，訓練同學之審題能力。
- 設題配合單元文體，加強同學對每種文體的認識。

--同學作文需緊貼各種文體的基本要求，並且運用一定數量的修辭，作文評分原則實行六年一貫，初中僅在入品部分作出微調。

--為了讓同學有機會發展其創意思維，創意類寫作將在隨筆中進行。另配合校內校外各項徵文比賽，進一步提升學生文字表達功力。

--增設《積學儲寶箱》，為同學積存名言雋語、佳詞美句，加強寫作能力。

初中聽說教學方面（**提升應試技巧、加強平日培訓**）：

--說話訓練上下學期各隨堂進行，以經典語錄或小故事作為契機，鼓勵學生接觸中國文化核心思想。

--中一的練習主要教授「語境意識」、「整合拓展」及「表達組織」；中二的練習則加入「見解論證」（配合議論文教學、通識科課程）；中三的練習模仿高中的模式，或自製練習材料，以期做到緊密銜接。

--中一級教授個人短講技巧，期終試考核個人短講，為同學打好基礎，以應付文憑試小組討論中的「一分鐘發言」之要求。

--中二、三級教授小組討論技巧，期終試考核小組討論，從「闡釋語言」、「應對態度」兩方面評分，讓同學初步理解文憑試之要求。

--配合聯課活動，增加口語培訓的機會。

對象：

--初中同學

負責人員：

--科主任、助理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：

--2017-2018年學年終結。

高中閱讀教學（**從規範中重新定位、文白並重**）：

--以十二篇指定篇章作為切入點，以文化為單元主題，自擬校本單元，並透過評估促進學習。

--高中本校課程設有「人與學習」、「人與仁義」、「人與自然」、「人與責任」及「人文情懷」五大單元。

--整套教材以文化為主軸，根據單元主題，將相關指定篇章編入有關單元，除指定外，配合主題選用內涵豐富的古文、白話篇章，豐富同學的文化知識之餘，又可協助同學組織所學。

高中寫作教學（**布局謀篇、遷移所學**）：

--擬定作文題目時，會以配合單元主題為原則，並儘可能選取公開試舊題目，好讓同學能夠運用單元所學，並能夠熟習考試模式。

--指導同學活用指定篇章和選讀篇章所學的知識，期望可以提高同學的立意水平，並且遷移所學。

高中聽說教學（**提升應試技巧、加強平日培訓**）：

--每個單元均設有聆聽及綜合練習，老師會尋找跟單元主題對應的聆聽及綜合練習，務求同學能夠「學以致用」。

--在設計課業時，會兼顧各類文體，包括公函、私函、報告、建議書、自薦信或演講辭等，旨在讓同學熟悉各類文體的寫作重點。

--校內試的口語溝通卷考核題目多由老師擬定，設題時既貼近同學生活，也會考核同學的文化知識，觀察同學能否「學以致用」。

對象：

--高中同學。

負責人員：

--科主任及助理科主任。

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：

--2017-2018年學年終結。

c. 透過評估資料及數據促進教學：

目標：

--透過評估的資料及數據回饋及促進教學。

推行方式：

--每教授一個單元之後，都著學生填問卷回饋，以掌握同學的學習效能。

--每個學期完結前，都會透過「教師教學評估問卷統計表」了解同學對老師教學效能的看法。

--透過每年購買學生文憑試考卷、本校文憑試考評報告、每年的考試報告及試題專輯、TSA報告、「學科測驗」成績以及「小六評估」等數據調整教學策略。

對象：

--中文科全體老師、初中及高中同學。

負責人員：

--科主任及助理科主任。

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：

--2017-2018年學年終結。

d. 重視能促進學習的評估活動

目標：

--透過評估的結果促進同學學習。

推行方式：

--老師須掌握評估的實施方式，以加強促進學習的評估，在此過程中教師找出和診斷學生在學習上遇到的困難，進而提供有效的回饋，使學生改善他們的學習。

--評估是作為課程、學與教和回饋循環中不可或缺的一部分進行。

--老師在已制訂了學習目標和重點（例如知識、能力、價值觀和態度等各方面），以說明學生應學習的內容。評估在於收集學生學習的顯證，須因應預期學生的學習（即學習目標、內容等）和學習過程而設計。

--評估可以是進展性評估和總結性評估。進展性評估在日常教學或於學年中，非正式或正式地進行，著重學習過程和學習進度；而總結性評估多在學與教過程完結前進行，主要著重學期完結時的學習結果。

--同工可利用測驗結果作為診斷及改善學與教。

--同工可提供機會讓學生學習及顯示學習的過程和成果，而不是要他們互相比較分數。

--同工可以嘗試在同儕課研中落實如何透過評估活動促進學習。

--同工在安排課堂活動亦宜積極落實。

--同工宜多用評語，減少依賴等級和分數。



對象：

--全體中文科老師。

負責人員：

--科主任及助理科主任。

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：

--2017-2018年學年終結。

e. 推廣自主學習的風氣：

目標：

--配合校方之計劃，推廣自主學習以照顧學生的學習差異。

推行方式：

--培育學生的學習習慣、學習技巧。

--同工要注意培養同學自主學習的觀念，包括做好執拾書包、整理習作簿、隨筆簿、默書簿及文件夾等工作。

--如有相關的教師培訓工作，同事宜積極參加。

對象：

--全體中文科老師。

負責人員：

--科主任及助理科主任。

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：

--2017-2018年學年終結。

f. 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。

對象	訓練/比賽日期	活動名稱
中一至中六	十至十一月	中國中學生作文大賽 文學之星（香港賽區）比賽
中一至中六	十至十二月	「巧言善論」全港學生口語溝通大賽
中一至中六	十至十二月	全港中學「兩文三語」精英大比拼
中一至中六	十一至十二月	校際朗誦節
中一至中五	九至十二月	基本法多面體全港中學生辯論賽
中一至中五	文學班：九/十月至十一月 比賽：二月 講座：大約在五月 出版文集：大約在七月	聯校文學創作班、比賽 參與學校：英華書院、協恩書院、喇沙書院、民生書院、聖方濟書院、文理書院
中一至中五	九至五月	星島全港校際辯論比賽
中一至中三	十一至三月	思辯盃全港中學生辯論比賽
中一至中五	一至四月	香港中國語文菁英計劃
中一至中五	一至八月	聯校中文辯論比賽
中一至中三	二至五月	高論盃
中一至中五	二至五月	全港中小學普通話演講比賽
中一至中五	三至五月	學界粵語正音大賽
中一至中六	全年	全港青年學藝比賽

--透過籌辦活動訓練同學的領導才能。

推行方式：

--推廣聯課活動以促進學習：

--提升校園學習氣氛，鼓勵同學報名參加中文系安排之課外活動或比賽。

--如有獎項，即在獎盃櫃展示。

對象：

--全體同學。

負責人員：

--科主任及助理科主任、中文科課外活動統籌主任及有關老師。

評估方法：

--在科務會議蒐集老師之意見。

完成時間：

--2017至2018年學期終結前。

## 2. 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。

--參加考評局之網上練習系統（BA）。

對象：

--中三級同學。

負責人員：

--科主任、助理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：

--2017至2018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

--為畢業班舉辦公開課/講座

--為畢業班舉辦輔導班

--舉辦聯校說話訓練工作坊

對象：

--中六級同學。

負責人員：

--科主任、助理科主任及任教高中的老師。

評估方法：

--在科務會議蒐集老師之意見。

完成時間：

--2017至2018年學期終結前。

3. 中小學銜接計劃

目標：

--中小學更緊密聯繫。

--透過協作，提升教與學效能。

推行方式：

--雙方共同擬定未來一年之關注項目。

--雙方代表列席對方之科務會議，以期更清楚彼此的工作情況。

--雙方交換課程大綱、教材、試卷及學生課業等。

--透過同學的測考成績，追蹤個別特別需要關注的同學。

--中小學同工透過互相觀摩，增進交流。

--《中國語文教育學習領域課程指引（小一至中六）》（2017）之指引：

開放學習材料，重視經典閱讀

配合時代和社會的發展，因應學生的需要，編選多樣化的優秀學習材料，兼顧文白，讓學生閱讀。鼓勵學生熟讀或背誦若干蘊含豐富文學、文化內涵的經典名篇，以積澱語感，提高語文素養。

在高中語文課程中加入指定文言經典學習材料，作為學生學習的切入點，學校可在這基礎上，為初小、高小或初中學生編選若干經典篇章，並結合多元化的學習材料，有機地連繫各範疇的學習。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁6。

按校本需要及條件推動「用普通話教中文」

學校可按本身的需要及條件，包括師資的準備、學生的水平、校園的語境、課程的安排、學與教的支援及家長的期望等，考慮是否用普通話教中文。現時已有部分學校嘗試以不同方式用普通話教中文，他們的試行經驗，可供其他學校參考。就

「用普通話教中文」作為遠程目標，現階段未有具體的實施計劃和時間表。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁7。

#### 中、小銜接

在中、小銜接的規劃方面，可透過中一入學前香港學科測驗或暑期銜接課程的安排，初步了解學生的語文水平，嘗試從學習材料、學習方法、評估要求等方面調節日常的學習，例如：

- **文言學習：**學生升中後所接觸的文言篇章會較多，小學可於高小時增加較多音節優美、琅琅上口的短淺古詩文，讓學生多點接觸文言作品，同時引導學生多誦讀，感受作品的情意。於中一學期初，教師可選擇篇幅較短、故事性較強、容易理解和聯繫學生生活經驗及所學（例如成語）的文言篇章作為學習材料，並結合篇章的特點，逐步幫助學生掌握常見的古文字詞和句式，以提升學生文言篇章的理解能力。
- **自學能力：**中學較重視培養學生獨立學習語文的能力和習慣，例如查找資料、做筆記和預習，小學教師可加強學生運用工具書的能力，多鼓勵學生在家中進行預習，以及嘗試重點記錄日常或學習生活中的體會，培養自學習慣。中一教師在要求學生預習前，可先給予清晰範圍和明確指引，亦可給學生示範做筆記的要訣和方法，並指導他們找出課文重點、摘錄佳句和尋找解決學習疑難的途徑。
- **評估要求：**中學的評估着重考核學生較高層次的思考能力，例如在理解和評價文章時，要準確運用自己文字回應問題；而在寫作評估方面，中、小學有不同的評估準則，教師可向中一學生清楚說明中學在寫作方面的評分準則，以減少學生的疑慮，並給予學生具體的回饋，以建立學生寫作的信心，讓他們逐步適應中學的評估模式和要求。

《中國語文教育學習領域課程指引（小一至中六）》（2017）頁25-26。

--17-18 年度銜接工作關注項目：

#### a. 以普通話作為教學語言：

小學部：

中文課：

--預習：掌握字詞拼讀

--默書中拼寫重點詞語

--課前朗讀古詩詞，小默檢測背誦

普通話課：

--聆聽、說話練習

--漢語拼音：低小拼讀聲韻母（兩本教材）中高小拼寫練習（六至八次工作紙）

創設語境：

--製作中文電視台節目：語文趣談、好書介紹、故事大王等

--辦活動：「琅」來了、以聲傳情、戲劇等

校外比賽：

--朗誦

--講故事

--其他藝文活動

中學部：

--2017年8月29日為同學安排GAPSK 試，以初步掌握同學的普通話水平。

- 只保留中一級以普通話授課，以銜接小學教學語言。
- 保留中一級九月的聆聽測驗，以求更全面掌握同學中文水平。
- 抓好同學普通話拼讀及拼寫的能力。
- 為能力弱的同學安排附拼音版的教材。
- 校內口語考核由同學自行決定應考語言。
- 鼓勵普通話表達能力強的同學參與各項比賽。

#### b. 閱讀教學

##### 小學部：

- 五年級參加「賽馬會諸子百家教育劇場發展計劃」，以話劇方式初步認識儒、道、法等家的思想概要。
- 高年級古文篇章教學（共8短篇）
- 讀文教學以白話文為主，輔以閱讀理解篇章，提高學生的高階思維。
- 繼續推廣「指定讀本」，提高閱讀質量。
- 主辦作家講座和閱讀活動，推動課外閱讀，鼓勵創作。
- 課後開設閱讀理解班保底，小記者編輯班、「說話達人」以拔尖，提高學生在讀寫聽說和思辨等方面的能力。
- 中高年級成語各有八個單元，小學全階段習460個成語，學生須掌握以普通話朗讀、聆聽及理解的能力，平日以默書檢測學生的學習進度及質量。
- 編製校本《琅琅集》，讓學生透過朗讀、背誦積累古詩詞及名人格言。
- 繼續推廣電子教學，讓學生透過網上學習平台閱讀、討論、表演，促進學習。

##### 中學部：

- 繼續在初中加強文言文教學，以鞏固學生文言基礎知識，並訓練學生文言語譯能力。
- 繼續培養同學對中國傳統文化的認知，教導同學認識中國傳統文化，以培養正確的價值觀及對美善事物的認同。
- 中一課程會介紹儒家思想，中二課程會介紹道家思想，中三課程則會介紹法家思想及《史記》選篇。
- 加強白話文教學，編制校本教材，以讀帶寫。
- 以《積學儲寶箱》配合，為同學積存名言雋語、佳詞美句，加強寫作能力。
- 優化閱讀報告書目，加強讀寫之聯繫。
- 訓練同學上課做筆記以培養同學良好的學習習慣。

#### c. 寫作教學

##### 小學部：

- 配合單元內容、校本多元學習經歷主題安排寫作，使讀寫結合。
- 優化寫作工作紙，使各級間的寫作目標銜接得更緊密。
- 鼓勵創作，出版刊物。
- 課後以小組方式指導有需要的學生鞏固課堂所學，按目標寫作。
- 安排參加校外創作比賽，鼓勵創作。
- 善用網上平台，讓學生做好寫作前準備。

##### 中學部：

- 設題配合單元文體以及主題，加強同學對每種文體的認識。
- 同學作文需緊貼各種文體的基本要求，並且運用一定數量的修辭，作文評分原則實行六年一貫，初中僅在入品部分作出微調。

--為了讓同學有機會發展其創意思維，創意類寫作將在隨筆中進行。另配合校內校外各項徵文比賽，進一步提升學生文字表達功力。

--優化《積學儲寶箱》，為同學積存名言雋語、佳詞美句，加強寫作能力。

對象：

--中小學全體中文科老師。

負責人員：

--科主任及助理科主任。

評估方法：

--校方定時安排檢討會議，跟進檢討。

完成時間：

--2017-2018年學期終結前。

### 17-18年度之中文系教師名單

#### 1. 中國語文科

中一級任教老師--唐韻 1A	王穎 1B、1E、1F	黃尚如 1C	文詠詩 1D
中二級任教老師--黃尚如 2A、2D	黃小娟 2B、2F	鄧淑敏 2C	郭慧茹 2E
中三級任教老師--甄沃奇 3A	文詠詩 3B、3F	周健瑜 3C	葉澤亮 3D、3E
中四級任教老師--吳碧華 4A	周健瑜 4B	胡詠怡 4C、4F	
甄沃奇 4D	黃正夫 4E		
中五級任教老師--黃正夫 5A	鄧淑敏 5B、5C	陳志文 5D、5E	
吳碧華 5F			
中六級任教老師--胡詠怡 6A	郭慧茹 6B	黃小娟 6C	
葉澤亮 6D	陳志文 6E	甄沃奇 6F	

#### 2. 中國文學科

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

#### 3. 普通話科

中一級任教老師--唐韻 1A、1B、1D、1E、1F 黃尚如 1C  
中二級任教老師--郭慧茹 2A、2C、2E 文詠詩 2B、2D

**財政預算**

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation,	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure
Purchase:		
圖書館用書		\$10,000
教具、教材、軟件及影音用品		\$5,000
印製獎狀及感謝狀		\$500
Service:		
中辯學會		\$2,000
國學學會		\$1,000
Tutorials, Courses or Training Sessions:		
暑期班 中一至中三，預計每級最多 10 節，每節 1 小時，每小時\$200。即 $3 \times 10 \times 200 =$ \$6,000		\$6,000
教師培訓（朗誦或演講）導師費		\$3,000
Activities:		
聯校文創 （參加費用及活動費）		\$5,000
Application Fee:		
校際朗誦節報名費		\$7,000
辯論比賽報名費		\$2,000
Transportation:		
Others:		
TOTAL:		約\$41,500

**英華書院**  
**二零一七至二零一八年度**  
**中國歷史科**  
**周年計畫**

配合學校的周年計畫，本科本年度之教學重點概要如下：

**(甲) 初中**

1. 提高學與教的效能及培養學生之品德情操。
2. 互動教學，以提高學習興趣為目的。
3. 照顧學習差異，冀能提高學習效能。
4. 靈活剪裁甲部課程，加入乙部課程。

**1. 提高學與教之效能及培養學生之品德情操**

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

**2. 互動教學，以提高學習興趣為目的。**

中一級

- A. 繼續舉辦課堂活動如歷史故事演講，以配合自主學習的風氣及善用圖書館的資源。
- B. 參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。

中二級

- A. 繼續舉辦課堂活動如歷史角色扮演比賽，以配合自主學習的風氣及善用圖書館的資源。
- B. 參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。

中三級

- A. 做歷史讀書報告，並將閱讀心得向同學分享。
- B. 參觀歷史博物館或作歷史古蹟考察，以將課堂與現實結合，令學習中國歷史更生活化，亦增加同學對中史的興趣。〈詳情參考教學手冊的相關部份〉

**3. 照顧學習差異，冀能提高學習效能。**

學與教方面：

A. 剪裁課程

各課題建議採取詳教、略教或刪減的模式進行：

詳教的原則：一至二堂，較重要的史事，可供短答或長答使用。



略教的原則：半堂至一堂，較次要的史事，可供填充、選擇等雜類題目使用。  
刪減的原則：直接將有關課題刪除，測驗及考試不出題目。

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

評估方面：

- A. 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。  
B. 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。  
C. 團隊協作方面：通過同儕觀課及課堂協作，發掘更多減低學習差異的教學法。（詳情參考教學手冊的相關部份）

成功指標：

學生主動學習一準時交功課，在課堂學習有好表現；在統測及校內考試中得到良好的成績。

#### 4. 靈活剪裁甲部課程，加入乙部課程。

此舉目的在幫助初學生除從縱向認識政治層面史事之餘，亦從橫向角度認識社會面貌，從而拓寬同學的視野及增進學習中國歷史的興趣。

乙部課程建議加在期終考試之前施教，中一至中三級乙部課程單元名稱如下：

中一級：文字的起源與發展

中二級：中外交通的發展

中三級：宗教概說

\*\*\*根據教育局學校課程持續更新：《中學教育課程指引》《中學教育課程指引》，中史科在課程規畫內必須在未來三至六年內加入《基本法》教育。本科待中史科最新課程指引發表後，須參照指引將基本法與課程結合。有關課程指引節錄如下：

#### 《基本法》教育

學校應使學生了解《基本法》及其在日常生活中的應用，加強他們價值觀的培育，包括：法治、公義、國民身份認同、民主、自由、人權、平等及理性。《基本法》教育早於2002年已通過不同的科目／課程推行，例如小學常識科（小一至小六）、初中個人、社會及人文教育的科目／課程，尤其是生活與社會課程（中一至中三）和中國歷史課程（必修），以及高中跨學科的通識教育科（中四至中六）（核心科目）及其他相關的選修科目。學校須確保能在整體課程規劃中為《基本法》教育提供足夠的學習時數，並在適當的情況下，將《基本法》教育融入學校發展計劃內以加強價值觀教育，並協助學校能連貫和有策略地規劃、推行和自我檢視其成效。初中階段（中一至中三）。《基本法》教育是個人、社會及人文教育學習領域各個相關科目不可或缺的部分<sup>1</sup>，同

時是德育及公民教育課程框架下價值觀教育的一部分。・個人、社會及人文教育學習領域中《基本法》教育的基要學習元素：初中中國歷史科課程的必修內容涵蓋《基本法》，時數約 24 小時，讓初中學生學習相關基礎知識，以備學生升讀高中後，進一步學習有關《基本法》的內容，特別是香港作為中國一部分的發展，以及「一國兩制」的背景。

1 與《基本法》教育有關的學習時數來自中國歷史科課程（必修）（根據正進行諮詢的建議修訂課程為約 24 小時）、生活與社會課程（中一至中三）（約 15 小時）、歷史科（根據正進行諮詢的建議修訂課程為約 10 小時）及地理科（約 2 小時），合共約 51 小時。學校應將與《基本法》有關的內容結合於相關科目的課程內，而非額外的課程內容。

## （乙）高中

為協助學生在公開考試中取得優異的成績，本年度的教學重點如下：

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

策略：

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

成功指標：

校內測驗、考試中得到良好的成績；公開試中也有優秀的表現。〈詳情參考教學手冊的相關部份〉

**(丙) 教學監察：**

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

**(丁) 評估：**

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

# **Economics**

## **Programme Plan 2017-2018**

### **A. Purposes**

Junior Form (S3): Economics Business Education

#### 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 behaviour so that they can fulfil their roles effectively as consumers, investors, employees and /or entrepreneurs in adult life. Students are expected to take social and ethical considerations into account in analyzing and evaluating business issues. They also have to be conversant with the business environment, so as to make effective decisions, not only as members of the business world, but also as socially responsible citizens.

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

Senior Forms (S4, S5 & S6)

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

Develop interest in exploring human behaviour and social issues through an economic perspective;

Understand the world in which they live through mastery of basic economic knowledge;

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

citizens in the decision-making processes of a modern democratic society.

## **B Issues To Be Addressed**

### Strengths

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

### 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) Learning diversity is large.

### Opportunities

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

### Threats

- (a) The class size is too big. (about 30 students in secondary 6). This is not a good environment for the NSS students. It is more difficult to cater for individual needs.
- (b) Turning Mathematics M1 and M2 into X3 subjects, less able students will choose this subject.

## **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) 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 2017-2018  
Are:**

1. Enhancement of learning and teaching effectiveness and learning atmosphere.
2. Excellence in public examinations
3. Catering for learning diversity
4. Leadership enhancement for school effectiveness

## E. Annual Plan

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Enhancement of learning and teaching effectiveness and learning atmosphere.	<ul style="list-style-type: none"> <li>To arouse and maintain students' interest and motivation in learning through revising curriculum</li> <li>On-going revision of junior curriculum</li> <li>Revision of junior form assessment policy</li> <li>Study trip</li> <li>Book display</li> </ul>	<ul style="list-style-type: none"> <li>students can make effective decision when making their choice of elective in S4</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Progress of students' performance</li> </ul>	9/2017-5/2018	Panel Head	manpower
2. Excellence in public examinations	<ul style="list-style-type: none"> <li>Students will be drilling past papers and other sources of questions.</li> <li>Enhancement workshops and remedial workshops to be arranged.</li> <li>Small tasks and Quiz are assigned and feedback is given frequently to encourage learning.</li> <li>More group sharing or group works are held during the lesson to motivate learning.</li> <li>Sharing from graduates on study and exam skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students' awareness of the requirements of HKDSE</li> <li>Students' participation in after lesson workshops</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and progress record of enhancement and remedial workshops</li> <li>Students' survey</li> <li>Results of school and public exams</li> </ul>	9/2017 – 6/2018	Subject teachers	Funding support for enhancement workshops

3. Catering for Learning Diversity	<ul style="list-style-type: none"> <li>• More challenging assignments will be given to higher achievers</li> <li>• After lesson workshops and tutorial to be arranged for students with diverse abilities.</li> <li>• Holding lesson collaboration exercises each term.</li> <li>• Sharing of good practices.</li> <li>• Modification of Assessment format. (composition of challenging questions in exam papers for S3)</li> </ul>	<ul style="list-style-type: none"> <li>• Design of learning materials</li> <li>• Students' participation in after lesson workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Progress of students' performance</li> <li>• Attendance record</li> <li>• Results of quizzes and tests</li> </ul>	9/2017 – 8/2018	Subject teachers	Online resources and reference books Old boys
4. Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>• participation in training courses</li> <li>• implementation of PIME cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' participation in training courses.</li> <li>• Teachers' participation in school meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Schools' survey</li> </ul>	8/2017 – 7/2018	Panel Head Subject teachers	Update information of related activities and courses.



## **F. Plan Of Economics Panel To Prepare Students For DSE Examinations**

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

## **G. Evaluation**

1. Academic progress of students can be evaluated by tests, class-work, and group-discussions and questioning during lessons.
2. Teachers will keep detailed records of students' performance throughout the terms so as to evaluate students' progress regularly.
3. Performance in internal and public examinations.
4. Social concern of students can be indicated by
  - (a) Their willingness to take part in educational visits, social services and other related extra-curricula activities.
  - (b) Their ability for viewing social issues on different perspective.
5. Assessment
  - (a) There will be at least one test in the first term for S4 and S5.
  - (b) For S3, Quizzes will carry 10% and Worksheets and in-class participation will carry 10%.  
For S4 and S5, test 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 Assessment policy:  
Adoption of 3-tier difficulty levels of test/exam papers  
(40% easy questions, 40% average questions, 20% challenging questions)

### **Performance Standard**

1. School Examinations  
80% 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 70% and the level 2 or above percentage is 100%

### **I. Budget**

Items	Budget
1. Library books	\$1000
2. Teaching aids	\$1000
Total:	\$2,000

### **J. Programme Team**

Mr. Lee YH (3A, 3B, 3E)

Ms. Chung YF (3C,3D,3F, 4X1, 4X3, 5X1, 5X3)( S3, and S5 coordinator)

Mr. Lam WH (6X1, 6X3)(Subject Panel and S6 coordinator)

Prepared By  
Lam WH

# **Geography**

## **Programme Plan 2017-2018**

School Major Concern :

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

### **I. Aims**

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

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

#### **A. Strengths**

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

#### **B. Weaknesses**

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

#### **C. Opportunities**

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

#### **D. Threats**

1. Students show great diversity in language ability. Teachers should pay more attention to the less academically inclined students.
2. Learning diversity in senior forms is so great. Less academically inclined students show very low motivation in learning. Some S4 students just want to get into classes of 3X. They show no interest in learning. This may impose bad influence to others.

### III. Implementation plan

Task	Objectives	Task description	Person in charge	Means of evaluation	Success criteria	Date of completion	Budget
1	Staff development through empowerment of panel members to increase competence and ownership	Division of labour and sharing of responsibilities among panel members	HOD	Evaluation of the job performed through appraisal system Evaluation of the effectiveness of empowerment through panel meetings	Panel members with increased competence and ownership	Whole year	--
2	Enhance student learning and teaching effectiveness	Curriculum review for the academic year 2016-2017	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
	Enhance student learning and teaching effectiveness	Curriculum review for S3	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted School-base teaching materials prepared	On-going job	--
3	Enhance student learning and teaching effectiveness	Review and revise assessment methods	All panel members	HOD and members develop tools to evaluate the effectiveness of various assessment methods in enhancing students to develop various learning skills	Academic results of the students improved	On-going job	--
4	Enhance student learning	Bridging programme	S1 - S.3 teachers	Form teachers are required to give a bridging programme to students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
5	Enhance student learning	Bridging programme	Mr. Lo	Form teacher are required to give a bridging programme to S4 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
6	Enhance student learning	Geography Projects for S.1	S.1 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept - Dec and Feb - May	--

7	Enhance student learning	Geography Projects for S.2	S.2 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept - Dec and Feb - May	--
8	Enhance student learning	Geography Projects for S.3	S.3 teachers	Form teachers are required to check the progress of students in data collection	Students found the experience on data collection valuable	Sept - Dec and Feb - May	--
9	Enhance student learning	Geography Projects for S.4 (Fieldwork study)	Mr. Lo	Teacher is required to check the progress of students in data collection	Students found the experience on data collection valuable Students known the skills in tackling the compulsory fieldwork-based question in HKDSE	On-going job	--
10	Enhance student learning	Geography Project for S.5 (Fieldwork study)	Mrs. Ho	Teacher is required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable Students known the skills in tackling the compulsory fieldwork-based question in HKDSE	On-going job	--
11	Enhance student learning	News Report S.3-S.6	Mrs. Ho	Teacher is required to check the news report of students	Reading and writing abilities of students improved. Students learnt about the current issues	Two news report in each term	--
12	Prepare Ss in Junior forms for Mid-year examination and Final examination	Tutorial classes held by old boys	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress and show stronger confidence in face of examinations	Dec and May	--
13	Prepare Ss for Public examinaions	Essay writing training session	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress writing essay Students show stronger confidence in face of public examinations	Sept - Dec	--
14	Prepare Ss for Public examinaions	Enhancement classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress in tests and examination	Nov-Jan	--

					Students show stronger confidence in face of public examinations		
15	Prepare Ss for Public examinaions	Pre-mock examination	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	End of Dec	--
16	Prepare Ss for Public examinaions	Post-mock examination	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	Apr	--
17	Prepare Ss for Public examinaions	Revision classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show stronger confidence in face of public examinations	Apr	--
18	Enhance student learning and teaching effectiveness	Purchase teaching aids, reference books	Mrs. Ho	HOD responsible for checking the purchase of teaching aids and reference books	More teaching aids and reference books purchased	End of Apr, 2017	\$13000

#### IV. Evaluation

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

#### V. Performance standard

- S.1 and S2 students are able to answer questions in paragraph form. S.3 students are able to write essay in short paragraphs. S.4-S.6 students are able to write short essays.
- 60% of S.1 students are able apply geographical knowledge and skills in doing research project.
- 80% of S.2 and S.3 students are able to apply geographical knowledge and skills in doing research project.
- 80% students are able to pass the examinations.
- 80% students will use the reference materials in the libraries and search information from the Internet.

#### VI. Budget

Items	Budget
1. Library books	\$3000
2. Teaching aids (videos, CD-ROMs, etc.)	\$10000
3. Afterschool Tutorials for junior forms	\$2400
4. Application fee for iGeo	\$2000
5. Transport Subsidy for Field study for S4 and S5 (for Fieldwork-based question in HKDSE 2019)	\$2000
6. Replacement for tables in Geography Room	\$16000
Total :	\$35400

## **VII. Programme team**

- Mrs. Ho Chan Suk Ching (Team leader)
- Mr. Lo Yau Wah
- Mr. Tsang Chi To
- Miss Wong Siu Yan
- Mr. Lee Yik Hang



# **History**

## **Programme Plan 2017-2018**

### **Strengths**

1. Teachers of the panel are enthusiastic, open-minded and willing to share;
2. Teachers of the panel shared common vision in the promotion of History learning among students
3. The department has accumulated a good stock of teaching materials for the senior forms. They are for examples, worksheets, reference materials, video-tapes, photos, cartoons, maps and charts.
4. The introduction of History in S1 – S3 can help develop students' generic skills on the one hand and prepare students with knowledge in Humanity subjects on the other. This arouses students' interest and develop their knowledge in History.

### **Weaknesses**

1. The subject is very demanding in terms of academic ability and language skills. Most students have language barrier in studying the subject.
2. There are only two lessons per cycle for each level in the junior forms which limit the development of curriculum and the mastery of skills ;
3. In public examinations, students using English or Chinese as the medium of writing are 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. As a result, 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 as one of their elective subjects. This is reflected in the rising number of S3 students choosing History to study in S4.

### **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. As students can study at most 3 electives, Ying Wa boys may prefer science or more practical subjects instead of History.
3. The NSS History curriculum demands students to master the history of eight countries for 100 years. The depth and width of the curriculum will be a big challenge to students.
4. The NSS DSE History curriculum will be revised by 2018 to remove the SBA component from public examination, this can be a disadvantage to less capable students.

Evaluation of the Year plan 2016-17

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

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

**Catering for learning diversities**

Strategies	Evaluation
<p>The syllabus for S.3 had been shortened to make learning more student-oriented</p>	<p>This was found to be helpful in developing students' interest in the subject. A shorter syllabus allowed teachers to cater more for students' needs over the subject.</p>
<p>Tutorials were organized in May</p>	<p>Students found them useful to prepare for the examination.</p>
<p>After school tutorials for S1 low achievers</p>	<p>After school revision classes were organized before uniform tests and examination to help</p>

	low achievers to revise the materials. They were effective in acting as a booster to students in their revision.
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### Project learning

Strategies	Evaluation
Group Project on topics related to their study: S1 Museum visit S2 Inventions in Industrial Revolution S3 Cold War events	<ul style="list-style-type: none"> <li>It was useful in developing students' learning autonomy and the ability in searching, selecting and composing information in presentation</li> <li>Students could learn to give comment to others through peer assessment</li> </ul>
Mini project in S4 and 5 on important historical figures in the PRC and international conflicts	<ul style="list-style-type: none"> <li>This was a way to develop students' enquiry learning skills and to form a reading habit.</li> <li>This was also a good way to cultivate students' interest in History</li> </ul>
School based learning project in S6	<ul style="list-style-type: none"> <li>Title proposal and project outline had been composed and the SBA report completed by December.</li> <li>Person-to-person discussion had been conducted and students found it useful to their preparation of SBA report</li> </ul>

### Preparation for the NSS curriculum and HKDSE Examination

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

### Evaluation of 2017 HKDSE Results

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

<b>2016</b>	<b>21</b>	3 (14.3%)	4 (19.1%)	11 (52.4%)	15 (71.4%)	21(100%)	100%	<b>19.1%</b>
<b>2017</b>	<b>17</b>	5.9%	29.4%	58.8%		100%	100%	<b>29.4%</b>

### **3-Year Average**

<b>Years</b>	<b>Average on L5 or above</b>	<b>Average on L2 or above</b>	<b>Average No. of students</b>
2012 - 14	12.23%	100%	17.7
2013 - 15	27.8%	100%	19.3
2014 - 16	27.2%	100%	18.3
2015 - 17	31.4%	100%	17.7

### **Credits to Students**

Students' performance this year was a bit disappointing. Some students' results were below expectation. They had been working hard and committed themselves to study groups and the post-Mock discussion, however those consistent workers performed below par. Some of them should have performed better to reached level 5\* according to their year round performance but were unexpectedly a level below. This was a pity. DSE scripts had been bought for further analysis of students' performance.

### **Supportive Measures Taken**

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

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

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

## **Annual Plan 2017-18**

**Five Areas** of history learning and teaching will be promoted in the academic year 2017 – 18.

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

#### **For Teachers:**

- 1.1 The panel will work in pace 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.
- 1.4 The application of ipad in teaching to encourage student-teacher interactions.

#### **For Students:**

- 1.4 For the junior forms, proportion of coursework in overall total will be increased to 30%. Term activity like museum visit, historical events/figures investigation, will be introduced to broaden students' horizons and interest over the subject.
- 1.5 There will be no uniform test for the subject in the junior forms this academic year, hence, dictations and timely quizzes will be arranged to help students develop a steady revision habit.
- 1.6 The senior students will have activities like film review and book report to broaden their horizons in the subject.
- 1.7 Senior form students are encouraged to form study group to keep studying as a team.

#### **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 enhance students' exam skills. Special attention would be on DBQ and essay writing.
- 1.9 Refer to Appendix I for details

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

- 2.1 Teachers are encouraged to attend NSSC refresher courses organized by the EDB to keep themselves abreast of the new educational trend related to History.

- 2.2 New teaching pedagogy with emphasis on group discussion and making analysis will be practiced in S.1 to 6 to get students familiarize with the new requirements.
- 2.3 Project-based learning will be carried out in NSS1 so as to familiarize students with the SBA requirement to be conducted in NSS2.

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

- 3.1 Peer collaboration and peer observation would be conducted according to the school plan. Cooperation with other departments for conduction of activities and sharing of new teaching pedagogy.
- 3.2 Lesson observation would be conducted according to the school administration calendar.

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

- 4.1 The syllabus for S.1-3 will be tailor-made to make learning more student-oriented. A shorter syllabus would allow teachers to cater more for students' needs over the subject.
- 4.2 Tutorials will be organized during the pre-examination time table 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.

### **5. Project learning**

- 4.3 S.1-3 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 written/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.4-5 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.

### **6. Life-wide learning**

- 6.1 Museum visit and History investigation project will be conducted in S.1-3 to develop students' interest in the subject.
- 6.2 Students will be well informed of public talks, visits, or exhibitions related to History

## **Evaluation Methods**

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 2018 DSE Examination**

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing with the level descriptors of public exam	- 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	- 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	- 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	- 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. Finish the syllabus by the end of November 2017	It should be achievable as only one topic of the syllabus has not been taught.
6. Sharing from current old boys	Old boys are invited to come and share their skills in preparing for public examinations in September.

**YING WA COLLEGE**  
**TEACHING SCHEDULE 2017 – 2018**

Subject	History	Level	6	No. of Period / Cycle	6
Name(s) of Subject Teacher(s)	YY Chan				
Titles of Textbooks	New Exploring World History Theme A and B				

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Chapters	Topics	Remarks
AUG	13	14	15	16	17	18	19				
	20	21	22	23	24	25	26	25/8 Staff Development 25-29/8 New S1 Bridging Programme			
SEP	27	28	29	30	31	1 X	2	1/9 Opening Ceremony		Postwar recovery in Japan	RT 1 - Jap 1900-1945
	3	4 A <sup>1</sup>	5 B	6 C	7 D	8 E	9				
	10	11 F	12 A <sup>2</sup>	13 B	14 C	15 D	16			Role of govt in recovery	RT 2 13/9 (B) WWI + WWII
	17	18 E	19 F	20 A <sup>3</sup>	21 B	22 X	23	22/9 Annual Swimming Gala (Day 1)		Relationship with Asian countries	
	24	25 C	26 D	27 E	28 F	29 A <sup>4</sup>	30	29/9 S1 Parents' Night 30/9 Drama Night			RT 3 26/9 (D) Cold War
OCT	1	2	3 B	4 C	5	6 D	7	2/10 Day after National Day 5/10 Day after Mid-Autumn Festival		International Conflicts: WWI	
	8	9 X	10 E	11 F	12 A <sup>5</sup>	13 B	14	9/10 Annual Swimming Gala (Day 2)		WWII : Review	RT 4 13/10 (B) World cooperation
	15	16 C	17 D	18 E	19 F	20 A <sup>6</sup>	21			Paper drilling	
	22	23 B	24 C	25 D	26 E	27 F	28	28/10 Chung Yeung Festival		Question discussion	RT 5 25/10 (D) Pol. Dev. In HK
NOV	29 X	30	31 UA <sup>7</sup>	1 UB	2 UC	3 R	4	29/10 Annual General Meeting of PTA 30/10 Day after AGM of PTA 31/10-2/11 Uniform Tests (S1-S3) 2/11 Basketball Tournament 4/11 Open House		HK in 20 <sup>th</sup> century - Review	
	5	6 D	7 E	8 F	9 A <sup>8</sup>	10 B	11 X	11/11 199 <sup>th</sup> Anniversary Thanksgiving Service & Celebration		Paper drilling	RT 6 6/11 (D) Econ Dev. In HK
	12	13	14 C	15 D	16 E	17 F	18	13/11 Day after 199 <sup>th</sup> Anniversary Celebration 14-24/11 Gospel Week		Question discussion	
	19	20 A <sup>9</sup>	21 B	22 C	23 D	24 E	25			China in 20 <sup>th</sup> Century - Review	RT 7 21/11 (B) HK
DEC	26	27 F	28 A <sup>10</sup>	29 B	30 C	1 D	2	1/12 Hong Kong Gospel Festival 2017(S1-S3)		Paper drilling	RT 8 1/12 (D) Qing + GMD rule
	3	4 E	5 F	6 X	7 A <sup>11</sup>	8 B	9 X	6/12 Annual Sports Day (Heats) 9/12 Annual Speech Day		Question discussion	
	10	11 C	12 D	13 X	14	15 E	16	13/12 Annual Sports Day (Finals) 14/12 Day after Sports Day			RT 9 12/12 (D) PRC
	17	18 F	19 R	20 X	21	22	23	18/12 Christmas Concert 20/12 Christmas Service 21/12-1/1 Christmas & New Year Holidays			
	24	25	26	27	28	29	30				
JAN	31	1	2 A <sup>12</sup>	3 B	4 C	5 D	6	2-20/1 Mid-year Examinations (S1-S5)		International cooperation in the 2 <sup>nd</sup> half of the 20 <sup>th</sup> century	RT 10 3/1 (B) Japan
	7	8 E	9 F	10 A <sup>13</sup>	11 B	12 C	13			Paper drilling	
	14	15 D	16 E	17 F	18 A <sup>14</sup>	19 B	20			Question discussion	
	21	22 X/C	23 D	24 E	25 F	26 A <sup>15</sup>	27	22/1 Cross Country Day 24/1 S6 Study Break 25/1-10/2 S6 Mock Examinations			



### After-school Tutorials

Tutorials are set for four purposes:

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

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

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

### Teaching Duties

Teachers	Classes
YY Chan	1D, 1F, 2F, 3E, 3F, 5x2*, 6x2*
TH Yeung	1A, 1B, 1C, 1E, 2B, 2E, 3A, 3B, 3D, 3E, 4x2*
YH Lee	2A, 2C, 2D*

\*Form Coordinator

**Ying Wa College**  
**Preliminary Budget Planning 2016 – 2017**

Subject / Committee:    HISTORY    Name:    CHAN YUK  
YIN

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation,	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure (HK\$)
<b>Purchase:</b>		
Library books	School budget	1500
Teaching aids		1000
<b>Service:</b>		
<b>Tutorials, Courses or Training Sessions:</b>		
S1 After school tutorial (2 <sup>nd</sup> term)	School budget	5X150=750 (2 before 2 <sup>nd</sup> UT & 3 before Final exam)
S2 After school tutorial (2 <sup>nd</sup> term)		5X150=750 (2 before 2 <sup>nd</sup> UT & 3 before Final exam)
S3 After school tutorial (2 <sup>nd</sup> term)		5X150=750 (2 before 2 <sup>nd</sup> UT & 3 before Final exam)
S4 After school tutorials (2 <sup>nd</sup> term)	DLG	5X200 =1000 (May)
S5 After school tutorial (2 <sup>nd</sup> term)		5X200 = 1000 (Feb)
S6 DSE Exam tutorial (1 <sup>st</sup> term)		10X200 = 2000 (Mid Sept. to Dec)
<b>TOTAL:</b>		<b>8750</b>

## Liberal Studies Programme Plans 2017-2018

### Major Concerns of School:

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

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Budget/ Resources
<b>1.1 Enhancement of learning-and-teaching effectiveness and learning atmosphere</b>	<ul style="list-style-type: none"> <li>• To arouse and maintain students' interest and motivation in learning through revisiting curriculum, pedagogy, assessment and co-curricular activities               <ul style="list-style-type: none"> <li>- Ongoing revision of junior and senior curriculums</li> <li>- Promotion of self-access learning resources of Library and e-L&amp;T strategies (LS Wizard &amp; WiseSearch)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing revision of junior and senior curriculums completed</li> <li>• Increased usage hours of Lib SALC and mobile devices usage in classroom teaching recorded</li> <li>• Increase of use of e-L&amp;T strategies</li> <li>• Increase of teacher participation in training courses related to self-access learning and e-L&amp;T learning</li> <li>• SD sessions for</li> </ul>	<ul style="list-style-type: none"> <li>• Subject-based records on sharing and materials related to assessment for learning and co-curricular activities</li> <li>• Subject records of pedagogies and resources in teaching strategies</li> <li>• Teachers' training records</li> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Progress of student performance</li> </ul>	9/2017-8/2018	<ul style="list-style-type: none"> <li>• MY Siu</li> <li>• YW Lam</li> </ul>	<ul style="list-style-type: none"> <li>• Funding from school</li> <li>• Manpower from school and/or outside school</li> </ul>

		<p>professional sharing in pedagogy and assessment</p> <ul style="list-style-type: none"> <li>• Students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience</li> <li>• Students being able to reflect on and own their study, demonstrate stronger ownership of their study</li> <li>• Organisation of co-curricular activities in support of learning and teaching</li> </ul>				
<p><b>1.2 Excellence in public examinations</b></p>	<ul style="list-style-type: none"> <li>• To comprehensively study public exams reports and live scripts to opportune evaluate and revise NSS L&amp;T strategies <ul style="list-style-type: none"> <li>- Ongoing revision of senior curriculums</li> <li>- Attending HKDSE LS Briefing Session on 2017 Exam, and use of live papers for the demonstration of public exam requirements</li> <li>- Attending IES Seminar cum Group Meeting 2017</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improvement shown in comparison to 3-year moving average (Lv2+ &amp; Lv5+) and overall results</li> <li>• Internal and external test/exam result analysis submitted to SHKLACC</li> <li>• Ongoing revision of junior and senior curriculums completed</li> <li>• Participation in 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Subject-based records on sharing and materials related to assessment for learning and co-curricular activities</li> <li>• Subject records of pedagogies and resources in teaching strategies</li> <li>• Performance of students in HKDSE</li> <li>• Records of internal and</li> </ul>	9/2017-8/2018	<ul style="list-style-type: none"> <li>• MY Siu</li> </ul>	<ul style="list-style-type: none"> <li>• Funding from school</li> <li>• Manpower from school and/or outside school</li> </ul>

	<ul style="list-style-type: none"> <li>- Use of HKDSE scripts of old boys of the past 6 years and 2017 HKDSE live scripts provided by the HKEAA</li> <li>- IES: preparatory work in S5 (IES talk with more support and preliminary proposal); eclass for IES collection; individual consultation provided by teachers</li> <li>- Constant review of school-based IES procedure in accordance of HKDSE requirements</li> <li>- Trial marking of IES assessments at all stages</li> <li>• To develop subject-based curriculum planning and S.6 study plans <ul style="list-style-type: none"> <li>- S5 supplementary lessons and UT in pre/post exam period and/or summer vacation</li> <li>- S6 subject-based study plans</li> <li>- S6 revision tests throughout the year</li> <li>- Completion of HKDSE syllabus for S6 by December</li> <li>- S6 revision in Jan and Feb 2018</li> <li>- S6 Mock Exam (Feb 2018) and Post-Mock Exams (Mar 2018)</li> </ul> </li> </ul>	<p>HKDSE Exam and IES Seminar cum Group Meeting</p> <ul style="list-style-type: none"> <li>• Composition of revision plans and assessments for learning</li> <li>• Expansion of storage of IES reports and reference materials in class and library</li> <li>• IES individual consultation provided by teachers</li> <li>• Constant review of school-based IES procedure completed</li> <li>• Trial marking of IES assessments being completed</li> <li>• Smooth implementation of IES</li> <li>• Supplementary lessons, tutorials and UT being organized</li> <li>• After-school tutorials being organized</li> <li>• Self-initiated tutorials / group discussion organized by teachers</li> <li>• Teachers' better awareness and use of</li> </ul>	<p>external examinations</p> <ul style="list-style-type: none"> <li>• Records of teachers' participation in invitational posts and HKDSE-related work</li> <li>• Student assessments</li> <li>• Student and teacher feedback</li> </ul>			
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	<ul style="list-style-type: none"> <li>- S6 enhancement classes and sharing on study and exam skills by old boys and/or teachers</li> <li>- Self-initiated tutorials / group discussion provided by teachers to all forms</li> <li>• To organize after school tutorials and sharing on study and exam skills by old boys <ul style="list-style-type: none"> <li>- S6/5/4 after school tutorials on revision of content knowledge and exam skills for financially disadvantaged students</li> </ul> </li> <li>• To capitalize on district resources <ul style="list-style-type: none"> <li>- Participation in joint school exam practices (Hok Yau Club LS Mock Exams and Mock Exams provided by other organisations) and teacher learning circles (teacher participation in district or organisation activities in support of exam, e.g. West Kln LS network, HKCCCC LS Focus Group, EDB and HKEAA)</li> <li>- Capitalizing on district / organization activities in support of exam (collect</li> </ul> </li> </ul>	<p>district resources on training of exam skills</p> <ul style="list-style-type: none"> <li>• Students' higher participation in joint-school exam practices</li> <li>• Participation of teachers in academic-related external organizations maintains</li> <li>• Teachers demonstrated higher confidence in giving feedback to student learning</li> </ul>				
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	Mock Exam papers of other schools for intense drilling; support to teachers to serve as HKDSE markers)					
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### Major Concern 3: Through-train Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Budget/ Resources
<b>3.1 Improvement in the collaboration between YWC &amp; YWPS</b>	<ul style="list-style-type: none"> <li>Organising joint-section activities between YWC and YWPS students</li> </ul>	<ul style="list-style-type: none"> <li>Activities and meetings 'jointly' organised by YWC and YWPS at student levels</li> </ul>	<ul style="list-style-type: none"> <li>Activity records and evaluation in the regular meetings</li> <li>Stakeholders' survey</li> </ul>	9/2017-8/2018	<ul style="list-style-type: none"> <li>MY Siu</li> </ul>	<ul style="list-style-type: none"> <li>Funding from school</li> </ul>
<b>3.2 Further development in the ele-middle stage curriculum</b>	<ul style="list-style-type: none"> <li>To exchange the pedagogy by means of reciprocal lesson observation, post-observation discussion and lesson study between YWC and YWPS               <ul style="list-style-type: none"> <li>- Lesson observation</li> <li>- Post-observation discussion</li> <li>- Lesson study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal lesson observations being conducted, followed by debriefing sessions and exchange of teaching ideas</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation documents of lesson observation in the debriefing sessions</li> </ul>	9/2017-8/2018	<ul style="list-style-type: none"> <li>MY Siu</li> </ul>	<ul style="list-style-type: none"> <li>Funding from school</li> </ul>

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Budget/ Resources</b>
<b>4.2 Leadership enhancement for school effectiveness</b>	<ul style="list-style-type: none"> <li>To enhance leadership of middle managers by helping them to set individual targets, and by promoting professional training               <ul style="list-style-type: none"> <li>To set individual targets</li> <li>To receive professional training</li> </ul> </li> <li>To promote professional learning community by providing sharing sessions for middle managers to share their good practices               <ul style="list-style-type: none"> <li>To share good practices in the panel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Desirable leadership performance being observed: individual targets, consensus building, leadership modeling and collaborative measures</li> <li>Middle managers receiving relevant professional training</li> <li>Sharing sessions being held</li> </ul>	<ul style="list-style-type: none"> <li>Plans and reports of subject panels and committees</li> <li>Professional training records of middle managers</li> <li>Staff survey</li> </ul>	9/2017-8/2018	<ul style="list-style-type: none"> <li>MY Siu</li> </ul>	<ul style="list-style-type: none"> <li>Funding from school</li> </ul>



# **Business, Accounting and Financial Studies Programme Plan 2017-2018**

## **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 (for 2016 DSE) 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. Starting from 2016-2017, the taster programme in S3 in which some degree of business elements are included will be enriched so that some elements of all 4 parts in the Compulsory Part will be included and students should be even better informed when making their subject choice.
5. Starting from year 2012-2013, the school has allowed students who have very weak foundation to take only two or even one elective subjects. This allows students to concentrate and to manage their studies better.
6. Starting from year 2014-2015, all S.1 students are DSS students. The learning diversity would hopefully be narrowed.

### **Threats**

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

### **1.3 Objectives**

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

#### **Knowledge and understanding**

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

#### **Skills**

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

#### **Values and attitudes**

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

## 2.1 Annual Plan 2017 to 2018

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Enhancement of learning & teaching effectiveness and learning atmosphere	<ul style="list-style-type: none"> <li>Introducing Business Education in S3. Simplified and selected topics from Compulsory Part of the BAFS curriculum will be taught in S3 classes in the second term in the new Subject <i>Economics and Business Education</i>.</li> <li>Assessment for learning – quizzes and tests given to check students’ understanding and progress</li> <li>Promotion of co-curricular activities in support of students’ learning – visits, competitions, workshops, other public exams, eg. HKICPA Examinations in BAFS.</li> <li>Encouraging peer learning - higher achievers help in small groups during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ knowledge in the subject</li> <li>Designated periods for tests and quizzes on top of covering the syllabus</li> <li>Information of activities and exams passed to students</li> <li>Students’ participation in these activities</li> </ul>	<ul style="list-style-type: none"> <li>Results of quizzes and tests</li> <li>Attendance record</li> </ul>	9/2017 – 7/2018	Panel Head Subject teachers	Update information of related activities and exams
2. Excellence in public exams	<ul style="list-style-type: none"> <li>Familiarising students with Curriculum guidelines and Assessment framework as well as the level descriptors so that they can clearly understand what are expected from them.</li> <li>Students will be drilling past papers from HKDSE and HKCEE and other sources of questions.</li> <li>Frequently short quizzes to be given</li> <li>Organising after school tutorials</li> <li>Sharing on study and exam skills by old boys</li> <li>Drawing up S6 study plan</li> <li>Encouraging students to take public exams before HKDSE, such as HKICPA Examinations in BAFS, as additional mock exam and to familiarise students with public exam settings.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ awareness of the requirements of HKDSE</li> <li>Time space for drilling, workshops, tests and quizzes on top of covering the syllabus</li> <li>Students’ participation in after school tutorials</li> <li>Information of other exams passed to students</li> <li>Students’ willingness to sit for other public exams</li> </ul>	<ul style="list-style-type: none"> <li>Documents of subject plans</li> <li>Attendance and progress record of enhancement and remedial workshops</li> <li>Students’ survey</li> <li>Results of school and public exams</li> </ul>	9/2017 – 7/2018	Subject teachers	Funding support for after school tutorials

3. Leadership enhancement for school effectiveness	<ul style="list-style-type: none"> <li>• Encouraging teachers to participate training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of training programme and time</li> </ul>	<ul style="list-style-type: none"> <li>• Records of teacher training</li> </ul>	9/2017 – 7/2018	Panel Head Subject teachers	Update information of related activities
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## 2.2. S6 Revision Plan

Targets	Measures to be taken
1. Familiarizing students with DSE sample marked scripts	<ul style="list-style-type: none"> <li>- Links of the HKEAA of the subject BAFS have been printed in Students' Handbooks and distributed to students.</li> <li>- Discussion and practice during lessons</li> <li>- Sharing of sample marked scripts with students from HKEAA resources</li> </ul>
2. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Tests every 2 to 5 weeks</li> <li>- Questions from Past CE/AL papers and exam practice from different publishers will be used for drilling and revision</li> <li>- Drilling practice will continue during study leave (optional) as long as students find it helpful.</li> </ul>
3. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- Feedback after tests and quizzes</li> </ul>
4. Finishing the subject syllabus by the end of December	<ul style="list-style-type: none"> <li>- Lesson time can be used for doing revision on topics done in S4 and for drilling</li> </ul>
5. Tutorials start in October	<ul style="list-style-type: none"> <li>- After school tutorial is arranged for Management module students, old boy being the tutor.</li> <li>- After school and lunch time sessions have been scheduled for Accounting module students, teacher will be responsible.</li> </ul>
6. Sharing from HKDSE scripts	<ul style="list-style-type: none"> <li>- To share with students how to achieve higher results from live scripts.</li> </ul>
7. Mock papers for students drilling	<ul style="list-style-type: none"> <li>- Mock papers from various sources other than past papers are given to students for their practice.</li> </ul>

### 3. Subject-based Pedagogy

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

Teaching Strategies	Application								
	<i>Business Environment</i>	<i>Introduction to Management</i>	<i>Introduction to Accounting Personal Financial</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	\$
Library books	\$2,000
S5 Afterschool Tutorials	\$1,350
S6 Afterschool Tutorials	\$1,350

### 5. Programme Team

Ms Brenda Chung (S3)  
 Mr Lee YH (S3)  
 Mr Lam Wai Hoo, James (S4, S5, S6)  
 Ms Wong Siu Yan, Winnie (S4, S5, S6)

英華書院  
二零一七至二零一八年度  
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「QR code」，「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) 中一全級以普通話教授中國語文科，同學有更多機會接觸普通話。
- (2) 本科老師教學態度認真，曾接受普通話科教學法培訓，並取得認可資格。
- (3) 本學年中一、二課本改為校本自擬課程，配合中文課程，加入國家語委不同體裁的朗讀篇章。另根據本校學生能力，加強學生的拼音能力，打好拼音基礎。
- (4) 普通話網站，鼓勵學生利用互聯網隨時隨地學習普通話(例如，學生可瀏覽中央電台網站及香港電台的普通話台，聆聽普通話新聞節目，以了解社會動態。
- (5) 本校開設的「普通話學會」為學生安排各種活動，增加學習普通話的趣味性及學生的學習興趣。
- (6) 本科老師積極鼓勵並訓練同學參加各全港各大型朗誦及演講比賽，提拔普通話尖子。
- (7) 有關的學習資源有助於學生學習，今年加入 QR Cord，以輔助教導及學習普通話科。

### 二. 弱

- (1) 部分學生對學習普通話的態度欠積極。雖然語言表達比以往有進步，但學生說普通話的機會尚嫌不足，因而學習動機不強。
- (2) 學生的普通話水平參差，只有小部份學生曾經在漢語地區生活居住過，普通話水平較高；由於英華小學普通話課程之前不以拼音為授課重點，仍有部分學生的拼寫能力欠佳；部分學生聆聽方面仍存有困難。
- (3) 今年中二中文將採用粵語教授，同學少了接觸普通話的機會。中一至二年級，每周仍只有一節普通話科，學生不但要兼顧聽、說、讀、寫四個範疇，還要騰出時間作口試，課程相當緊迫，時間不足。

### 三. 機

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

### 四. 危

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

## 丙. 課程安排

### 一. 本年教學目標及實行計劃

#### (1) 中一至中二階段

	教學目標	實行計劃
聆 聽	1. 培養聆聽的基本能力。	<ul style="list-style-type: none"><li>● 課堂上運用正確的課堂規範用語。</li><li>● 部分班級採用普通話教中文，增加聆聽機會。</li><li>● 掌握教材中提供個人、家庭、學校及社會方面的常用詞，使學生了解其基本用法。</li></ul>
	2. 聽懂各類型話語。	<ul style="list-style-type: none"><li>● 程度較高的學生，於課堂中安排簡單的分組討論，讓學生有機會聽出不同意見的分歧所在。</li><li>● 程度較低的學生，能夠完成課程中的聆聽練習。</li></ul>
	3. 培養聆聽的興趣及良好的聆聽態度。	與學生一起欣賞普通話節目、歌曲，培養學生的興趣及幫助學生掌握聆聽技巧。
說 話	1. 培養說話的基本能力。	配合不同的課外活動，如普通話學會活動、普通話週等，培養學生發音正確及吐字清晰。
	2. 掌握各類型話語。	配合教材鼓勵學生說出與個人生活、家庭、學校、社會有關的事情和感受。
	3. 培養說話的興趣。	透過小組討論和分享，培養學生用普通話交談的興趣。課堂上多以提問為主，鼓勵學生大聲說普通話。
朗 讀	1. 培養朗讀的基本能力。	教師可選取簡單的散文、詩歌、繞口令，讓學生在課堂朗讀，以培養學生朗讀的基本能力。
	2. 朗讀國家語委篇章。	教師可播放〈國家語委水平測試〉篇章錄音，請學生認識此公開考試，為將來升學就業作準備。
	3. 累積詞語、掌握句型。	教師可選取一些有趣味及生活化的課外讀物，與學生共同閱讀，以增加學生的普通話詞語及掌握普通話句型。
	4. 增進語文基本知識。	教師於教授課文同時，亦指導學生了解變調、兒化、輕聲等知識。
譯 寫	提高運用漢語拼音的能力。	<ul style="list-style-type: none"><li>● 要求學生以漢語拼音譯寫基本常用詞。</li><li>● 中一自擬課程，加強拼寫能力。</li><li>● 中二透過練習，令學生初步掌握人名、地名的拼寫規則以及漢語拼音的拼寫規則。(原會考課程)</li></ul>

### 二. 教科書：

中一校本自擬課程。

中二校本自擬課程。。

### 三. 考試安排

- 中一新生擬卷方針將參考新生於8月底考取之GAPSK分數，以針對其強弱，鞏固基礎為目的出卷。

- 中二學生擬卷方針將參考其上年度之表現，適度調整。

#### 四. 任課老師

##### 中一級任教老師

唐韵	1A 1B 1D 1E 1F	黃尚如	1C
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##### 中二級任教老師

郭慧茹	2A 2C 2E	文詠詩	2B 2D 2F
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##### 中一, 中二級聯絡

中一	唐韵	中二	郭慧茹
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##### 中一 中二進度表整理

中一	唐韵	中二	唐韵
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根據校方指引，級聯絡之工作及分工：

- 安排及跟進各項教學進度。
- 每一個學期之後跟進教學工作及考試評估分析事宜。
- 編製及跟進該級之教學資料、補充教材及參考資料。
- 與教授同一級別之同工擬訂考試試題及安排評卷之工作。
- 將考試之試題及評分參考存檔，在考試完畢後將一切資料修訂及整理，然後交予科主任。
- 期終考試之後統籌有關學生重考事宜。

## 五. 2017-2018 年度考試安排及形式

1. 根據各年級上一年或 GAPSK 考試成績，在期中及期終考試中安排口語、聆聽、譯寫的比例。
2. 繼續引入百分之十的挑戰題。
3. 口語考試將加入對話環節。

### A. 上學期

	挑戰分	筆試卷面總分	默寫	平時分
中一	8 分	80 分	10 分	10 分
中二	8 分	80 分	10 分	10 分

### B. 下學期

	口語	挑戰分	筆試卷面總分	平時分
中一	30 分	6 分	60 分	10 分
中二	30 分	6 分	60 分	10 分

## 六. 本年度教學重點

1. 中一自擬課程教學配套已整理並放在普通話 Google drive 供同事一起享用。  
中二自擬課程教學配套已整理並放在普通話 Google drive 供同事一起享用。  
中一, 二校本自擬課程教學配套
2. 去年相聲班及配音班深獲同學歡迎, 本年度將繼續開辦。由於已開辦幾年, 不少同學已升上高中, 故今年將報名年級延至中五。  
相聲班負責老師——黃尚茹。外聘資深導師李強民先生加以訓練, 並希望能從中挑選學生代表香港參加全國比賽。  
配音班負責老師——文詠詩。外聘資深導師李鐵秋女士加以訓練, 上年度有 2 位學生代表香港參加全國配音比賽, 其中一名奪得全國第十二名。
3. 各口語比賽訓練
  - 本年度得到校方支持, 將繼續撥款五萬元作為外聘導師口語訓練費用。
  - 本年度將繼續報名參加以下大型全港普通話比賽。

比賽名稱
校際朗誦節
全港兩文三語大賽
全港中小學普通話演講大賽
全港學界普通話傳藝比賽
普英雙語演講比賽
新市鎮普通話演講比賽

## 七·資訊科技教學

- (1) 老師自擬課程內加入 QR Code，同學可配合教材上網練習。
- (2) 教師亦可向學生介紹最新的普通話網頁，以便學生自行瀏覽。

## 丁. 課外活動

### 一. 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
中一至中六	全年	全港青年學藝比賽

- 為增加學生對中華傳統語言藝術的認識，本科開設相聲訓練班，外聘資深導師李強民先生加以訓練，並希望能從中挑選學生代表香港參加全國比賽。本年度會繼續開辦。
- 為增加學生對中華傳統語言藝術的認識，本科開設配音訓練班，外聘資深導師李鐵秋女士加以訓練，前年有 3 位學生、去年有 2 位學生代表香港參加全國配音比賽。本年度會繼續開辦。

### 二. 財政預算

校方撥款 2000 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。

Expenditure - Subjects		
Subject	Item	Expenditure
PTH	Teaching Aids	2,000

配音班，相聲班及普通話演講比賽津貼如下（共有 37600）：

科目 / 組別		細項	批核預算	實際支出	剩餘數目
Gifted Ed- PTH	1	PTH - 普通話演講比賽訓練	\$14,000.00	\$ -	\$ 14,000.0
	2	PTH - 配音訓練-初中	\$14,000.00	\$ -	\$ 14,000.0
	3	PTH - 相聲訓練-初中	\$9,600.00	\$ -	\$ 9,600.0

中文科及普通話科比賽 共有 45000

科目 / 組別		細項	批核預算	實際支出	剩餘數目
Gifted-Chinese (有關普通話)	2	Chi - 校際朗誦節-初中訓練	\$16,000.00	\$ -	\$ 16,000.0
	3	Chi - 青年學藝比賽-初中朗誦訓練	\$4,000.00	\$ -	\$ 4,000.0
	4	Chi - 青年學藝比賽-初中演講訓練	\$16,000.00	\$ -	\$ 16,000.0
	6	Chi - 校際朗誦節-高中訓練	\$5,000.00	\$ -	\$ 5,000.0
	7	Chi - 青年學藝比賽-高中朗誦	\$4,000.00	\$ -	\$ 4,000.0
	8	Chi - 青年學藝比賽-高中演講	\$8,000.00	\$ -	\$ 8,000.0

ECA 普通話學會經費如下 (共有 8000)

科目 / 組別		細項	批核預算	實際支出	剩餘數目
ECA-PTH	1	PTH Activities	\$ 2,000.00	\$ -	\$2,000.00
	2	Competitions and Miscellaneous Items	\$ 6,000.00	\$ -	\$6,000.00

# Biology

## Programme Plan 2017-2018

### 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: 2 Nov 2017 (5X1, 5X3)	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	Pedagogical changes through lesson collaboration and peer observation	-Lesson collaboration and peer observation conducted within the school year	SS Mar SY Wong	To be evaluated at the end of the year
7	Modification of assessment format	-Practical skill and lab. report writing skill are assessed separately in the SBA to reduce the pressure  -Questions of tests focus on basic knowledge and skill to increase students' confidence  -Exam papers will contain more challenging questions for more	SS Mar SY Wong	To be evaluated at the end of the year

		capable students		
8	Consolidation of language ability	The importance of grammar in answering exam questions is emphasized	SS Mar SY Wong	To be evaluated at the end of the year
10	Promotion of assessment for learning	-Pre-lab discussion sessions help students to plan the experiment for SBA  - Post-lab discussion sessions help students evaluate the experimental design and results	SS Mar SY Wong	To be evaluated at the end of the year
11	Knowledge management of departmental materials	-sharing of teaching materials among the members of the department	SS Mar SY Wong	To be evaluated at the end of the year
12	Development of subject-based study plans and curriculum planning	-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

<b>Expenditure - Subject</b>		
Subject	Item	Expenditure
Biology	Consumables	7,500
	Lab Apparatus	8,500

<b>Income &amp; Expenditure - Subject Classes &amp; Activities</b>			
Subject	Items	Income	Expenditure
<b>Biology</b>	<b>S4 Holiday Tutorials</b>		3,000
	<b>S5 Afterschool Tutorials</b>		3,000
	<b>S6 Holiday Tutorials</b>		5,400
	<b>S6 Post-Mock Tutorials</b>		9,600

## 7. Team members

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

# **Chemistry**

## **Programme Plan 2017-2018**

### **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:**

#### **Strengths**

- The laboratory is well equipped and also the department keeps a stock of teaching materials including video, CD ROMs, model–kits and wall–charts.
- The teachers and the laboratory technicians are well–qualified, enthusiastic, hard–working, experienced and with professional training.
- The students are curious about societies, and are easily motivated in acquiring chemical knowledge relating to society and their daily life and are attentive.

#### **Weaknesses**

- Students find difficulties in time management, less time is spent in reading the assigned textbooks which have more detailed and correct materials.
- Few students hand in their homework not on time.

#### **Opportunities**

- 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.
- The learning incentive of students in EMI school are better, their self–esteem are high, their aim are high, too.
- Class size of Chemistry elective subject are around 30.

Teachers have more chance to interact with teachers.

### **Threats**

- Wide learning diversity among students.

### **3. Objectives**

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

#### 4. Implementation Plan and evaluation

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

Targets	Strategies of Chemistry subject	Success criteria	Methods of Evaluation
Enhancement of learning and teaching effectiveness and learning atmosphere	<p>—To arouse and maintain students' interest and motivation in learning through pedagogy and assessment.</p> <p>Pedagogical changes</p> <ul style="list-style-type: none"> <li>• lesson collaboration, peer observation, explore &amp; share good practices.</li> </ul> <p>Modification of assessment format</p> <ul style="list-style-type: none"> <li>• exercises of different levels are prepared,</li> <li>• questions set in quiz/test/exam consists of core and extension parts, core questions cover basic and simple chemistry knowledge, extension questions require higher skills.</li> <li>• application of google form exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• students showing stronger intrinsic motivation in their learning being able to reflect on and take ownership of their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• students' survey</li> <li>• progress of students' performance</li> </ul>
Excellence in public examinations	<p>—To comprehensively study public exam reports and live scripts to opportunely evaluate and revise chemistry DSE syllabus and L&amp;T strategies.</p> <ul style="list-style-type: none"> <li>• enhancement classes are set up, so as to elevate their exam performance.</li> <li>• examination skills sharing.</li> <li>• sorting of past exam. (CE, AL and DSE) topics.</li> </ul> <p>—To develop subject-based curriculum planning and S.6 study plans.</p> <p>—To organize after school tutorials and sharing on study and exam skills by old boys.</p>	<ul style="list-style-type: none"> <li>• improvement shown in comparison to 3-year moving average (Lv2+ &amp; Lv5+).</li> <li>• internal school exam and DSE exam result analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• performance of students in DSE exam.</li> <li>• records of internal school exam and external DSE exam.</li> </ul>

##### Major Concern 4: Strengthening management and leadership

Targets	Strategies of Chemistry subject	Success criteria	Methods of Evaluation
Leadership enhancement for school effectiveness	<p>— good resources management.</p> <ul style="list-style-type: none"> <li>• experiments &amp; printout list; teaching resources relating to topics.</li> </ul> <p>—To follow up on the results of staff appraisal.</p> <p>—To promote professional learning community by providing sharing sessions for members to share their good practices.</p>	<ul style="list-style-type: none"> <li>• good filing.</li> <li>• panel head receiving relevant professional training.</li> <li>• sharing sessions being held.</li> </ul>	<ul style="list-style-type: none"> <li>• professional training records of panel head.</li> <li>• staff survey.</li> </ul>

## **5. Programme Team**

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

## Information & Communication Technology, Computer Literacy Programme Plan 2017-2018

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2017
S1-02	e-Class Services & Briefing on School IT environment	Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Oct 2017
S1-03	File Retrieval on Google / One Drive	Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Lab performance	All students are able to retrieve files from the e-class iFolder, Google / One Drive.	Mid of Oct 2017
S1-04	Video Editing Workshop	Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Class work - Video clip project on YouTube	All students can perform auto fill, formula calculation with the spreadsheet.	End of May 2018
S1-05	Use of Scratch	Mr. SY Leung Ms. WC Chan	- Worksheet inspection - Project work	All students can edit a simple game with guided procedures.	End of March 2018
S1-06	Information Literacy	Mr. SY Leung Ms. WC Chan	- Online assessment - Feedback from iclass platform	Students are fully aware of Data Privacy & Security, Health issues of the use of IT.	End of Sep 2017
S2-01	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. WH Wan	- Worksheet inspection - Practical exam	All students can produce statistical graph with the spreadsheet.	End of Oct 2017
S2-02	Computer System	Ms. SY Kung Mr. SY Leung Mr. WH Wan	- Online assessment - Feedback from iclass platform	Students finish all home assignment and pass in examination.	End of March 2018
S2-03	Use of Scratch	Ms. SY Kung Mr. SY Leung Mr. WH Wan	- Worksheet inspection - Project work	All students can design an advanced Scratch game.	End of May 2018
S3-01	Webpage Authoring with HTML	Mr. SY Leung Mr. KS Wang	- Project work - Exam performance	Students can publish their web project on Wix Platform.	End of Dec 2017
S3-02	Networking Concept	Mr. SY Leung	- Worksheet inspection	Students can identify the devices used for Home	End of Sep 2018



Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
		Mr. KS Wang		LAN connection to ISP.	
S3-03	Database Workshop	Mr. SY Leung Mr. KS Wang	- Lab performance -Worksheet Exercise - Practical exam	Students can make query, report and label with the use of database package.	End of May 2018
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 2018
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 2017
S4-03	Database Elective	Mr. WH Wan	-Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate basic SQL command.	End of May 2018
S5-01	Computer System Fundamentals	Mr. WH Wan	- Homework assignment - Chapter test - Examination	Students acquire the basic ideas of functional units of computer, the system software, and the different types of computer systems for different applications.	End of May 2018
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 2018
S5-03	Database Elective	Mr. WH Wan	-Guided Course Work Exercise Quiz & Exam	Students can keep pace with the guided course work schedule for the production of final work in S6.	End of Aug 2018
S6-01	Database Elective	Mr. WH Wan	-Collection of Course Work --Mark entry onto SBA platform	Students finish the SBA in accordance with HKEA.	End of March 2018
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 2017
Sub-01	Software System Update	Mr. KS Wang	Periodic update of OS and patches.	At least 3 updates carried out.	End of May 2018

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-02	Collaborate Lesson Study	All Teachers	-Feedback/Record Form	-Selected form of S1-3 completed at least one Lesson study session.	End of May 2018
Sub-03	Collaborate Peer Observation	All Teachers	-Peer Observation Form	-Pair up teachers in S1-3 for peer observation. Focus on working out the strategies of collaborate lesson study.	End of May 2018
Sub-04	Catering for Learning Diversity	All Teachers	<ul style="list-style-type: none"> <li>-Adoption of 3–tiers difficulty levels in S1-3 Examination with bonus section.</li> <li>-Homework submission through eLearning Platform.</li> <li>-Small class size in S1.</li> <li>-Past exam papers practice offered to all classes.</li> <li>-Incorporate language support of School based teaching material with glossary and written exercise.</li> <li>-Invite high achiever students act as teaching assistants for low achiever students.</li> <li>-Support SBA course work in with good examples and tutorial class.</li> </ul>	<ul style="list-style-type: none"> <li>-Examination papers reveal the required design.</li> <li>-Detailed system record keeping track of class work submission.</li> <li>-Mid/Final Exam Passing rate not less than 80%.</li> <li>-Positive response in students' feedback</li> <li>-Intensive support given to low achiever group.</li> <li>-Renewal of School based teaching materials.</li> <li>-No student left behind in finishing Lab exercise</li> <li>-Record of SBA progress in HKEA submission System</li> </ul>	End of June 2018
Sub-05	Excellence in Public Examination	Mr. WH Wan Mr. KS Wang	<ul style="list-style-type: none"> <li>-Drilling of past papers and sample papers.</li> <li>-Finish teaching syllabus in December 2017.</li> <li>-Inter-schools Mock Papers exchange.</li> </ul>	<ul style="list-style-type: none"> <li>-Students showing progress in tests and examination.</li> <li>-Not less than 80% passing rate in public exam.</li> <li>-Students showing stronger confidence in public examination.</li> </ul>	End of May 2018
Sub-06	Enhancement of Learning atmosphere & attitude	All Teachers IT Assistants IT Technicians	<ul style="list-style-type: none"> <li>-Production of school based teaching materials with the content of assessment for learning.</li> <li>-Maintain tidiness of Computer Room and CAL Room.</li> <li>-Involving CL books in Young Scholar Reading Scheme.</li> <li>-Prevention of hardware damage caused by students.</li> </ul>	<ul style="list-style-type: none"> <li>-Renewal of School based teaching materials.</li> <li>-Students show initiative to restore the good order setting in Laboratories.</li> <li>-Growth of ICT borrowing records on Library system.</li> <li>-Improved discipline record being observed.</li> </ul>	End of June 2018

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
Sub-07	Promoting of co-curricular activities to support students' learning	All teachers	<ul style="list-style-type: none"> <li>- Participation in HKOI / Canada Computing</li> <li>- Inter-house IT Quiz</li> <li>- Excursion to IT related industry or institutes in HK.</li> </ul>	<ul style="list-style-type: none"> <li>- Intensive HKOI Training sessions offered to selected S4-5 ICT students.</li> <li>- Team results in competition.</li> <li>- Well organized Quiz event.</li> <li>- Well organized Excursion.</li> </ul>	End of June 2018
Sub-08	Strengthening the role of personnel in middle management	All teachers	<ul style="list-style-type: none"> <li>- Participation in workshops and CPD courses.</li> <li>- Sharing and update of information in the integrate platform of Intranet.</li> <li>- Sharing of teaching materials and data with form teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- CPD records submitted to Staff Development Committee.</li> <li>- Subject files shared on Teacher Sharing Area.</li> <li>- Teaching materials available on the S:\ Drive of school network.</li> </ul>	End of June 2018
Sub-09	Replacement of CRT Monitors with LED Monitors in C604	KS Wang IT Technicians	<ul style="list-style-type: none"> <li>- Handling of Procurement Process</li> </ul>	<ul style="list-style-type: none"> <li>- All replacement work set up properly on time.</li> </ul>	End of Sep 2017

# **Integrated Science Programme Plan 2017-2018**

## **Purposes**

## **Issues to be addressed**

## **Programme Team**

## **Objectives**

## **Implementation Plan and Method of evaluation**

## **Performance Standard**

## **Budget proposal**

### **I. Purposes**

On completion of the junior secondary level, students should:

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

### **II. Issues to be Addressed**

#### **A. Strengths:**

1. A large proportion of 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. Installation of Apple TVs in the laboratories facilitates interactive teaching using iPads.
6. The department keeps a good stock of teaching aids including video clips, CD-ROMS, specimens, models and charts.
7. The teaching aids (models, video clips, ETV programs and apparatus) are all in good conditions and can be easily approached.
8. Reference books and e-books available in the library and I.S. lab. are sufficient for students' self-learning.
9. ScienceLand activities are provided to promote the science learning atmosphere in school.
10. Teachers are eager to offer gifted training and enhancement classes to cater for the specific needs of the students.

**B. Weaknesses:**

1. Learning motivation and capabilities are still diversified even after DSS intake.
2. Some students are less motivated and do not have a strong ownership of their study.
3. Some students are weak in science vocabulary and writing skills.

**C. Opportunities**

1. Teachers are eager to explore more diversified pedagogies to stimulate students' interest and motivation to study science.
2. Lesson collaboration and peer observation fosters a sharing culture of science teachers.
3. The shared IS folder provides room for teachers to share and accumulate knowledge.
4. Teachers, technicians and some senior students are eager to offer co-curricular activities in ScienceLand and science visits.
5. Aquaponics system has been installed. Students interested will work as a team to run the system and do investigations.
6. 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.
7. The school library supports further reading activities related to science topics learnt in the classroom by providing reading materials for students to read in the morning reading period. Students are encouraged to write post-reading reflection.
8. E-books installed in the school library and chat rooms in e-class provide more opportunities for students to learn outside classroom.
9. Gifted education programs give opportunity for more capable students to get higher achievements in Science.
10. Enhancement classes conducted by old boy helpers help slow learners to catch up with the subject contents before and after examinations.

**D. Threats**

1. Students in S3 are burdened with many subjects, thereby less time will be allocated to study Science .

### III. Programme Team

#### Integrated Science Panel Members:

I.S. Panel Chairperson: Ms. SY Wong

S1 form coordinator: Ms. YL Chao

S2 form coordinator: Ms SY Wong

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

1A Ms. TN Wong

1B Ms. TN Wong

1C Ms. YL Chao

1D Mr. KK Lee

1E Ms. KN Kwok

1F Ms. KN Kwok

2A Mr. SY Leung

2B Ms. YL Chao

2C Ms. SY Wong

2D Ms. TN Wong

2E Ms. YL Chao

2F Ms. TN Wong

3A/3B/3D/3E(phy) Mr. KT Choi

3C (phy) Mr. C Siu

3F (phy) Ms. TN Wong

3A/ 3B/ 3D (chem) Mr. KW Cheung

3C (chem.) Mr. SY Leung

3E/ 3F (chem.) Mr. MK Chan

3A to 3D (bio) Mr. SS Mar

3E (bio) Ms. SY Wong

3F (bio) Ms. TN Wong

Lab Technicians

Mr. T. L. Yiu

Mr. W. T. Kwan

Mr. K. M. Leung

#### IV. Objectives:

<b>Objectives</b>	<b>Area concerned</b>	<b>School major concern</b>
1. To revisit the curriculum to arouse students' interest and motivation in learning	Catering for Learning diversity	1. Academic development
2. To develop pedagogies and subject-based L&T materials	Catering for Learning diversity	1. Academic development
3. To set up after-school tutorials for slow learners	Catering for Learning diversity	1. Academic development
4. To develop gifted curriculum	Catering for Learning diversity	1. Academic development
5. To collaborate with the science teachers in the primary school	Through train development	3. Through train development
6. To implement "reading to learn" to arouse the students' interest in Science	Reading to learn	1. Academic development
7. To promote project learning in science	Enhancement of learning atmosphere	1. Academic development
8. To organize mass visit	Enhancement of learning atmosphere	1. Academic development
9. To promote science learning atmosphere in school	Enhancement of learning atmosphere	1. Academic development
10. To improve the working environment in the laboratory	Enhancement of learning atmosphere	1. Academic development
11. To run the score entry process	Subject development	

## V. Implementation plan and method of evaluation:

Task	Objective	Task Description	Person in Charge	Means of Evaluation
1	To revisit the curriculum to arouse students' interest and motivation in learning .	To review, modify and draft the curriculum.	1. Chao YL (S1) 2. Wong SY (S2)	To be reported in form meetings.
2	To develop pedagogies and subject-based L & T 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.  To promote self-regulated learning & self-access learning resources.	1. Chao YL (S1) 2. Wong SY (S2)  1. KK Lee (S1) 2. YL Chao (S1) 3. SY Leung (S2) 4. KT Choi (S3)	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 monitor remedial classes for slow learners during pre-exam period.	1. KT Choi (S3) 2. KW Cheung (S3) 3. SS Mar (S3)	To be assessed at the end of the year.
4	To develop gifted curriculum	To collaborate with Gifted Education Committee in Science accelerating programs.  To develop structured gifted curriculum.	1. KT Choi	To be evaluated at the end of the year.
5	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	1. SY Wong 2. KT Choi 3. TN Wong	To be evaluated at the end of the year.



		means of reciprocal peer observation.		
		To organize joint co-curricular activities.		
6	To implement “reading to learn” to arouse the students’ interest in Science	Buying library books  Reading to learn in S3	1. KT Choi  1. SY Wong	Booklist to be reported at the end of the year.  To be evaluated at the end of the year.
7	To promote project learning in science	To plan the projects: e.g. model making, report, design experiments (fair test), inquiry-based expt.	1. TN Wong (S1) 2. SY Wong (S2)	To be evaluated at the end of the year.
8	To promote life wide learning	To organize mass visit to Science Museum and other sites.	1. SY Wong (S3) 2. KT Choi (S3)	To be evaluated after the visit.
9	To promote science learning atmosphere in school	To perform interesting science experiments and activities during lunch time for students (Scienceland)  To lead the aquaponics team	Leader: 1. TN Wong Helpers: All IS teachers  1. MK Chan 2. TL Yiu	To be evaluated at the end of the year.
10	To improve the working environment in the laboratory	To post science notices in different lab.  To display students’ projects.	1. SY Wong 2. KT Choi 3. Lab Technicians	Report to be done in the meeting
11	To run the score entry process	To setup an EXCEL templates for teachers to enter raw marks.	1. Chao YL (S1) 2. SY Wong (S2) 3. KT Choi (S3) 4. KW Cheung (S3) 5. SS Mar (S3)	To be released in early September  To be evaluated at the end of the year.

**VI. Performance Standard:**

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

**VII. Budget Proposal (2017-2018)**

The 2017-2018 budget is \$37,276 to purchase

1. consumable items in laboratories (\$10,000)
2. apparatus (\$7,000)
3. library books (\$2,000)
4. furniture and equipment (\$18,276)

# Mathematics

## Programme Plan 2017-2018

### 1. Purpose

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

#### ● Junior Forms (S1 – S3)

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

#### ● Senior Forms (S4 – S6)

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

## 2. Swot Analysis

<u>Strength</u>	<u>Weakness</u>
<ul style="list-style-type: none"> <li>• Most students are interested in Mathematics and Science subjects</li> <li>• On average, the students' standard in Mathematics is high</li> <li>• Many students obtain high grades in public examinations</li> <li>• Able students are usually eager to participate in various inter-school Mathematics competitions and assessments</li> <li>• The Mathematics Society organizes activities that may arouse students' interest and enhance their learning in Mathematics</li> <li>• Adequate hardware and software for using IT in Mathematics teaching</li> <li>• Class sizes are maintained at around 35 to better cater for learners' diversity</li> <li>• Experience and pedagogies sharing among teacher through collaborative lesson planning and peer lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students' working habit is not good enough in junior forms</li> <li>• Some students are weak in algebraic manipulation</li> <li>• Some students are too dependent on using calculators. Number sense is therefore weakened. Sometimes they even have no idea in determining whether a numerical answer is reasonable</li> <li>• Some students are not good in dealing with proofs logically and hence weak in tackling problems in geometry</li> <li>• Some students are weak in constructing diagrams from literal description of a problem</li> <li>• Some students are weak in integrating different concepts in solving problems</li> <li>• Some students are lazy and they do not do revision until the last minute</li> <li>• Senior form students basically learn for dealing with HKDSE and they show little motivation in mathematical problems which lie outside the examination syllabus</li> </ul>

### Opportunities

- Many old boys (especially those who are studying Mathematics in universities) are willing to serve as tutors in tutorial classes and helpers in activities
- The Mathematics Society is ready to organize activities which provide students other experience in learning Mathematics
- More and more organizations outside the school (such as HKAME, HKASME), universities and publishing companies provide professional training and other life-wide learning opportunities to teachers and students
- Old boys who are experts in Mathematics education are willing to help provide support in curriculum development and staff development
- Awareness of Ele-Middle Curriculum (P5-S2) in Through-Train Development for smooth transition from YWPS to YWC in Mathematics learning
- Student Self-Access Learning Centre provides opportunities to enhance students' self-learning in Mathematics
- Results of HKAT show that, on average, students' abilities in Mathematics maintain at a high level
- The assistant teacher provide support to teachers on different aspects
- M1/M2 being turned to an X-subject
- More universities in HK treat M1/M2 as elective subjects in considering students' applications to universities
- WiFi network is fully implemented in school

### Threats

- Internal competitions exist among core subjects for students to take part in after-school enhancement classes
- Students are almost burnt out by extensive internal assessments and assignments from the other three core subjects, which make them difficult to spare time to practice Mathematics seriously
- Some top students in YWPS choose not to promote to YWC to continue their studies
- Some panel members need to teach subjects other than Mathematics. They need to spend time in doing preparation for other subjects
- There are still some panel members who need to take up teaching duty of over 28 periods in additional to being a class teacher
- The learners' diversity in individual classes is getting larger because of M1/M2 being turned into an X-subject
- The school is going to celebrate for its 200<sup>th</sup> anniversary and normal lesson time for L&T will undoubtedly be affected by various activities for celebration in these two years (2017-18 & 2018-19)

### 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 2018
    - Targeting to complete teaching syllabus before the end of December
    - Organizing form-based revision tests
    - Training on tackling multiple-choice papers
    - Holding discussions on HKDSE past papers 2012 to 2017
    - Setting up class-based/individual-based revision schedule
  - ◆ Enhance learning and teaching
    - Broaden learning in S1 as better intake due to fourth batch of DSS
    - Better allocation of time on teaching of foundation part and non-foundation part of the KS3 and DSE curriculum to fit students' needs
    - Encouraging e-learning as the school Wifi network has been fully implemented
    - Continue fine-tuning of assessment policy:
      - Monitoring the ratio of questions from foundation part and non-foundation part
      - 3-level questions + bonus part
      - Inclusion of assessment on coursework (HW + CW)
      - 2 examination papers in senior forms to deal with conventional and multiple-choice questions separately
      - Inclusion of form-based tests in senior forms focusing on DSE A1A2-type questions
    - 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 students to assist their learning through IT software
    - Promoting assessment for learning through peer observation, and also update our pedagogies and strategies through trainings from staff development days
  - ◆ Continue developing and implementing the Ele-Middle Curriculum in Through-Train Development
- Panel members are encouraged to self-reflect on their teaching in the classroom by collecting students' feedback.

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

## 5. Evaluation

### ◆ Formative Assessment

- ◆ **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 Exercise** for each chapter is given to students for consolidation.
- ◆ **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.
- ◆ **Mini-Projects and Reading Reports** reveal students' content-knowledge, generic skills and interests. Students are likely to have improvement through receiving teachers' feedback.
- ◆ **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 Assessment

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

### ◆ Other kinds of assessments

- ◆ **Mathematics Competitions and assessments** (individual and grouped) reveal the ability of Mathematics elites and also the standard of Mathematics of the school. Inter-school competitions also enable school comparison, which encourages school improvement.
- ◆ **Participation in Extra-curricular Activities** such as joining Mathematics Society and taking part in activities reveals students' enthusiasm and interest in Mathematics.



## 6. Performance Standard

The performance standard listed below is based on the results 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 parts should reach at least 90% and 30% respectively.

- **Mathematics Competitions and assessments**

Good results and ranking (in terms of individuals and team) should be achieved in various Mathematics Competitions and assessments.

## 7. Budget

### Regular annual budget:

Items	Budget	Remarks
Teaching aids & Miscellaneous	\$ 1,500.00	Aids that enhance teaching
Software	\$ 1,500.00	To enhance e-learning
Library books	\$ 2,000.00	For promoting students' reading habits and culture in Mathematics
Student activities	\$ 1,000.00	Expenses on * buying board/card games * subsidies for activities organized by Mathematics Society.
	\$ 4,000.00	Expenses on application fees for students taking part in various inter-school competitions.
<b>Total</b>	<b>\$ 10,000.00</b>	

### HKMO Training Classes:

Items	Budget	Remarks
S1	\$ 36,000	\$3000 x 12 students
S2	\$ 30,000	
S3	\$ 30,000	

## 8. Programme Team

Team members	Special Duty
AU PC	<ul style="list-style-type: none"> <li>• Advisor of Mathematics Society</li> </ul>
CHAN WC	<ul style="list-style-type: none"> <li>• Coordinator of S2 Mathematics</li> </ul>
CHAN YS	<ul style="list-style-type: none"> <li>• Coordinator of S5 M2</li> <li>• Representative in Teaching &amp; Learning Resources Committee</li> </ul>
LAU CN	<ul style="list-style-type: none"> <li>• Representative in STEM Working Group</li> <li>• Coordinator of S3 Mathematics</li> </ul>
LEE HW	<ul style="list-style-type: none"> <li>• Coordinator of S4 Mathematics</li> <li>• Coordinator of external mathematics competitions</li> </ul>
LING KC	<ul style="list-style-type: none"> <li>• Coordinator of S6 M2</li> </ul>
PUN MC	<ul style="list-style-type: none"> <li>• Coordinator of S6 Mathematics</li> <li>• Coordinator of S6 M1</li> <li>• Chief Advisor of Mathematics Society</li> <li>• In-charge of STAR platform for S3 TSA online practice</li> </ul>
SHING YM	<ul style="list-style-type: none"> <li>• Panel Chairperson</li> <li>• Coordinator of S4 M1</li> <li>• Representative in SEDC</li> <li>• Representative in Academic Committee</li> <li>• Representative in IT in Education Committee</li> <li>• Advisor of Mathematics Society</li> </ul>
SO KL	<ul style="list-style-type: none"> <li>• Panel Chairperson</li> <li>• Coordinator of S1 Mathematics</li> <li>• Coordinator of S5 M1</li> <li>• TTD Coordinator</li> <li>• Representative in SH&amp;KLAC Coordination Committee</li> <li>• Representative in Gifted Education Committee</li> </ul>
WAN WH	<ul style="list-style-type: none"> <li>• Coordinator of S5 Mathematics</li> </ul>
WANG KS	<ul style="list-style-type: none"> <li>• Coordinator of S4 M2</li> </ul>
WONG YS	<ul style="list-style-type: none"> <li>• Advisor of Mathematics Society</li> </ul>
YEUNG YM	<ul style="list-style-type: none"> <li>• Assistant Teacher</li> <li>• Teacher in-charge of S1 GeoGebra class</li> <li>• Advisor of Mathematics Society</li> </ul>
YU HJ	<ul style="list-style-type: none"> <li>• Representative in STEM Working Group</li> <li>• Coordinator of S1 Mathematics</li> </ul>

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

### REFERENCE

- Curriculum Development Council (1999). *Syllabuses for Secondary School Mathematics S1–S5*. Hong Kong: HKSAR.
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- 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 2017 – 2018  
Implementation Plan**

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
<b>HKDSE 2018</b>	To prepare S6 students for HKDSE examination ☼	<ul style="list-style-type: none"> <li>- Completing the teaching syllabus before the end of Dec</li> <li>- Conducting revision uniform test(s)</li> <li>- Conducting class-based multiple-choice practice</li> <li>- Conducting after-school tutorial classes</li> <li>- Sharing and discussing past live DSE scripts with students</li> <li>- Providing assistance to individual classes/students during the post-mock period</li> <li>- Continuing to enrich the library’s bank of supplementary exercises and mock papers from different publishers</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching syllabus completed by the end of December</li> <li>- Revision tests arranged</li> <li>- Discussion on past papers held</li> <li>-After-school tutorial classes held</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Feedback from students</li> </ul>	1/9/2017 – 1/3/2018	S6 Subject teachers	Nil
<b>Curriculum development</b>	To tune the S1 curriculum and to broaden students’ learning in S1 ☼	<ul style="list-style-type: none"> <li>- Completing all chapters in Books 1A and 1B</li> <li>- Spending one lesson for enrichment once a term</li> <li>- Spending 3 lessons per term on learning GeoGebra</li> <li>- Encouraging e-learning</li> </ul> <p><i>* Please refer to Appendix 4 for more details</i></p>	<ul style="list-style-type: none"> <li>- All chapters of Books 1A and 1B completed</li> <li>- enrichment materials successfully delivered</li> <li>- ~90% students master the basic skills of GeoGebra</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Documents</li> <li>- Assessment results</li> <li>- Student feedback</li> </ul>	1/9/2017 – 1/6/2018	So KL Yeung YM	Nil
	To get familiar with the design, perspective, learning and teaching of the NSS Curriculum	<ul style="list-style-type: none"> <li>- Encouraging panel members to attend related seminars and workshops organised by EDB and other professional parties</li> <li>- Sharing of the most updated news and adjustments in different aspects of the NSS Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops/seminars attended</li> <li>- Sharing session held</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance records</li> <li>- Documents</li> </ul>	1/9/2017 – 1/6/2018	Shing YM So KL	Nil

	To adjust time allocation on KS3 and DSE curriculum for effective learning	<ul style="list-style-type: none"> <li>- Getting familiar with the foundation and non-foundation parts in official KS3 and DSE curriculums</li> <li>- Tuning the curriculums and adjusting the teaching sequences for a better allocation of time and effort on foundation and non-foundation parts for students of different abilities</li> <li>- Adopting M1/M2 as elective subjects in X3 in S4 and S5</li> <li>- Arranging after-school lessons for S4-X4-M2 once a week and S5-X4-M2 twice a week</li> <li>- Collaborating with D&amp;T Department on selected skill-based topics (S1-S3)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers being familiar with foundation and non-foundation parts</li> <li>- Teaching schedule followed</li> <li>- Selected skills mastered</li> </ul>	<ul style="list-style-type: none"> <li>- Homework and Test</li> <li>- Documents</li> </ul>	1/9/2017 – 1/6/2018	Shing YM So KL	Nil
	To implement the PIME-cycle for the Ele-Middle Curriculum on Through-Train Development 🌟	<ul style="list-style-type: none"> <li>- Focused area: use of brackets</li> <li>- Holding meetings and sharing sessions with YWPS</li> <li>- Conducting reciprocal lesson observation with YWPS</li> <li>- Conducting Pre-S1 assessment</li> <li>- Exchanging related departmental documents between YWC and YWPS for reference</li> <li>- Monitoring and evaluating the progress of implementation in both YWC and YWPS</li> </ul> <p><i>* Please refer to Appendix 5 for more details</i></p>	<ul style="list-style-type: none"> <li>- Joint YWC-YWPS meetings held</li> <li>- Documents exchanged</li> <li>- Reciprocal lessons observation conducted</li> <li>- Pre-S1 assessment held</li> <li>- Progress observed in the development of Ele-Middle Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Observation</li> <li>- Documents</li> <li>- Tests and exams results</li> </ul>	1/9/2017 – 1/6/2018	So KL S1&S2 subj teachers	Nil
<b>Learning &amp; Teaching</b>	To improve the quality of learning and teaching	<ul style="list-style-type: none"> <li>- Improving pedagogy through <ul style="list-style-type: none"> <li>* trainings organized in staff development days</li> <li>* form-based subject meetings for collaboration and sharing</li> <li>* peer-observation and post-observation sharing 🌟</li> <li>* encouraging e-learning through the use of Wifi network 🌟</li> <li>* assessment for learning 🌟</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. - Active student participation in classroom learning observed</li> <li>2. - Positive feedback from subject teachers obtained</li> </ol>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Records</li> <li>- Questionnaires</li> <li>- documents</li> <li>- inventory record</li> </ul>	1/9/2017 – 1/6/2018	Shing YM So KL	\$1500 for teaching aids  \$1500 for softwar

		<ul style="list-style-type: none"> <li>* developing subject-based L&amp;T strategies</li> <li>* collecting feedback from students for self-reflection</li> <li>- Seeking and applying suitable teaching aids</li> <li>- Promoting students' self-regulated learning through <ul style="list-style-type: none"> <li>* reading (please refer to Learning through Reading)</li> <li>* doing project (please refer to Project Learning)</li> <li>* using IT software like GeoGebra</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3. - Positive feedback from students obtained</li> <li>4. - Students' learning habits cultivated</li> <li>5. - Good classroom learning atmosphere observed</li> <li>6. - Suitable teaching aids bought</li> </ul>				e
<b>Catering for Learning Diversity</b>	To help low-achievers and to nurture Mathematically gifted students ⊛	<ul style="list-style-type: none"> <li>- Splitting more-able students from the classes with 2Xs to have 3 lessons on M1/M2 every cycle (S6).</li> <li>- Adopting M1/M2 as elective subjects (S4-S5)</li> <li>- Properly allocating teaching time on foundation and non-foundation parts of KS3 and DSE curriculums to fit needs of students with different abilities</li> <li>- Fine-tuning departmental assessment policy and examination format</li> <li>- Organizing on-line TSA practice through HKEAA web</li> <li>- Organizing regular after-school enhancement/tutorial classes</li> <li>- Organizing summer remedial classes (S1-S3)</li> <li>- Organizing regular MO training classes for high-achievers</li> <li>- Recommending students to various external gifted programmes</li> <li>- Taking part in various competitions and assessments outside school</li> </ul>	<ul style="list-style-type: none"> <li>- KS3 curriculum reviewed and modified</li> <li>- Assessment policy fine-tuned</li> <li>- Remedial classes held</li> <li>- Learning attitude improved</li> <li>- Performance in internal and external examinations improved</li> <li>- 80% of attendance rate of training sessions</li> <li>- active participation in training sessions observed</li> <li>- Performance in outside-school competitions and assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Documents</li> <li>- Observation</li> <li>- Tests and exams</li> <li>- Attendance records</li> <li>- Performance in competitions, assessments and examinations</li> </ul>	1/9/2017 – 1/6/2018	Shing YM So KL Chan YS	<ul style="list-style-type: none"> <li>\$4000 for application fees on taking part in inter-school competition</li> <li>\$36000 for S1 MO training</li> <li>\$30000 for S2 MO training</li> <li>\$30000</li> </ul>

			improved				for S3S4 MO training
<b>Project Learning</b>	To develop generic skills, apply knowledge and learn how to learn	- Getting S1 students involved in small-scale individual/group project	- Projects of good quality received - Positive feedback from students	- Observation - Projects received	1/9/2017 – 1/6/2018	So KL Yu HJ	Nil
<b>Learning through Reading</b>	To develop reading habit and broaden knowledge outside textbook	- Selecting articles at appropriate levels for students' reading - Continuing to enrich the collection of Mathematics library books and promoting reading through library - Promoting useful and interesting on-line reading materials	- Articles read by students and corresponding worksheets collected - High borrowing rate of Math-related books from library attained	- Observation - worksheets grading records - library borrowing record	1/9/2017 – 1/6/2018	So KL Chan YS Chan WC	\$2000 for library books
<b>Life-wide Learning</b>	To provide learning experience outside classrooms	- Organizing activities like talks, workshops, competitions, and so on, through Mathematics Society	- Activities held successfully - Satisfactory attendance rate - Positive feedback from students	- Activity record - Attendance record - Observation	1/9/2017 – 1/6/2018	Pun MC Shing YM	\$1000 for subsidizing activities held by Math Soc
<b>Professional Development</b>	To equip panel members in skills, pedagogy, insight and current trend of Math education	- Sharing through panel meetings and form meetings - Encouraging panel members to attend seminars, workshops and training courses held by outside professional parties - Encouraging sharing of useful materials through uploading to the departmental folders in E-class. - Encouraging panel members to take part in EDB/HKEAA subject	- Every panel member attended seminars/ workshops/ courses - Panel members get involved in DSE exam work / take part in EDB/HKEAA subject committee - A collection of	- Attendance records - Appraisal records - Documents	1/9/2017 – 1/6/2018	YM Shing KL So Form coordinators	Nil

		<p>committee and also get involved in DSE exam work such as  setters and markers.  - Receiving trainings on staff development days arranged by  school's Staff Development Committee  - Conducting staff appraisal and sharing through debriefings</p>	<p>materials from  seminars/workshops/  courses ready for panel members' access  - Sharing session held  - Activities participated  - Appraisal done</p>				
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✪ echo with school's major concerns

**Appendix 2 Allocation of Lessons and Duties**

Subject	Class	No. of Lessons	Teacher	Form Coordinator(s)	1 <sup>st</sup> term U-test Setter(s)	1 <sup>st</sup> term / Mock Exam Setter(s)	2 <sup>nd</sup> term U-test Setter(s)	2 <sup>nd</sup> term Exam Setter(s)	Supplementary Exam Setter(s)	Remarks
Mathematics	1A	8	AU PC	YU HJ SO KL	SO KL YU HJ	YU HJ AU PC	SO KL	LING KC WYS		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	1B	8	SO KL							
	1C	8	YU HJ							
	1D	8	YU HJ							
	1E	8	WONG YS							
	1F	8	LING KC							
	2A	7	LEE HW	CHAN WC	CHAN WC YEUNG YM	LEE HW AU PC	CHAN WC YEUNG YM	YU HJ YEUNG YM		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
	2B	7	AU PC							
	2C	7	YU HJ							
	2D	7	YU HJ							
	2E	7	YEUNG YM							
	2F	7	CHAN WC							
	3A	7	LEE HW	LAU CN	LAU CN	LAU CN WONG YS	LEE HW	LEE HW AU PC		Summer Remedial Class to be held for students who
	3B	7	AU PC							
	3C	7	AU PC							
3D	7	LEE HW								
3E	7	WONG YS								



3F	7	LAU CN							fail in Mathematics in Final Examination and are conditionally promoted
4A (CORE w/2X)	9	WAN WH	CORE: LEE HW  M1: SHING YM M2: WANG KS	2 form-based tests  LEE HW (1) SHING YM (2)	CORE: LEE HW WANG KS WONG YS  M1: SHING YM M2: WANG KS	2 form-based tests  WANG KS (2) PUN MC (1)	CORE: SHING YM PUN MC WAN WH  M1: SHING YM M2: WANG KS WONG YS	CORE: LEE HW (1 combined paper)  M1: SHING YM M2: WONG YS	TWO form-based tests per term
4B (CORE w/2X)	9	LEE HW							
4C (CORE w/3X)	8	PUN MC							
4D (CORE w/3X)	8	SHING YM							
4E (CORE w/3X)	8	WANG KS							
4F (CORE w/3X)	8	WONG YS							
4M1/4M2 (X3)	5/5	SYM / WKS							
4M2 (X4)	3	WONG YS							
5A (CORE w/2X)	8	CHAN WC	CORE: WAN WH  M1: SO KL M2: CHAN YS	2 form-based tests  WAN WH (2) SHING YM (1)	CORE: WAN WH SHING YM PUN MC  M1: SO KL M2: CHAN YS	UT: WAN WH SHING YM  2 form-based tests LAU CN (1) CHAN YS (2)	CORE: LAU CN CHAN YS CHAN WC  M1: SO KL M2: LAU CN	CORE: WAN WH (1 combined paper)  M1: SO KL M2: CHAN YS	TWO form-based tests per term + Uniform Revision Test will be held on <i>23 Mar 2018</i>
5B (CORE w/2X)	8	PUN MC							
5C (CORE w/2X)	8	LAU CN							
5D (CORE w/3X)	7	WAN WH							
5E (CORE w/3X)	7	SHING YM							
5F (CORE w/3X)	7	CHAN YS							
5M1 / 5M2 (X3)	6/6	SKL / CYS							
5M2 (X4)	4	LAU CN							

6A (CORE w/2X)	9	CHAN WC	CORE: PUN MC  M1: PUN MC M2: LING KC	CORE: PUN MC SHING YM	CORE: ALL  M1: PUN MC M2: LING KC				Uniform Revision Test will be held on  <i>6 Nov 2017</i>
6B (CORE w/2X)	9	LAU CN							
6C (CORE w/2X)	9	SO KL							
6D (CORE w/3X)	7	CHAN YS							
6E (CORE+M1)	8	PUN MC							
6F (CORE+M2)	8	LING KC							
6ABCM1/M2	3/3	PMC / CYS							

Rep in SEDC: SHING YM

Rep in AC: SHING YM

Rep in SHKLACC: SO KL

Rep in TTD C: SO KL

Rep in LTRC: CHAN YS

Rep in GiftEd C: SO KL

Rep in ITeD C: SHING YM

Teacher IC of STAR platform: PUN MC, YEUNG YM (assistant)

Rep in STEM WG: LCN, YHJ

Teacher IC of S1 GeoGebra class: YEUNG YM

Advisors of Math Society: PUN MC\*, SHING YM, WONG YS, AU PC, YEUNG YM

## Appendix 3

### Mathematics Department 2017-18 Plan to prepare students for HKDSE Examinations

Situation:

- The abilities of those less-able students in 6ABC this year are comparably lower than that of 6ABC in last year
- Except a few high-achievers, the abilities of those more-able students in 6DEF this year are about the same as that of 6DEF in last year

Targets:

- To achieve 100% passing rate in compulsory part and at least 90% passing rate in extended parts
- To maintain the 5+ rate comparable to that in DSE 2017

Form-based measures	Class-based measures	Individual measures
<ul style="list-style-type: none"> <li>• Distribution of relevant documents and samples to keep subject teachers updated</li> <li>• Discuss on the DSE documents (curriculum details, exam marking schemes, etc.) so as to ensure uniformity among subject teachers involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular class-based tests</li> <li>• Conduct regular tests focusing on DSE A1A2-type questions</li> <li>• Practice on multiple-choice papers for concept-training and time-keeping</li> <li>• Practice and discuss with students on Mock Papers collected from various sources and DSE Papers from 2012 to 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial during lunch time and after school for selected students with poor performance in assignments/form-based/class-based tests</li> <li>• Help individuals to set up their own revision time-tables.</li> <li>• Tutorials for weaker individuals after Mock Examination</li> </ul>
<ul style="list-style-type: none"> <li>• Complete the teaching syllabuses by the end of December</li> <li>• Distribute sample scripts with different levels of marking descriptors to students for their reference</li> <li>• Discuss with students on findings from selected live scripts (bought from HKEAA) of past 5 years' alumni</li> <li>• Conduct form-based revision tests</li> <li>• After-school revision classes on Compulsory Part held by old boys</li> </ul>	<ul style="list-style-type: none"> <li>• Revision would strategically focus on topics which are more commonly examined</li> <li>• For classes with less-able students, revision would also strategically focus on topics belonging to foundation part</li> </ul>	<ul style="list-style-type: none"> <li>• Help individuals to get familiar on using some calculator programs which are useful for examination</li> <li>• Enrichment class targeting on students who have potential to achieve 5* or above</li> </ul>

## Appendix 4

Ying Wa College  
Mathematics Department  
S1 Strategic Planning 2017 – 2018

### Teaching and Learning:

In this academic year, students will use the textbooks, published by Longman, 3<sup>rd</sup> edition. In this level, there are fourteen chapters. We aim at completing all fourteen chapters before the final examination. According to last year experience and teachers' feedback, the chapter 5, "Estimation in Numbers and Measurement" will be re-scheduled. The method of assessment will be mini-project. For enrichment, some techniques, to speed up the multiplication, will be introduced in the first term. The purpose of the enrichment is to enrich students to the depth of the relating topics.

### S1 Chapter Overview\*

	Book 1A (1 <sup>st</sup> Semester)		Book 1B (2 <sup>nd</sup> Semester)
0	Basic Mathematics	8	Areas and Volumes(I)
1	Directed Numbers and the Number Line	9	Congruence and Similarity
2	Introduction to Algebra	10	Introduction to Coordinates
3	Algebraic Equations in One Unknown	11	Angles related to Lines
4	Percentages(I)	12	Manipulation of Simple Polynomials
5	Estimation in Numbers and Measurement	13	Introduction to Statistics and Statistical Diagrams
6	Introduction to Geometry		
7	Symmetry and Transformation		

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

A few years ago, the difficult questions (Level 3) and open-ended questions from various sources were collected and put into intranet. Teachers are recommended to use these questions as teaching examples or class work practices.

To enhance and equip students' problem solving skills and self-learning, all S1 students are arranged to learn a mathematical software, GeoGebra. The software is free of charge and they can install and use it at home. School based teaching materials are prepared for the above purpose. Each class should reserve 3 periods in each term to implement the curriculum.

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

### Assessment Policy:

➤ Setting of question papers for Uniform Tests and Examinations

➤ Each question paper should consist of two sections:

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

➤ At least 70% of questions should be based on the *Foundation part* of the teaching syllabus and at most 30% of questions could be set from the *whole syllabus*.

➤ The question paper should consist of questions with three levels of difficulty (levels 1-2-3 correspond to easy-average-hard). The mark ratio for questions of level-1: level-2: level-3 should be 4: 4: 2.

➤ A bonus part consisting of extra questions of 10 marks should be included in each **examination** paper. This part serves as a challenge for those high-achievers.

In case a student scores more than 100 after answering the questions in the bonus part, his maximum marks for the **examination** will still be 100.

➤ Weighting of different assessment components

Form	S1	
	1 <sup>st</sup>	2 <sup>nd</sup>
Examination	70%	70%
Uniform Test	20%	20%
Regular Tests (best 4)	5%	5%
Revision Test(s) (Summer)	^	---
Homework and Classwork*	5%	5%
Total	100%	100%

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

^ to be absorbed in the component “Regular Tests” when calculating “best 4” marks.

### High Achievers’ Trainings:

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

### To Arouse Students’ Interest:

In order to arouse students’ interest and to train students’ number sense, mental calculation, mathematics society will organize activities such as Super 24 and Rummikub.

HKAT 2017 July  
Statistics

No. of Students Counted	Mean	Median	S.D.
189	80.43%	83%	13.11

Minimum	Maximum	Passing Rate
43%	100%	97.88%

In general, the overall performance was above average because the mean and the median marks of the six classes are at least 80%. However, 4 students failed the test and the passing rate is just 97.88%. 1B, 1D and 1F has the relative large LD (range: 52%, 54% and 55%) whereas 1A has the smallest (range: 39%). The performance of 1F was the best because 50% of students scored 85% or above.

Statistics

YWPS

No. of Students Counted	Mean	Median	S.D.
120	80.67%	83%	13.11

Minimum	Maximum	Passing Rate
43%	100%	98.33%

In the five domains, the LD was very large in Measure and Algebra. Some students obtained full marks but some students obtained zero mark. In general, YWPS students' performance was above average since all the medians were above 80%. When comparing last year's statistics (mean = 82.4%, median = 84%), the performance of YWPS students was dropped slightly. 2 students failed in the test.

Non-YWPS

No. of Students Counted	Mean	Median	S.D.
69	80.01%	83%	13.12

Minimum	Maximum	Passing Rate
44%	100%	97.10%

In the five domains, the LD was very large in Algebra. At the same time, they performed well in this domain and Data Handling (medians = 100%). In general, Non-YWPS students' performance was above average since all the medians were above 80%. However, 2 students failed in the test.



## Appendix 5

### Focuses on Through-Train Development (2017/2018)

1. Investigation and sharing on the pedagogies in teaching “the usage of brackets”.

Some YWC teachers observed that some students confused the order of arithmetic operations in computations with brackets. If there are more than one set of brackets, the phenomenon is much more obvious. E.g. Evaluate  $\left[ (-12) \times \frac{3}{8} - \left( 1 - \frac{2}{3} \right) \right] \div \frac{1}{6}$ . It is expected that mathematics teachers from YWC and YWPS can share their teaching strategies and methods among each other.

2. Enrichment topics in P4 to P6

In recent years, YWPS developed a Self Top-up Scheme. They designed a series of worksheet which cover the topics not included in KS2 curriculum. They delivered the enrichment topics throughout P4 to P6. E.g. Prime Numbers, Composite Numbers and Product of Prime Factors.

3. Preparation for the HKAT 2018

In order to provide support to P6 students to prepare the HKAT2018, YWPS will prepare worksheets with questions which are very similar to those to be examined in HKAT. It is hoped that the students from YWPS will be more confident in sitting for the Test.

4. Preparation for the revised Mathematics curriculum

As EDB announced that the revised Mathematics curriculum will be implemented in September 2020 in P4 and S1, a focus group will be formed to plan and to implement the revised curriculum in the transition period and onwards after receiving the textbooks and teaching contents.

### Proposed Schedule:

#### September:

YWPS teachers visit a S1 class (Directed Numbers and the Number Line (Evaluate the expressions involving brackets))

#### Early February:

Pre-S1 Assessment Test

#### March:

YWC teachers visit a P6 class (The Usage of Brackets)

#### April:

Preparation for HKAT 2018

# **Physics**

## **Programme Plan 2017-2018**

### **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/ipad and audio visual aids are provided to assist in explaining abstract concepts.
  2. Teachers are always ready to share their experience and teaching materials.
  3. Teachers have good communication skills and are always ready to listen to the students and provide emotion support .

#### **2. Weaknesses**

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

subject content.

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

### **3. Opportunities**

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

### **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.
- 4.4 Panel members are all heads of other teams and responsible for the administrative work of the school.

## **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



	to encourage students to do more revision before the test)		
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## 1.2 Enhancement of learning atmosphere & attitude

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Promotion of Assessment for learning</b> - Knowledge on assessment for learning (giving feedback to Ss) - Lesson collaboration on classroom assessment activities	Promotion of assessment for learning -sharing of teaching strategies using IPAD on different topics is held from time to time. New teaching apps will be shared to arouse the interest of learning.	All members	Students' Feedback
<b>Promotion of co-curricular activities in support of students' learning</b> - Broadening students' learning interest and motivation through activities	- One visit will be held this year. The proposed activity is (a) A Physics Workshop for S.4 and S.5 students will be held in Ocean Park during the post exam period.	C Siu	Students' Feedback
<b>Fostering of a campus with strong academic atmosphere</b> - Board display - Promotion of academic related activities	- Buying library books	KT Choi	Booklist to be reported at the end of the year

### 1.3 Development of teachers' professionalism

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

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

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<b>Knowledge management of departmental materials</b> - All teaching materials, administration reports, EDB course materials are put on web - Expansion of virtual and physical storage capacity	- Sharing of teaching materials: Panel members are encouraged to share their teaching materials (e.g. simulation, worksheet ) and put them in the "Teaching Sharing Area" on the intranet. Members can assess them anytime during the preparation of a lesson. - Sharing among panel members concerning how to make good use of IPAD/ PC Tablet to arouse students' interests will be held from time to time.	All members  All members	Checklist of the teaching materials  Teachers' feedback
<b>Development of instructional leadership</b> - Participation in training courses - Implementation of PIME cycle	Enhancing the P-I-M-E cycle - Investigating Physics subject's annual plan and set of instructions/manual - Sharing and mutual support in KLA subject meetings	Subject Head  Subject Head	

### 1.5 Excellence in public examinations

School Annual Plan	Physics	Teacher-in-charge	Evaluation
<p><b>Development of subject-based study plans and curriculum planning</b></p> <ul style="list-style-type: none"> <li>- Flexibility in the study of the number of elective subjects</li> <li>- Subject-based study plans</li> </ul>	<p><b>Task 2 in annual plan:</b></p> <ul style="list-style-type: none"> <li>- Subject syllabus should be finished by the end of November so as to allow more time for revision and discussion of the DSE sample scripts.</li> <li>- Special study group (OCT to DEC) for SS3</li> <li>- For SS2, exam-oriented drilling classes on topic basis (Mechanics/ Electromagnetism) are held during the 2nd term. Students are invited and encouraged to form study partner/groups during the class.</li> <li>- Individual counseling is provided for the students in need from time to time</li> </ul>	<p>KK Lee C Siu</p> <p>KK Lee C Siu</p> <p>KK Lee C Siu KT Choi</p> <p>All members</p>	<p>Teaching Progress</p> <p>Students' attendance and attitude</p> <p>Students' attendance and attitude</p> <p>Students' feedback</p>
<p><b>Promotion of Assessment of learning</b></p> <ul style="list-style-type: none"> <li>- Subject based revision tests</li> </ul>	<ul style="list-style-type: none"> <li>- Students' performance is assessed in multiple ways such as homework(4%) quizzes(8%) and attitude(3%) towards learning. They will all be counted in final term score.</li> <li>- 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.</li> </ul>	<p>All members</p>	<p>Students' Performance in assessment</p>



## D Performance Standard

1. More than 80% of students show interest in learning Physics in the lesson.
2. More than 70% of students get 4 or above in HKDSE
3. More than 90% work well with their group members in the SBA.

## E. Budget

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

## F. Program Team

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

# Visual Arts Programme Plan 2017-2018

## A. Aims/ Purposes:

Enrich Students' aesthetics experience;

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

### ➤ *For lower forms (S1-S3)*

- To develop self-discipline, skills, art appreciation aspect, knowledge, positive values and attitudes in visual arts;
- To develop art and art appreciation knowledge so that students can appreciate, art history and respect creative industry.
- To share the happiness and enjoyment of creation in visual arts through training class and art ambassadors' activities.

### *For upper forms (S4-S6)*

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

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

### **Strength**

- Some students like to create their works by painting and making art pieces. They also respect to their art works as well as the marks. Especially for DSS students and S3 students.
- The lower form (S1-S3) students always enjoy their art lessons, but need to improve their self-discipline. We need to concern this problem by co-operation of our art team. The workshops and extra training will be held in B103 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.
- Activities of Art club and drama club can help the art curriculum to explore the possibility of art presentation. Like Ceramics Throwing Class, installation workshop, artists' sharing talks, museum tour and computer graphic.
- Art teachers of YWC can share the workload and take care for the different kind of students in counselling group and AV team.
- Teachers working and studying progressive. They are willing to work together with the other subjects' teachers, many cross-curriculum workshops will be happened in this year.
- Some students have potential to do well in art field because of their right attitudes and abilities, not only the prizes of their value.
- Art Teachers in YWC are willing and working together with the other art professors and art education society that helps to push the growth of Hong Kong Art Education.
- We always have chance to participate the exchange art study trip that can let us understanding the changes of whole art field.

### **Weaknesses**

- The through train development in our department is relatively young. We have exchanged our documents but the through train curriculum in senior form of primary school and junior form of college is still underdeveloped. Have different perspectives of art education in YWP and YWC.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school and the assessment of NSSC, approach of our society don't support, like their parents.
- ***In the NSSC, EDB seems just want to concern about the core development instead of like they said: Multiple exploration of students' talent. The atmosphere of school is also discourage the development of visual arts.***
- The opening hour of art room is long, but some of the students are not used to tidy up after finishing their work, especially for the ceramics making class, teachers need to help them. The room B103 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 and the supported to teachers from these aspects. If we really expect to have a better development and learning attitude of VISUAL ARTS in YWC, basic policy and respecting should be balanced.
- The DSE result is not satisfying in our subject. We are still finding solution to solve the problem. Joining more workshops held by EDB and HKEAA, and even joining the public exam by teachers are some potential solution. Ms Lau will focus in the curriculum development closely and have publication and articles to the art students' growth in HK.

## **Opportunities**

- Our art club and drama club have participated the external art activities and volunteer works. We also understand academic development is the main concern in our department.
- We have art weeks, drama night, Joint-school drama performance, public performances and talks to encourage the student to open their minds and enhance students to raise their life standard.
- Encourage students to participate the competitions of HK and international. It helps students to broaden their vision and helps them to apply for the overseas art/ architecture / design studying.
- Our students and teachers can stay in the art room for an extra time to discuss and have extra art training after school, this help the students to love their school and their works.
- Drama club and art club are worked together to promote the art atmosphere. Moreover, it may help students to have different possibility of art presentations.
- Our school has many spaces to set up gallery, but still not support.
- Our alumni (these years) are willing to support our school's art developments, like holding workshops and talks to younger brothers.
- The museum, art centre and heritage museum have different kinds of exhibition to promote different media of art presentation.
- We have opportunity in many art activities through the art societies and parties, like M+ and museums.
- The anniversary exhibition held in last year is a great success. Seeing artworks from teachers and alumni, students' interest could be raised.

## **Threats**

- Our class lessons don't have enough time for the students to finish their works, especially for the senior form. The form 6 students and teacher need to have lessons on Friday after school and public holiday. We care about every boy's development and art life. Art teacher should concern the whole school publication that consumed many teaching time for individual portfolio making in senior classes.
- The result of DSE is not good enough.
- For lower forms, students don't have enough time to finish their works. Their parents and school administrators didn't support them. The teachers of Visual arts will to do more work to change their bias. Encourage to promote environmental protection and cultural concern in activities and curriculum.

### **C. Objectives:**

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

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

• For students,

Students can handle different kinds of materials to present their ideas and enjoy the process of creation.

Examine how to combine the visual elements and principles and arranged to achieve certain effects.

Analysis the image sources and image-development strategies used in the work.

Identify the materials used to create the image and the processes and technologies applied.

Identify cultural or stylistic aspects represented in the artwork.

Emphasizes the art appreciation and criticism.

Broaden their view in future and build up their self-esteem.

Exchange the idea with the others or classmate, build up their self-assessment mind.

Students can be measured by the 3-4 course works and one competition each term.

S1to S3 will have final examination in May.

The extra art or drama activities and report will be counted as the bonus mark 10% each term.

Selected one outstanding and one best improvement students each form at the end of academic year.

Cooperate with counseling, discipline group and civic education

Cooperate with other activities, like student council, D & T.

Students' reflection and teachers' reflection finished by each term.

SBA schedule reference to the syllabus outline from S4 to S6 (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 by participating different competitions  
Try to create art work by cooperation with others: Group Work.
- Form 2) Enhance basic technique training  
Enable to handle different kinds of technique, materials  
Art criticism, Values and attitudes of art appreciation  
Try to create art works by cooperation with others: Group Work (paint on wood)
- Form 3) Understand the different countries, styles, and media. in visual arts development trend and contemporary world.  
Art criticism, Values and Attitudes of art appreciation  
Concern about self-development.  
Enable to handle different kinds of technique, medium, materials.
- Form 4) Try to understand the relationship of cultures and art in art history and art trend, especially to focus in the culture of HK, like the film appreciation these years.  
Understand the relationship of human culture and Beauty  
Search the main theme and try to finish the art works on it

Let the students to define the relationship of fine arts and design, as well as the architecture and computer graphic.

Analysis different techniques

e.g. Chinese painting, soft-pastel, oil painting, acrylic painting, plant and figure drawing, sculpture, ceramics, computer graphic, photography and presentation.

Form 5-6) stretch students' aesthetic and artistic potential and develop their values and attitudes, empowering them;  
embody physical, cultural and spiritual aspects of life;  
enable them to participate in the fast growing creative industries of HK;  
help students to select the individual examination papers which based on their abilities;  
select the suitable reference notes and artists to be the study theme's reference;  
select the suitable career for their futures;  
select the suitable career for their futures;  
help them to get satisfactory public examination result;  
stretch students' aesthetic abilities and artistic potential and develop their values and attitudes, empowering them;

- For teachers

Co-operated to plan the curriculum and activities.

Highly used the website and computer studies for the learning and studying, exchange the idea and curriculum plan with the other schools.

Work together with school plan and art design, publication in school

Crossover with the other subjects and clubs within school and art society or organization in HK.

Miss Lam will help in managing the workshops and normal works of art room.

Concern the development in new curriculum and other changes, Miss Lau will highly concern and follow the EAA and EDB development, Miss Lau will concern about the Education Trend in HK

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, drama boys, like MTR manager or other organizations.

- For the new curriculum,

Believe visual arts is a professional subject in school and society that can contribute to the quality of life (embody physical, cultural and spiritual aspects of life) and the humanity development.

Highly concern the development of the senior school curriculum in creative industrial development of HK.

Enhance the art criticism in visual art curriculum.

Recreate a ceramics workshop and lessons in school which can work together with counseling and civic education

Communication with the other schools and art society in HK

Combine drama and art appreciation in visual arts lessons

Cross-curriculum with other subjects or societies

Concerns about the generic skills and meta-cognition through autonomous and open-ended processes of inquiry in visual arts learning

Have art criticism training —**Art Ambassadors training** and criticism training:

- For the school,

Decorate and enrich the new campus that can help L & T.

Build up “Art Path” in school, focus on mural paintings and sculptures

**Build up a FAIR and LOVE campus and atmosphere for all boys.**

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

## F. Performance Standard:

	<i>objective</i>	<i>process</i>	<i>Requirement</i>
1	Finished the curriculum	Evaluate the standards of all art works	Enough class lessons and students should finished their works
2	Environmental protection value should add into lessons and concerns about the fully used of the new campus	Introduce the environment protection idea to students and fully used the campus' space	Whole school space
3	Cross curriculum and concern to the society	Participate the activities and art services out of school Concern to the development of creative industry and Western Kowloon project	Activities in society Exhibition and Tour guide services.
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 and try QEF
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 <u><i>Like counseling, Chinese, library, photographic society.</i></u>
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, work together with HKSEA.
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 software and disk for the computer teaching materials
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 <b><u>For all teachers and students</u></b>	More materials for the new classes and more display area for 3-D art works	Pup-mill, Vacuum cleaner
12	Build up self-assessment spirit	Finish the worksheet at the end of each term.	Worksheets: Self-assessment and classmate-assessments

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

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

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

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

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

### H. Programme Team:

Art Teacher Mr. Tse Fei  
(For 3B, 3C, 3D, S4-S6)  
Total Teaching Lesson:                   3B , 3C, 3D    -- 9  
  S4-S6            --17  

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26 lessons

Art Teacher Mr. Chan Man Chun  
(For 1C-1F, S2A-2F, 3A, 3E and 3F)  
Total Teaching Lesson:                   1C-1F            -- 8  
  S2                -- 12  
  S3A, 3E        -- 9  

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29 lessons

Art Supporting Staff Mr. Chan Man Chun  
(For 1A, 1B)  
Total Teaching Lesson:                   1A-1B            --4  

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4 lessons

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

## I. Budget of Visual Arts in 2017-2018:

➤ Amount of student taking visual arts classes:	
➤ S1-S3	around 610 students
➤ S4-S6(Option)	around 30-40 students
➤ <b>Materials Budget:</b>	
➤ <i>Consumable Materials</i>	\$40000
➤ <i>Teaching Materials</i>	
(More materials fee for the plant drawings these years and more CD, DVD for the new trends of art development nowadays, especially in the NSSC. Consumable Ink and paper for the Printer bought last year.	\$5000
➤ <i>Material for Ceramics</i>	
(Ceramics art works and mosaic making to decorate the campus)	\$8000
➤ <b><i>Transport fee for museum tour, artists' talk fee</i></b>	
(broaden the view of students)	\$5000
➤ Art Path and Frames, mural painting	
(Build up the art atmosphere in school)	\$9000
➤ Art Gallery	
(Build up the art atmosphere in school)	\$14000
➤ Library Books	\$3000
➤ International Competition Fee, stamp and exhibition	\$8000
_____(application fee)_____	
	Total: \$89000

We strongly recommend to have an assistant to help us to promote art in school as well as the curriculum exploration, 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.

Special Fund and Donation from school for Art, Architecture and Cultural Studies Trip to Amsterdam.

## **200<sup>th</sup> anniversary Art Exhibition**

Venus:	Central Lib. Exhibition Hall	6/4-11/4/2018	cum 8/4/2018	Lecturer Hall
Theme:	Ying Wa 200 <sup>th</sup> Anniversary Celebration of Art Lives (draft)			
Budget:	Board and Framing			\$100000
	Hiring Fee for venue			\$120000
	Hiring Facilities & transport			\$100000
	Helpers & part-time VA assit.(with opening and guests)			
	With workshops and day camp fee			\$80000
	Publication with design			\$50000
	Set up and lecturer room			\$100000
	Opening 8/4/2018			\$50000

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Total: \$600000

Others: Refer to the following documents. Any problems, please contact Ms. Lau.  
Budget suggested by Freeman Lau.

## **Duty List for Art and Art Related in 200<sup>th</sup> anniversary celebration**

- Aug. Prepare for the Drama Night (Fei, Chun, Nicole, Jacky)
- 30/9/2014 Drama Night (Fei, Chun, Nicole, Jacky)
- Sept-Oct Admission Booklet/ Open House Booklet, design (Steven)
- Aug-Oct parts of Souvenir design (Fei, Steven)
- Oct. Preparation for the celebration of 11/11 (Fei, Lau, Chun)
- Sept-Dec Preparing for the workshops & content Alumni, retired-teachers, meetings (Fei, Chun, Steven)
- Sept-Mar Preparing for the whole project of 200<sup>th</sup> anniversary (Fei, Chun, Steven)
- Sept-July Preparing for the art and design of 200<sup>th</sup> in Art & Design (Fei, Steven)
- Oct-June Art Training Class (Chun)
- Sept-Jan Teacher Art Training and Sharing Class (Lau)
- Nov. Board design competition (before 11/11) (Steven)
- Nov. Competitions for arts / photos for 200<sup>th</sup> anniversary (Fei, Chun)
- Nov. News for public (Fei, Chun, Steven)
- Nov. Workshops for inter-house drama competition (Fei, Chun, Nicole, Jacky)
- Nov. Open for S1 Admission Boards (Fei, Steven)
- Nov. Museum visit to the Contemporary Art Exhibition (should be reserved before 3 weeks) (Fei, Chun)
- Dec. DSE Portfolio making mark sheets preparation and remind the boys to finish the art works by time and Exam. (Fei)
- Oct.-Dec Exhibition for the Art Teachers in JCCAC (Fei)
- Dec. Script for the drama festival, asking for the actors (Fei, Nicole)
- Jan. Competitions for the international or others. (Fei, Chun)
- Jan. Preparation for 200<sup>th</sup> book (Fei, Chun, Steven, Lau)
- Feb. Preparation for the drama festival (Fei, Chun, Nicole, Jacky)
- Feb. Preparation for the art weeks (SBA) (Fei, Chun)

- Mar. Drama Festival (Fei, Chun, Nicole, Jacky)
- Apr. Inter-House drama competition (Fei, Chun, Nicole, Jacky)
- Feb-Apr Preparation for the exhibition and publication (Fei, Chun, Steven,Lau)
- May Exhibition and publication inside school for 200<sup>th</sup> anniversary (Fei, Chun, Steven)
- May Torch publication (Fei)
- June Exhibition and publication with other schools (Fei, Chun, Steven)
- July Planning and evaluation (Fei, Chun, Steven,Lau)

The duties will be divided into two MAIN parts:

External representative → Tse Fei, Chun, Steven, Lau

Internal representative → Chan Man Chun, Steven

Fei=Mr. Tse Fei; Chun=Mr. Chan Man Chun; Steven=Mr. Chan Tsz Kit; Lau=Ms. Lau Ying



## J. Teaching Schedule

### 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 4/9-11/9	闡述美術室守則 藝術與同學之關係 速寫本的運用  <b>點、線、面的認識</b> 點 - 聯想畫 線 - 練習白描 面 - 明暗素描	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  1. 認識點、線、面的原理 2. 練習不同的點、線、面 3. 以簡單點、線、面畫出一幅練習畫	簡報、參考資料、 6B 鉛筆。	速寫本、筆記簿、基本文具
2-3	4 堂 12/9-28/9	<b>色彩與構圖</b>	1. 構圖的主次關係 2. 色彩對構圖的影響、色彩的象徵性 3. 色彩調配練習 4. 豆豆畫 (點、線、形的出現)	簡報、畫筆、調色碟、廣告彩、三種豆	基本文具、速寫本、廣告彩、筆、圭筆
4-6	6 堂 29/9-27/10	<b>四格漫畫</b> <b>+書簽設計比賽</b>	認識漫畫繪畫的原理： 1. 誇張、典型化、附加符號、氣氛、說話、思想 2. 故事性：我對校園生活的想像 自愛、防止家庭暴力、環保、社會議題等	簡報、參考圖例、白紙、畫筆、調色碟、廣告彩	基本文具、速寫本、素描筆、木顏色、廣告彩
7-8	4 堂 31/10-17/11	<b>立體製作-紙黏土</b>	1. 紹浮 2. 雕的基本技巧 3. 紙黏土製作浮雕作品 4. 品上色(2 堂)	參考圖、簡報、工具、畫筆、調色碟、廣告彩	基本文具、速寫本、畫筆、調色碟、廣告彩
9-10	4 堂 20/11-5/12	<b>心意卡設計</b>	1. 反思升上中學後的生活和學習狀況 2. 感謝父母 3. 思考與父母的關係 4. 全英華人心語卡設計(父母與我)	參考圖、白紙、工作紙、簡報、設計參考資料、木顏色、麥克筆	基本文具、速寫本、木顏色、廣告彩
11	2 堂 7/12-18/12	<b>藝術評論**</b> <u>聖誕假期</u> (21/12-1/1)	<b>藝術評論：聖誕假後交評論(250-300 字)</b>  1. 介紹評賞方法 2. 當期展覽推介	展覽、文章欣賞、評論 文學/電影/混合作品範例	筆記簿 搜集資料 需加入個人見解，不能單下載網上資料

聖誕假期 (21/12-1/1) , 期中考試 (2/1-19/1),					
15-16	4 堂 26/1-9/2	標誌設計 英華 200 週年	<ol style="list-style-type: none"> <li>1. 認識標誌設計的要素</li> <li>2. 學習基本工具的運用</li> <li>3. 了解英華及齊賀校慶</li> </ol>	白紙、工作紙 簡報、設計參考資料、木顏色、麥克筆、廣告彩	基本文具、速寫本
農曆新年假期 (13/2-24/2)					
17-18	4 堂 28/2-15/3	中國現代水墨畫 利用散點透視法作 傳統中國畫的練習	<ol style="list-style-type: none"> <li>1. 中國現代水墨畫簡介</li> <li>2. 認識中、西畫對透視的不同理念</li> <li>3. 學習拓印法</li> <li>4. 學習畫山和樹</li> </ol>	簡報、宣紙、墨、中國顏料、舊報紙、毛筆、墨汁、色碟	基本文具、速寫本、毛筆(大白雲、圭筆)
19	2 堂 16/3-23/3	平面拼貼：自畫像 (環保)	<ol style="list-style-type: none"> <li>1. 認識畢加索作品和立體派(Cubism)的創作原理。</li> <li>2. 學習觀察周遭事物，善用廢棄物和生活中上的小物件，轉變為作品上不同媒介材料</li> <li>3. 讓學生透過色彩、形狀和媒介表達情感和個人風格</li> </ol>	藝術史史料 美學、參考圖、簡報	基本文具、速寫本
復活節假期 (27/3-5/4)					
20-21	4 堂 6/4-23/4	平面拼貼：自畫像	同上 構圖及著色	參考圖、彈性及編織物料的準備、畫筆、調色碟、廣告彩	基本文具、速寫本、資料搜集、物料搜集
22-24	6 堂 24/4-18/5	考試：繪畫	<ol style="list-style-type: none"> <li>1. 與自然為題的作品</li> <li>2. 善用構圖及着色手法</li> <li>3. 讓學生在指定時間內完成指定之作品</li> </ol>	參考圖、簡報、參考資料、木顏色、麥克筆、廣告彩	基本文具、速寫本
Optional 25-26	21/5-1/6	評賞 藝術欣賞	<ol style="list-style-type: none"> <li>1. 播放影片</li> <li>2. 了解藝術家的創作動機和意義</li> <li>3. 認識藝術品的特色和風格</li> </ol>	DVD、圖片、簡報等	基本文具、速寫本

\*\*聖誕假期自行參觀 M+ / 沙田文化中心 / 任何展覽，選一展覽 / 一作品 / 一藝術家 / 一電影撰寫評論一聖誕假期後交。

## Form 2

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1-2	4 堂 4/9-19/9	討論課堂守則 及簡介學生需備 用具  <b>平面設計</b> 字體設計 標誌設計	1.讓學生了解本科之要求及應 有之學習態度 2.與學生討論在視藝室上視藝 課時應注意的地方 3.選科長、組長  1.認識平面設計的要素 2.學習基本工具的運用 3. 為英華 200 週年設計標誌	基本用具 之示例  蛇尺、雲尺、 直尺、畫筆、調 色碟、廣告彩	基本文具、速寫本、畫 筆、調色碟、廣告彩
3-4	4 堂 20/9-11/10	<b>心意卡設計</b> <b>+書簽設計比賽</b>	1. 思升上中學後的生活和學習狀況 2. 謝父母 3. 考與父母的關係 4. 靈活運用設計工具 5. 全英華人心語卡設計 (感謝父母)	參考圖、白紙、 工作紙、簡報、 設計參考資料、 木顏色、麥克 筆、蛇尺、雲尺、 直尺、廣告彩	基本文具、速寫本
5-8	8 堂 12/10-17/11	<b>膠版畫</b>	1.簡介各種版畫及製作方法 2.學習凸版畫的製作	參考圖、A5 紙、 簡報、版畫工 具、膠版	基本文具、速寫本
9-10	4 堂 20/11-5/12	<b>中國畫</b> <b>梅蘭菊竹</b>	1. 介紹梅蘭菊竹 2. 學習基本技巧的運用 3. 練習基礎線條 4. 臨摹竹	墨汁、毛筆、色 碟、簡報、 參考圖	基本文具、速寫本、毛 筆、圭筆
11 **	2 堂 7/12-18/12	<b>藝術評論**</b> <b>聖誕假期</b> <b>(21/12-1/1)</b>	<b>藝術評論：聖誕假後交評論(250-300 字)</b> 1. 介紹評賞方法 2. 當期展覽推介	展覽、文章欣 賞、評論 文學/電影/混合 作品範例	筆記簿 搜集資料 需加入個人見解,不能單 下載網上資料
<b>聖誕假期 (21/12-1/1) , 期中考試 (2/1-19/1)</b>					
15-16	4 堂 28/2- 15/3	<b>手的素描</b>	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	基本文具、速寫本、素描 筆
<b>農曆新年假期 (13/2-24/2)</b>					
17-19	6 堂 28/2-23/3	<b>校園戶外寫生</b> <b>排線/明暗立體</b>	1. 學習遠距離觀察、選材、構圖 2. 分析光對物件的影響和變化 3. 臨摹寫生作品	原子筆素描參考 圖畫、簡報、相 片、白畫紙	基本文具、速寫本、原子 筆
<b>復活節假期 (27/3-5/4)</b>					
20-21	4 堂 6/4-23/4	<b>立體著色</b>	1. 臨摹作品 2. 學習用色彩表現事物立體感 3. 一個光源的事物	參考圖、白紙、 簡報、畫筆、調 色碟、廣告彩	基本文具、速寫本、參考 圖

22-24	6 堂 24/4-18/5	<b>考試</b> 透視與立體	1. 善用透視構圖及着色手法 2. 讓學生在指定時間內完成指定之作品	簡報、白紙、參考圖、畫筆、調色碟、廣告彩	基本文具、速寫本、畫筆、調色碟、廣告彩
Optional 25-26	4 堂 21/5-1/6	<b>評賞</b> <b>藝術欣賞</b>	1. 欣賞及分析他們的作品 2. 播放影片 3. 了解藝術家的創作動機和意義 4. 認識藝術品的特色和風格	有關 DVD、圖片、簡報、工作紙等	基本文具
**聖誕假期自行參觀 M+ / 沙田文化中心 / 任何展覽，選一展覽 / 一作品 / 一藝術家 / 一電影撰寫評論一聖誕假期後交。					

### Form 3

循環週次	課數	教學內容	教學目的	工具材料	
				學校供應	學生自備
1	Within the painting lessons	闡述美術室守則 美術與同學未來之關係	1. 讓學生了解本科要求及學習應有態度 2. 了解美術室使用情況 3. 了解基本設計	powerpoint	鉛筆、膠擦
1 to 4 4/9-11/10	6 lessons	(中) 利用散點透視法作傳統中國畫的練習	國畫透視法： 1. 認識中西畫作對透視的不同理念 2. 國畫的手卷表現故事方法 3. 認識中國神話及香港社會	powerpoint 宣紙 墨、中國顏料 中國顏料 舊報紙	毛筆 (大白雲、圭筆) 色碟、報紙
		鼓勵中國書畫比賽	以 Pocky Mon. Go 和山河經作切入點，引發動機。以水墨動畫作介紹，引發“古為今用”的可能性。	Artist: 邱黯雄	
5 to 8 (12/10-17/11)	6 lessons	表現主義(野獸派)繪畫	1. 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：手、腦、眼結合 2. 學習野獸派代表剪貼風格：線、色和結構關係 3. 一筆畫	powerpoint 白畫紙 廣告彩、木顏色筆 色紙剪貼	Sketchbook 鉛筆、膠擦
		書籤設計(家課)	中一至中三以書籤設計形式參與比賽 1. 了解閱讀對同學的重要 2. 帶出缺乏閱讀的問題 3. 需學生學習設計元素	Notes and ppt 廣告彩、木顏色筆	

9 to 11 (20/11-18/12)	3 -6 lessons (個別班)	自畫像	1. 正確人面比例 (五目三庭) 2. 素描技巧 3. 介紹人像畫大師: Rembrandt and Chuck Close	參考資料, DVD 鉛筆、膠擦	Sketchbook 鉛筆、膠擦
		With coloring	With coloring theory and painting skills, 視乎學生能力。	DVD	Acrylic with canvas
<b>聖誕假期 (21/12-1/1), 期中考試 (2/1-20/1), 農曆新年假期 (13/2-24/2)</b>					
14 to 17 (23/1-7/3)	6 lessons	超現實主義	<ul style="list-style-type: none"> <li>● 介紹超現實主義</li> <li>● 抽取三張圖片</li> <li>● 仿超現實主義作一張畫作</li> <li>● 文字詮釋自己作品(100-150字)</li> </ul>	powerpoint 參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook
		competition	學界繪畫比賽	色紙和色彩	
18 to 21 (8/3-23/4)	6 lessons	設計元素練習	1. 構圖 2. 用色(圖片搜集) 3. 重覆/放射/覆透 4. 用黑白結構整個構圖	參考圖例、 範畫、 Power-point、 廣告彩+墨汁、 marker	基本文具、 sketchbook
		competition	中菲日和中日繪畫比賽 視乎整級時間控制	彩印 色紙和色彩	
22 to 25 (24/4-29/5)	6 lessons	考試	1. 插畫構圖技巧/ theme painting/ drawing (discuss at 2 <sup>nd</sup> term) 2. 運用已學習的技巧, 如故事、用色、人像處理等/ drawing skills	參考圖例、範畫 油粉彩、廣告彩	基本文具、 sketchbook
			<b>Conclusion of whole year</b>		
Optional 26 (30/5-4/6)	3 lessons	藝術欣賞 (電影)	1. 認識香港 60 70 年代歷史 2. 認識電影的節奏和構圖 3. 認識『對倒』的故事手法 4. 電影評論 (case) (Only half classes)	文章欣賞、評論 文學 / 電影 / 混 合作品範例 工作紙	文 具、 Sketchbook
<b>EXAM. (6/6/2017-23/6/2017)</b>					

\*\*考試後自行參觀香港藝術館/任何展覽, 選一作品/一藝術家/一電影撰寫評論一農曆新年假期後交/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 (4/9-11/9)	5 lessons	闡述美術室守則 美術與同學未來之關係分享 標誌設計	<ol style="list-style-type: none"> <li>讓學生了解本科要求及學習應有態度</li> <li>各家對藝術定義</li> <li>了解美術室使用情況</li> <li>選科長、組長(美術學會與戲劇學會成員)</li> <li>講解假期功課 - DSE 課程簡介</li> <li>了解基本設計</li> <li>標誌設計的重要和方法</li> </ol>	白紙、 筆、 筆記、 powerpoint、 設計參考資料、 Color pencils、 Markers.	基本文具
2 to 4 (12/9-11/10)	15 lessons	<b>實驗素描</b>	<ol style="list-style-type: none"> <li>巴洛克藝術</li> <li>使用射燈構圖</li> <li><b>素描技巧</b></li> <li>完成一<b>實驗素描</b></li> </ol>	畫例、 powerpoint and 筆記	基本文具、畫筆
5 to 7 (12/10-8/11)	15 lessons	<b>印象派畫作臨模</b>	<ol style="list-style-type: none"> <li>溫習印象派畫作及畫家</li> <li>仿繪一張印象派畫作</li> <li>完成一位印象派畫家簡介(學期末交)</li> </ol>	畫例(印象派)、 powerpoint and 筆記	基本文具、畫筆、搜集資料作報告
8 to 10 (9/11-6/12)	15 lessons	<b>人像</b>	<ul style="list-style-type: none"> <li>簡介 Rembrandt</li> <li>介紹人像的表達模式</li> <li>製作表達有特色的人像</li> </ul>	參考筆記、 作品、 powerpoint	基本文具
11 (7/12-19/12)	5 lessons	<b>Art for art's sake</b>	<ol style="list-style-type: none"> <li>藝術史脈絡</li> <li>文藝復興歷史</li> <li>思考藝術目的</li> <li>預備考試</li> </ol>	筆記、白紙 powerpoint	基本文具、搜集資料作報告
<b>聖誕假期 (21/12-1/1) , 期中考試 (2/1-20/1) , 農曆新年假期 (13/2-24/2)</b>					
14 (23/1-25/1)	5 lessons	<b>Mind map</b>	<ol style="list-style-type: none"> <li>重新思考藝術的目的</li> <li>尋找所感興趣的題材</li> <li>製作 mind map</li> </ol>	參考筆記、 powerpoint、 作品	基本文具, 搜集資料作報告

15 to 17 (26/1-7/3)	15 lessons	政治漫畫製作	1. 學習新古典主義及同期畫作及畫家 2. 認識香港政治漫畫 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、
18 to 20 (8/3-26/3)	15 lessons	Pavillion design	1. 介紹 bauhaus 2. 立體的點線面 3. 製作一 Pavillion 4. (參與光的藝術)	參考筆記、作品、powerpoint	基本文具
21 to 23 (6/4-10/5)	15 lessons	乾粉彩	1.簡介 Degas 2.學習乾粉彩基本技巧的運用	乾粉彩、powerpoint、參考圖	基本文具
24 (11/5-18/5)	5 lessons	攝影	1. 了解香港地區特色 2. 學習基本攝影技巧 2. 完成十張有特色照片	powerpoint、參考圖	相機
25 to 26 (21/5-4/6)	10 lessons	Portfolio and art appreciation	1. 思考 portfolio 的主題 2. 開始做第一件作品	參考筆記	基本文具

\*\*復活假後交電影評論、畫評或展覽報告一則

### Form 5

循環週次	日期	教學內容	教學目的	工具材料	
				學校供應	學生自備
1 <sup>st</sup> 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>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>4. 美術史、中國藝術</p> <ul style="list-style-type: none"> <li>● 寫實主義 - courbet,millet</li> <li>● 印象派 - monet,van gogh, impressionism</li> <li>● 表現主義 - munch, Kandinsky</li> <li>● 抽象主義 - matisse,mondrian, kandinsky</li> <li>● 超現實 - Chagall,Dali</li> <li>● Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics.</li> <li>● Chinese Contemporary Art and Trend</li> </ul>	<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"> <li>● 配合比賽和每屆同學喜好、能力和意向作課程調整</li> <li>● 作品集製作(每人自設主題和表達方法)</li> <li>● 評賞小測(每月最後一節課)</li> <li>● 參觀展覽和報告</li> </ul>		<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>Chinese painting</p> <p>computer aided sculpture</p> <p>water color</p> <p>排版</p> <p>local art photography/installation</p> <p>stop motion</p> <p>ceramics</p> <p>art appreciation exercise</p>		<p>參考圖例、二</p> <p>開畫紙、書、</p> <p>海 報 畫具</p> <p>VCD,Video</p>	<p>搜集資料簿、</p>
1 月參觀/exam.參觀創意學生展				
個人 portfolio				
	展覽	Joint School Exhibition (July)		

## 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"> <li>● Pre-historical,</li> <li>● Egypt, Greek Art, Roman Art,</li> <li>● Renaissance, Baroque, Rococo</li> <li>● Chinese Art and Antique Art</li> </ul>	<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 2017-2018**

## **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 e.g. iPad.

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

### **A. 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.

### **B. Weaknesses**

1. Senior form students emphasize more on their academic work and are less active in musical activities.
2. Insufficient venue and instrument is the main obstacle in promoting instrumental classes.
3. Insufficient rooms for instrumental class reduce the effectiveness of instrumental learning.
4. The time allocation recommended by the E.D. is 2 periods per cycle/week. Our school has only one period per cycle and finds impossible to cover the syllabus.

### **III. Objectives**

1. To enrich students' musical knowledge through singing, music reading, listening and learning musical instruments.
2. To use iPads for creative music project.
3. To enrich students' interest through regularly attending concerts, joining college orchestras/choirs and entering competitions both outside and inside school.
4. To explore individual talented student to develop musical abilities.
5. To enhance team building and class spirit through Interclass Hymn Singing Contest.
6. To investigate financial sponsorship from alumni/parents through Music Development Fund.

### **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 & iPads.

## V. Budget(Proposed)

1. Piano Tuning	\$2,400
2. Laser Discs	\$1,000
3. Music Score (Orchestras)	\$5,000
4. Orchestra Conductors	\$573,000
5. Transportation for HK Music Festival	\$17,000
6. Entry fees for HK Music Festival	\$27,000
7. Repair Orchestra Instruments	\$10,000
8. Purchase New Instruments	\$200,000
9. Library Books/DVD/CD	\$2,000
10. Workshops & Exchange	\$14,000
	\$851,400
Total	

## VI. Evaluation

1. Number of students participate in instrumental classes
2. Singing/Instrumental playing assessed in practical examination.
3. Assessment of musical knowledge in concert reports and written examination.
4. Annual Interclass Hymn Singing Contest
5. Annual and Prize Winners' Concerts
6. Achievement in Winter Festivals, Hong Kong Schools Music Festival, Hong Kong Youth Music Interflows, New Tune Chinese Music Contest, Hong Kong International Band Fair.

## VII. Programme Team

Mr. B. LI (head of music department)  
Ms. C. YUEN (music teacher)  
Ms. W. CHO (music assistant)

Boron Li  
September 2017

# Physical Education and Sports Programme Plan 2017-2018

## 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 sixth 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. Many junior students are not attentive in listening teachers' instructions.
2. The facilities and resources for the subject of P.E. are sufficient to teach a wide range of sport activities and with the new swimming pool, all junior form students can have a whole unit of swimming lessons.

### Weaknesses

3. The indoor facilities are limited when there is an inclement weather condition. It is worsen when there is other exhibitions at the covered area.
2. About 50% 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 campus that is capable to organize a range of physical activities in PE lessons and extra curricular activities.

The widened individual difference of the students and low academic and physical achievers make the PE teaching and sports coaching more difficult and low in effectiveness.

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

## C. Programme and Implementation Plan

### Objectives

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

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

### Modules and Goals to be achieved

#### Athletics

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

#### Badminton

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

#### 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;  
to organize the whole school X Country Day

#### 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.

## Handball

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

## Swimming

to divide students into 3 swimming ability groups (high, medium and low); so as to minimize the individual difference so that the teaching can be more effective.

## Table Tennis

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

## Volleyball

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

## Implementation Plan

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

/Organising Secondary One Sports Development Program

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

/Organizing seminars or talks on PE and sports

/Organizing friendly matches in different sports events

/Organizing Inter House handball and volleyball competitions

/Organizing Inter Class Basketball and Table Tennis competitions

/Competing in 18 sports in the HKSSF;

(Archery, Athletics, Badminton, Basketball, Beach Volleyball, Cross Country, Fencing, Football, Gymnastics, Handball, Life Saving, Rugby 7, Squash, Swimming, Table Tennis, Tenpin Bowling, Tennis and Volleyball)

## Performance Standard

The skill, fitness, attitude, attendance 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.6 are expected to acquire four sports proficiency in reasonable depth.



## Fitness

- A Nine-minute run test is used to assess students from S.1 to S.3.
- A Twelve-minute run test is used to assess students from S.4 to S.6.
- Skin fold measurement, strength measurement and 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(with assistance) is used assess students' muscular strength.

## Attitudes and Attendance

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

### D. Achievement

- Student's participation in inter house, inter school sports or 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.

#### Special Duties:

Head of PE:	Pong Yiu Wing
KLA Coordinator, Sports Master:	Law Hon Leung
House Master, Through Train Coordinator:	Tang Wai Chung
Secretary:	Lee Man Kit

#### Sports Advisors:

<b>Athletics:</b>	<b>Mr. H.L. LAW</b>	Mr. W.C. TANG	Mr. K.K. LEE
<b>Badminton:</b>	<b>Mr. H.L. LAW</b>	Mr. W.C. TANG	
<b>Basketball:</b>	<b>Mr. H.L. LAW</b>		
<b>Beach Volleyball:</b>	<b>Mr. W.C. TANG</b>		
<b>Bowling(competition):</b>	<b>Mr. W.C. TANG</b>		
<b>Cheering:</b>	<b>Mr. H.L. LAW</b>	Mr. Y.W. PONG	
<b>Cross-country:</b>	<b>Mr. W.C. TANG</b>	Mr. K. K. LEE	
<b>Fencing:</b>	<b>Mr. H.L. LAW</b>	Mr. M. K. Lee	
<b>Football:</b>	<b>Mr. H.L. LAW</b>	Mr. M. K. Lee	
<b>Gymnastics:</b>	<b>Mr. H.L. LAW</b>		
<b>Handball:</b>	<b>Mr. Y.W. PONG</b>	Mr. M. K. LEE	

<b>Indoor Rowing:</b>	<b>Mr. H.L. LAW</b>	Mr. M. K. Lee
<b>Life Saving:</b>	Mr. T.Y. Mak, <b>Mr. M. K. LEE</b>	<b>Mr. Y.W. PONG,</b> <b>Ms. SYW. WONG</b>
<b>Rugby Seven:</b>	<b>Mr. H.L. LAW</b>	Mr. M. K. LEE
<b>Squash:</b>	<b>Mr. M.K. LEE</b>	
<b>Swimming:</b>	Mr. T.Y. Mak <b>Ms.SYW. WONG</b>	<b>Mr. Y.W. PONG</b> <b>Mr. M. K. LEE</b>
<b>Table Tennis:</b>	<b>Mr. W.M. WONG</b>	
<b>Tennis:</b>	<b>Mr. H.L. LAW</b>	Mr. M. K. LEE
<b>Volleyball:</b>	<b>Mr. W.C. TANG</b>	

**PE (DSE) Learning Diversity Grant  
(2017 - 2018)**

- 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	(F4 host)
Ying Wa College	(F5 host)
SKH St. Benedict's School	(F6 host)
Ng Wah Catholic Secondary School	

Suggested Programs:

Items	Mode	PE (DSE)
Employing Chinese tutor to teach students' presentation skill	Group tutor class	Chinese Language skill
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**  
**二零一七至二零一八年度**  
**倫理及宗教教育科周年計劃**

**初中課程（中一至中三）**

**（一）課程簡介**

根據香港課程發展議會編訂，香港教育署建議學校採用，(1999年)，宗教教育科課程綱要如下：

1. 宗教是宇宙性和超史實的，對完人教育極為重要，如果作為一科去學習，對學生一定有所裨益。
2. 對宗教的認識，並非單靠教義的學習，所以本課程建議採用廣度教學法，從廣泛的角度學習本科，幫助學生認識宗教與人生及社會的關係，進而探究人生意義。
3. 宗教教育培養學生對宗教的尊重，並且在多元化的人類社會，學習尋求不同宗教的和諧共處。

**（二）教學目標**

綜合目標：

香港課程發展議會編訂，香港教育署建議學校採用	英華書院現行有關教學活動
1 使學生認識宗教和宗教的生活方式。	課堂
2. 使學生能透過生活體驗和前人的貢獻，明瞭宗教或信仰體系和地位和意義。	課堂 服務前簡介會 探訪老人院 服務後的解說(Debriefing)
3. 使學生認識宗教或信仰體系對人類文化和個人生命意義探求和貢獻。	課堂 個人短文
4. 輔導學生尋求一種信仰或生活方式。	晨更：《聖經》經卷進深研讀小組 午間查經之「問得好」：由學生提問，小組分享討論及解答信仰問題 BibleLand：同學小組進深討論、分享 個人談道：個別傾談、分享

### (三) 課程大綱

根據香港課程發展議會編訂，香港教育署建議學校採用「基督信仰」課程大綱。

英華書院2017-18年度，課堂採用教科書：

中一：《上帝與我》(2015年全新修訂版) 香港：突破出版社，2015。

中二：《耶穌與我》香港：突破出版社，2009。

中三：《真理與我》香港：突破出版社，2010。

內容範疇	內容舉隅	英華書院 現時所採用的教科書		
		中一	中二	中三
宗教是甚麼？ — 宗教的廣度、類似宗教	<ul style="list-style-type: none"> <li>• 實例</li> <li>• 現世流傳的宗教</li> <li>• 宗教與人的關係</li> </ul>			單元 3
宗教語言	<ul style="list-style-type: none"> <li>• 象徵</li> <li>• 教理及文獻：聖經</li> </ul>	單元 5		
始創人	<ul style="list-style-type: none"> <li>• 耶穌基督 (生平)</li> </ul>	單元 4	單元 1 至 12	
信眾	<ul style="list-style-type: none"> <li>• 猶太民族 (以色列人) 的往昔、故事、生活</li> </ul>	單元 10,11		單元 1
宗教團體	<ul style="list-style-type: none"> <li>• 歷史和發展 (過去及現在)</li> </ul>			單元 6
崇拜 / 禮儀	<ul style="list-style-type: none"> <li>• 聖餐禮 / 感恩祭、洗禮、婚禮、禱告、團契 / 善會等</li> </ul>		單元 9	單元 6
信仰	<ul style="list-style-type: none"> <li>• 基督教訓</li> <li>• 信仰主要概念 (聖經神學)</li> </ul>	單元 1-12	單元 1-12	單元 1-12
社會工作	<ul style="list-style-type: none"> <li>• 服務社會：教育、醫療、社會工作</li> </ul>	單元 8	單元 6	單元 6
道德責任	<ul style="list-style-type: none"> <li>• 人生問題、生活上所遇到的問題、社會及世界問題</li> </ul>	單元 6-9	單元 1-4	單元 7-11

#### (四) 課程內容

香港課程發展議會編訂，香港教育署建議學校採用「基督信仰」課程內容：

##### 一、前言：

	英華書院 現時所採用的教科 書		
	中一	中二	中三
1. 鼓勵學生探索聖經所啟示的宗教信仰	單元 1-12	單元 1-12	單元 1-12
2. 讓學生認識宗教信仰與他們身處的境況的適切性	單元 1-12	單元 1-12	單元 1-12
3. 讓學生學習探索倫理及社會問題的正確技能	單元 1-12	單元 1-12	單元 1-12
4. 讓學生明白聖經所啟示的宗教信仰是基督信仰的基礎	單元 1-12	單元 1-12	單元 1-12

## 二、課程內容

	英華書院 現時所採用的教科書		
	中一	中二	中三
1. 宗教與人的關係 (1) 生活方式 (2) 人生的目標和意義 (3) 不同宗教			單元 2-5
2. 基督信仰 (1) 象徵 — 十架、聖像、聖畫		單元 10	
3. 文獻 — 聖經 (包括編寫、翻譯過程、《舊約》 和《新約》的內容、本質、權威等)	單元 5		
4. 始創人 — 耶穌基督 (i) 生平 — 降生、孩童、工作、死亡、復活、 升天等		單元 1-12	
(ii) 教訓 — 比喻、登山寶訓 / 山中聖訓、講道		單元 5-8	
5. 信眾 (i) 猶太民族 (以色列人) — 歷史、生活方式、 重要人物的故事和教導	單元 10-12		單元 1-2
(ii) 使/宗徒的工作及教導 — 保羅/保祿、彼得/ 伯多祿和約翰/若望等	單元 10		單元 3
6. 宗教團體 (i) 歷史和發展 — 大公教會、三大主流(天主 教、東正教、新教)、其他宗教			單元 3
(ii) 教會在中國和香港的發展			單元 3
7. 崇拜/禮儀 — 聖餐禮/感恩祭、洗禮、婚禮、禱 告、團契/善會等		單元 9	
8. 信仰和教義 (i) 基督的教訓		單元 1-12	
(ii) 聖經神學 — 神、救贖、約、生命、罪、苦難 等	單元 1-5, 12	單元 11	單元 12
5. 社會服務 — 教育、醫療、賑濟災民、社會工 作等	單元 9	單元 6	單元 33
6. 道德責任 (i) 人生問題 — 認識自己、存活的意義、人 際關係 (不同年紀的人) 等	單元 6-9	單元 1-4	單元 7-10
(ii) 社會及世界 — 貧富不均、環保、傳媒、愛 國等			單元 4, 10

## 本年度綜合教學計劃

### 倫理及宗教科 2017-18 教學進度表

#### 中 一

循環周	課文內容	工作紙
1	單元 1：經歷上帝	工作紙頁 4
2	單元 1：經歷上帝	工作紙頁 5, 6
3	單元 2：生命的源頭	工作紙頁 7
4	單元 2：生命的源頭	工作紙頁 8
5	單元 3：這是天父世界	工作紙頁 9, 10
6	單元 3：這是天父世界	書頁 38-40
7	個人短文	
8	個人短文	
9	單元 4：最大的神蹟	工作紙頁 11, 12
10	單元 4：最大的神蹟	工作紙頁 13
11	單元 5：上帝向我們說話	工作紙頁 14-15 (5.1 )
12	上學期考試 (RE: 工作紙頁 4-15, 50%; 個人短文 30%; 午間查經之「問得好」	
13	10%; 課堂表現 10%)	
14	單元 5：上帝向我們說話	工作紙頁 15, 16(5.2)
15	單元 6：獨一無二的我	工作紙頁 17, 18
16	單元 7：建立自信	工作紙頁 19
17	單元 8：在羣體中成長	工作紙頁 20
18	單元 8：在羣體中成長	工作紙頁 21, 22
19	單元 9：造福他人	工作紙頁 24
20	單元 9：造福他人	工作紙頁 25, 26
21	個人短文	
22	個人短文	
23	單元 10：上帝樂意親近我們	工作紙頁 27, 28
24	單元 11：我需要上帝	工作紙頁 29
25	單元 11：我需要上帝	工作紙頁 30, 31
26	單元 12：主動親近上帝	工作紙頁 32
	下學期考試 (RE: 工作紙頁 15-32, 50%; 個人短文 30%; 午間查經之「問得好」 10%; 課堂表現 10%)	

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倫理及宗教科  
中 二

循環周	課文內容	工作紙
1	單元 1：誰是真正的朋友	工作紙頁 4
2	單元 1：誰是真正的朋友	工作紙頁 5, 6
3	單元 2：關心我的需要	工作紙頁 7
4	單元 2：關心我的需要	工作紙頁 8
5	單元 3：給我更生的機會	工作紙頁 9, 10
6	個人短文	
7	個人短文	
8	單元 4：給我獨特的評價	工作紙頁 11, 12
9	單元 5：祂肯定生命	工作紙頁 13
10	單元 5：祂肯定生命	工作紙頁 14
11	單元 5：祂肯定生命	工作紙頁 15
12	上學期考試 (RE: 工作紙頁 4-15, 50%; 個人短文 30%; 午間查經之「問得好」 10%; 課堂表現 10%)	
13		
14	單元 6：祂滿有權能	工作紙頁 17
15	單元 7：祂是愛的榜樣	工作紙頁 18, 19
16	單元 8：祂使人得自由	工作紙頁 21
17	單元 9：耶穌的腳蹤	工作紙頁 24
18	單元 9：耶穌的腳蹤	工作紙頁 25
19	單元 10：十字架的道路	工作紙頁 26
20	單元 10：十字架的道路	工作紙頁 27
21	個人短文	
22	個人短文	
23	單元 11：復活的盼望	工作紙頁 28
24	單元 11：復活的盼望	工作紙頁 29
25	單元 12：我的改變	工作紙頁 30
26	單元 12：我的改變	工作紙頁 31, 32
	下學期考試 (RE: 工作紙頁 17-32, 50%; 個人短文 30%; 午間查經之「問得好」 10%; 課堂表現 10%)	

總 26 節

倫理及宗教科  
中 三

循環周		
1	單元 1：這個世界有上帝嗎？	工作紙頁 4
2	單元 2：我是誰？	工作紙頁 6
3	單元 3：生命有什麼意義？	工作紙頁 8
4	單元 3：生命有什麼意義？	工作紙頁 9
5	單元 4：如何分辨真假？	工作紙頁 10
6	單元 4：如何分辨真假？	工作紙頁 11, 12
7	個人短文	
8	個人短文	
9	單元 5：如何分辨對錯？	工作紙頁 13
10	單元 5：如何分辨對錯？	工作紙頁 14, 15
11	單元 6：什麼是愛？	工作紙頁 16
12	上學期考試 (RE: 工作紙頁 4-16, 50%; 個人短文 30%; 課堂表現 20%)	
13		
14	單元 6：什麼是愛？	工作紙頁 17, 18
15	單元 7：愛恨家庭	工作紙頁 19
16	單元 7：愛恨家庭	工作紙頁 21
17	單元 8：從友誼到戀愛	工作紙頁 22
18	單元 8：從友誼到戀愛	工作紙頁 23
19	單元 9：色情文化的衝擊	工作紙頁 24
20	單元 10：掙脫物慾的枷鎖	工作紙頁 26
21	個人短文	
22	個人短文	
23	單元 11：屬靈的爭戰	工作紙頁 28 (11.1)
24	單元 11：屬靈的爭戰	工作紙頁 28.29 (11.2)
25	單元 12：末世與永恒	工作紙頁 31
26	單元 12：末世與永恒	工作紙頁 32
	下學期考試 (RE: 工作紙頁 17-32, 50%; 個人短文 30%; 課堂表現 20%)	

總 26 節

## 高中課程（中四至中六）

根據「倫理與宗教」，課程及評估指引（中四至中六），課程發展議會與香港考試及評核局聯合編訂，香港特別行政區政府教育局建議學校採用，二零零七年（二零一五年十一月更新）。

### 1 課程宗旨

倫理與宗教科旨在使學生能：

- (a) 認識所研習的宗教及本港其他的主要宗教；
- (b) 對宗教和道德問題作出理性和明智的判斷；
- (c) 提升在靈性、道德及社會方面的觸覺；
- (d) 抱持積極的態度與其他宗教信仰者交往，並尊重他人信仰的權利。

### 課程目標

本課程的目標是讓學生就以下各項獲得知識及理解：

- (a) 道德對個人與社會的重要性；
- (b) 各主要倫理體系的歷史及其歷久不衰的原因；
- (c) 有關宗教的起源、律例、形式與禮儀的知識；
- (d) 宗教創始人及其至今仍具有影響力的原因；
- (e) 當代有關宗教與倫理議題的重要觀點。

本課程有助提升學生的技能，使他們能夠：

- (a) 反思個人的信念、價值觀和經驗；
- (b) 與持有不同信念和價值觀的人進行客觀討論；
- (c) 設身處地理解別人的信念和行為；
- (d) 以證據和合理論點為依據，進行有關宗教意義問題的辯論；
- (e) 藉探索宗教，改善自己、造福社群。

本課程幫助學生培養下列的價值觀和態度：

- (a) 尊重他人；
- (b) 願意肯定他人的需求、感受和期望，並學習他人的見解；
- (c) 以包容的態度對待模稜兩可和弔詭情況；
- (d) 欣賞宗教及文化的差異；
- (e) 尊重生命；
- (f) 熱切尋求生命的意義和真理。

### 學習成果

預期學生在完成本課程後能夠：

- (a) 對一些倫理學的理論有基本理解；
- (b) 運用各種倫理理論作判斷，分析個人及社會的倫理議題；持開放、一致和包容的態度處理與倫理有關的議題；
- (c) 能夠識別需要排列價值或美德優次的處境；
- (d) 了解道德抉擇的複雜性；
- (e) 掌握明辨性思考能力，以討論不同的倫理議題，例如：複製、賣淫、安樂死等，並作合理和負責任的道德抉擇；
- (f) 理解所研習的宗教的源起、經典、律例、形式與禮儀；
- (g) 應用所研習的宗教的義理，處理日常生活遇到的問題和面對當今社會的議題；

- (h) 透過研習宗教創始人的生平和經歷，效法其關懷他人的美德；
- (i) 欣賞宗教的人生觀和世界觀，並從中學習提升個人的人生價值；
- (j) 應用已具備的宗教及倫理知識於生活和其他社會服務經驗中；
- (k) 欣賞文化及宗教的多元性，對持守不同信仰的人抱正面及尊重的態度。

與初中教育、高等教育及就業出路的銜接

倫理與宗教科的學習，建基於學生在基礎教育中已獲得的知識、技能和態度。這些包括個人、社會及人文教育學習領域課程中所開列的六個主要範疇，特別是「個人與群性發展」範疇中所包含的概念和知識。學生在第三學習階段，已經透過宗教教育科、聖經知識科、佛學科、綜合人文科及歷史科，基本認識不同的宗教傳統。本課程在第四學習階段的設計，強調宗教概念、信仰和價值觀與學生日常生活情境的關係。教師宜在適當時候，讓學生參考和鞏固之前所學的知識。

倫理與宗教科的研習能為學生打下一個良好的基礎，讓他們繼續在文化研究、歷史、神學、哲學、公共行政、人力資源管理、社會工作及刑事司法等範疇進行探索。學生對自我的了解，以及他們從學習中所獲得有關知識，對日後擔任社會工作者、輔導員、教師、神職人員和記者等工作將有很大幫助。

### 本年度綜合教學計劃

英華書院2017-18年度，課堂採用教科書：

香港教育局，課程發展處編訂：《新高中倫理與宗教支援教材》

#### 倫理及宗教科 2017-18 教學進度表

##### 中四

循環周		
1	上帝國來臨的情形及徵兆 教節 1：預言聖殿被毀	工作紙一：門徒、耶穌談聖殿 工作紙二：耶穌的警言 工作紙三：不良宗教組織的特徵
2	教節 2：沒有人知道那日子	工作紙一：末日的時間 工作紙二：面對變幻時 工作紙三：面對沙士時 工作紙四：遠行主人的比喻
3	末世的比喻 教節 1-2：末世的比喻	工作紙一：聰明少女與愚笨少女的比喻 工作紙二：油的內涵 工作紙三：機會與準備 工作紙四：綿羊與山羊比較 工作紙五：小幫助、平凡人
4	教節 3：道德倫理的比喻	工作紙一：饒恕與不饒恕 工作紙二：饒恕的精神與態度

		工作紙三：愛你的鄰舍
5	教節 4：三個僕人的比喻	工作紙一：三個僕人的比喻 工作紙二：三個僕人的比喻道理
6	教節 1：登山寶訓	工作紙一：不同猶太人對幸福生活的理解 工作紙二：比較耶穌與不同猶太人對幸福生活的理解
7	教節 2：八福	工作紙一：八種宗教情操 工作紙二：八種宗教情操的表現 工作紙三：「幸福」人生 工作紙四：八種「幸福」
8	教節 3：鹽和光	工作紙一：作鹽、作光的教導 工作紙二：誰是得益者 工作紙三：民權領袖
9	教節 4：六個論題：殺人、姦淫、休妻	工作紙一：六條法律的新要求
10	教節 5：六個論題：發誓、報復、恨仇敵	工作紙一：六條法律的新要求
11	教節 6：真正的敬虔	工作紙一：耶穌眼中的偽善的人 工作紙二：如何作敬虔善行 工作紙三：我看主禱文
12	上學期考試（倫理及宗教科不設考試）	
13	上學期考試（倫理及宗教科不設考試）	
14	教節 7：對生命的態度（上）：永恆的財富	工作紙一：地上財富 工作紙二：眼睛與人生
15	教節 8：對生命的態度（下）：不要為生活憂慮	工作紙一：無憂慮的理由 工作紙二：無憂無慮的生活 工作紙三：滅親記
16	教節 9：黃金律	工作紙一：不完美的人 工作紙二：細看三種待人原則 工作紙三：銀律變金律

17	教節 10：三個警告	工作紙一：兩個結局 工作紙二：我的知行合一計畫
18	當時的猶太人對耶穌身份的理解 教節 1：耶穌被視為靠鬼王趕鬼	工作紙一：耶穌被經學教師視為靠鬼王趕鬼 工作紙二：耶穌的趕鬼力量來源 工作紙三：使命被誤解與實踐
19	教節 2：耶穌被拿撒勒人厭棄	工作紙一：不同的對待 工作紙二：耶穌同鄉給祂的身份證
20	教節 3：耶穌被視為復活的施洗約翰	工作紙一：誰是施洗約翰、以利亞、先知 工作紙二：希律、門徒以外的人看耶穌 工作紙三：耶穌大不同
21	教節 4：耶穌是老師	工作紙一：猶太教師招聘告 工作紙二：「一位」老師的資格
22	門徒對耶穌身份的理解 教節 1：耶穌有過邪惡力量的權柄	工作紙一：驅趕污鬼 工作紙二：上帝的兒子趕出污鬼的工作的象徵意義 工作紙三：使邪惡的世界改變
23	教節 2：耶穌在議會受審時承認自己是上帝的兒子	工作紙一：耶穌受審法庭紀錄 工作紙二：羅馬軍官與十字架上的耶穌
24	教節 3：猶太人及門徒（彼得）對彌賽亞的理解	工作紙一：耶穌時代的猶太人對彌賽亞有怎樣的理解 工作紙二：彌賽亞 vs 耶穌
25	教節 4：耶穌對彌賽亞的理解	工作紙一：偉大君王的特質 工作紙二：猶太君王與受苦

		<p>君王</p> <p>工作紙三：心靈拯救對猶太人的影響</p>
26	<p>耶穌對自身的理解</p> <p>教節 1：人子（上）</p>	<p>工作紙一：稱號的意義</p> <p>工作紙二：耶穌自身理解智能卡</p> <p>工作紙三：赦罪與安息日的主</p> <p>工作紙四：耶穌施行人子權柄的目的</p>

總 26 節

倫理及宗教科  
中五

循環周		
行為理論（後果）		
1	明白功利主義的原則—後果的好壞重於事件本身的對錯 邊沁的功利主義理論 繆納的功利主義理論	工作紙「快樂分高下」
2	行為功利主義的理論 規條功利主義的理論	個案討論（一）——圓桌會議論流鶯
3	功利主義的缺點及優點	個案討論（二）——撒拉與夏甲的故事 個案討論（三）——火宅的故事
4	功利主義的缺點及優點	個案討論（四）——治亂世用重典 個案討論（五）——人權無國界：寧縱毋枉
行為理論（義務）		
5	義務論倫理學原則	個案討論（一）——我們有義務維護「XXX」
6	義務論倫理學的優點及缺點	個案討論（三）——妓女喇合與以色列探子的故事 個案討論（四）——但以理在獅子坑 個案討論（五）——功利主義與康德理論的比較
「德性論、價值理論及美德理論」		
7	甚麼是「德性論、價值理論及美德理論」 「價值理論及美德理論、功利主義與義務論的分別」	工作紙（一）：法理情故事——何先生的眼角膜
8	受人類推崇的美好素質與受人類厭惡的特質 「內在價值」 「工具價值」	工作紙（一）：工具價值與內在價值 工作紙（五）：信、望、愛 工作紙（六）：七宗罪



9	價值與美德的特質——轉變才是永恆	工作紙(八):法理情故事——女性守寡的問題 工作紙(十):法理情故事——提摩太前書二章對女性的要求
10	價值與美德的優先次序與衝突	工作紙(二):法理情故事成功的生意人與虔誠教徒間的衝突 工作紙(五):法理情故事——亞伯拉罕獻以撒
11	醫護人員與病人關係 1 家長式 2 病人為本 3 精神病人與精神專科醫生的保密性	工作紙1: 家長式醫患關係 工作紙2: 醫患關係病人為本 工作紙3: 精神病人與精神專科醫生的保密性
12	上學期考試(倫理及宗教科不設考試)	
13	上學期考試(倫理及宗教科不設考試)	
14	規範倫理學〈道德的本質〉: 道德推理 道德與法律的關係	「道德與法律」工作紙(一) 「道德與法律」工作紙(二) 「道德與法律」工作紙(三)
15	道德與文化傳統的關係	「道德與文化」工作紙(一)——楸山節考 「新界女原居民繼承權」工作紙
16	道德的本質: 多元主義 中國與西方的道德與社會發展 後殖民主義對道德發展的影響 多元主義 全球倫理	工作紙: 梁漱溟眼中的中西文化異同 工作紙: 多元社會的例子——芬蘭
17	商業及經濟倫理	個案研究: 安然公司

18	商業及經濟倫理 社會契約論 公義論 持份者理論	個案研究： 三鹿集團奶製品污染事件
19	商業及經濟倫理 經濟、市場、倫理	個案研究： 大型超市的壟斷行為
20	環境倫理 A 人類中心主義 B 生態中心主義 C 科技中心主義	工作紙3：使用及開發自然 境論壇
21	基督宗教——文本背景（舊約的信念） 教節1：逾越節	工作紙一：以色列人為奴生 活 工作紙二：上帝拯救以色列人 事件簿 工作紙三：宗教與不公義政 權
22	教節2：西乃之約	工作紙一：訂立西乃山之約 的原因 工作紙二：人與人相處的法 則 工作紙三：關心地球村
23	教節3：以色列民亡國、被擄	工作紙一：國事分析報告 工作紙二：先知的信息 工作紙三：指向社會走向更 公義
24	教節4：應許新的約及彌賽亞盼望	工作紙一：困苦中的盼望 工作紙二：彌賽亞的個人素 質及統治素質 工作紙三：領袖的素質
25	舊約中以色列民族的歷史及身份——揀選和盟約 教節1：亞伯拉罕之約（上）	工作紙一：上帝與亞伯拉罕 立約 工作紙二：亞伯拉罕之約的 希望
26	教節1：亞伯拉罕之約（下）	工作紙一：立約記號的轉化 與更新

倫理及宗教科  
中六 上學期

循環周		
1	明白功利主義的原則—後果的好壞重於事件本身的對錯 邊沁的功利主義理論 繆納的功利主義理論	工作紙「快樂分高下」
2	行為功利主義的理論 規條功利主義的理論	個案討論（一）——圓桌會議論流鶯
3	功利主義的缺點及優點	個案討論（二）——撒拉與夏甲的故事 個案討論（三）——火宅的故事
4	功利主義的缺點及優點	個案討論（四）——治亂世用重典 個案討論（五）——人權無國界：寧縱毋枉
5	義務論倫理學原則	個案討論（一）——我們有義務維護「XXX」
6	義務論倫理學的優點及缺點	個案討論（三）——妓女喇合與以色列探子的故事 個案討論（四）——但以理在獅子坑 個案討論（五）——功利主義與康德理論的比較
7	甚麼是「德性論、價值理論及美德理論」 「價值理論及美德理論、功利主義與義務論的分別」	工作紙（一）：法理情故事——何先生的眼角膜
<p>倫理及宗教科 中六 下學期</p>		
8	受人類推崇的美好素質與受人類厭惡的特質 「內在價值」 「工具價值」	工作紙（一）：工具價值與內在價值 工作紙（五）：信、望、愛 工作紙（六）：七宗罪
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10	價值與美德的優先次序與衝突	工作紙(二):法理情故事 成功的生意人與虔誠教徒間的衝突 工作紙(五):法理情故事— —亞伯拉罕獻以撒
11	醫護人員與病人關係 1 家長式 2 病人為本 3 精神病人與精神專科醫生的保密性	工作紙1: 家長式醫患關係 工作紙2: 醫患關係病人為本 工作紙3: 精神病人與精神專科醫生的保密性
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## 評估

中一級的評估:

- (1) 工作紙 50%
- (2) 個人短文 30%
- (3) 午間查經班 10%
- (4) 課堂表現 10%

中二級的評估:

- (5) 工作紙 50%
- (6) 個人短文 30%
- (7) 午間查經班 10%
- (8) 課堂表現 10%

中三級評估:

- (1) 工作紙 50%

- (2) 個人短文 30%
- (3) 課堂討論及表現 20%

中四級評估：

- (1) 工作紙 30%
- (2) 課堂討論及表現 20%

中五級評估：

- (1) 工作紙 30%
- (2) 課堂討論及表現 20%

中六級評估：

- (1) 工作紙 30%
- (2) 課堂討論及表現 20%

2017-2018 各同工任教倫理及宗教教育科教節數目

	總數	中一	中二	中三	中四	中五	中六
李詠儀	31	1x5	1x5	1x3	1x6	1x6	1x6
周若蘭	2	1x1	1x1				
陳滿堅	3			1 x 3			

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李詠儀老師  
 英華書院  
 倫理及宗教教育科科主任

英華書院  
二零一七至二零一八年度  
設計與科技科教學計劃

目錄

- 【壹】 宗旨
- 【貳】 對本科的評估
- 【參】 目標
- 【肆】 教學策略  
具體教學方法  
跨科協作  
本年度關注事項
- 【伍】 本科之評核準則
- 【陸】 檢討
- 【柒】 財政預算
- 【捌】 任教本科老師名單、教節分配及各級  
統籌
- 【玖】 附錄（一）設計習作評估樣本  
附錄（二）繪圖習作評分準則

# 設計與科技科教學計劃

2017-2018 年度

## 【壹】 宗旨

初中三年的設計與科技科課程，旨在為學生提供科技與設計的基礎知識和技能，培養他們具備創新及富創業精神的特質，以便在知識型的經濟環境中，能面對社會、經濟及科技的急劇轉變。課程要求學生能理解和應用科學、科技、工程學和數學 (STEM) 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 4 位具豐富 D&T 教學經驗的老師任教，形成密切的團隊；
3. 本科不設考試，採用持續評估方法，這樣可減輕學生考試的壓力；
4. 本科的工場是標準工場，無論是環境及可用空間，都比較優勝。

### 弱點

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

### 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 LittleBits- Arduino Coding Kit 和 Cloudbit Starter Kit，可望引入 STEM 內 IOT(Internet of Things) 的新元素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。

## 【參】 目標

本科於 2017-2018 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 STEM 和設計過程之「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 STEM 及應用更多、更精確的圖象傳意方法；
2. 讓學生認識「設計過程」，及應用此過程之「解難」精神於生活處境；並學會從成本計算、設計及製作各方面評估及改良設計；
3. 讓學生認識更多不同材料的特性及用途；
4. 讓學生正確應用更多不同手工工具和機器操作，如電路焊接、激光砌割機…等；
5. 讓學生認識基本電子線路、能源應用和環保知識；
6. 讓學生使用電腦輔助設計及模擬測試工作；
7. 從平衡車發展史中，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；
8. 讓學生應用激光砌割機；
9. 透過校內或校外比賽，讓同學互相觀摩。

### 中三教學目標

1. 讓學生認識 STEM 及使用電腦輔助設計；
2. 讓學生應用 3D 打印機；
3. 讓學生使用電腦和 LittleBits 組件，學習模擬測試工作及 IOT；
4. 讓學生認識不同的基本電子學、數碼邏輯電子線路及節約能源方法；
5. 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；
6. 透過校內或校外比賽，讓同學互相觀摩。

## **【肆】 教學策略**

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

### 中一教學安排

1. 首先讓學生學習基本表達技巧：
  - i. 認識基本繪圖技巧及尺寸標註方法
  - ii. 認識徒手繪畫之平面(2D)及立體(3D)繪畫方法
  - iii. 認識基本數學構圖技巧
2. 讓學生認識基本材料及明白到物料可循環再用
  - i. 塑膠-----PMMA 亞加力膠片、PVC 膠片

- ii. 木材-----白楊夾板
  - iii. 紙張
3. 讓學生認識基本材料接合方法：
    - i. 黏合法：白膠漿、化膠水、PVC 膠水
  4. 讓學生認識設計過程及欣賞市面上不同的產品設計，從而可以自行設計下列習作：
    - i. 模型滑翔機
    - ii. 獎牌設計
    - iii. 相架設計
  5. 讓學生認識基本手工具及機械運用，並注意工業安全。

### 中二教學安排

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

### 中三教學安排

1. 深化 ProDeskTop V8 電腦繪圖：包括零件組合方法

- i. 讓學生認識更多繪圖表達技巧
  - ii. 認識 3D 打印的原理：磁石貼立體打印設計習作
2. 配合以下 LittleBits Cloud Kit 套件，學習 IOT 應用方法
3. 深化「設計過程」的應用-設計「Flashing LED sign board」
  - i. 電子零件及電線焊接法
  - ii. 電子學及集成電路
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

### **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、綜合科學科、環保學會和資優學生教育(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，各級注意加強學與教效能及學習氣氛。
2. 推行學生支援課程，培養正向思維和學生互相欣賞。
3. 建立目標為本生活。

### **一條龍協作安排**

1. 與英華小學小四至小六常識科技課課程交流。
2. 據資料顯示，本年度中一生學習能力較佳，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	\$ 1,000.
2.	消耗性材料	\$ 42,500.
3.	維修或增補工具 / 設備	\$ 19,000.
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：	\$ 90,000.

## 【捌】任教本科老師名單、教節分配及各級統籌

任教本科老師共有四位，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		2C	3DF	8
蔡迪坤	1ACE	2ABCDEF	3ACE	27
林錫忠	1ABCDEF	2ABDEF	3B	25
麥德祥	1BDF			6
各級總課節	24 課節	24 課節	18 課節	總課節：66 課節

統籌老師：

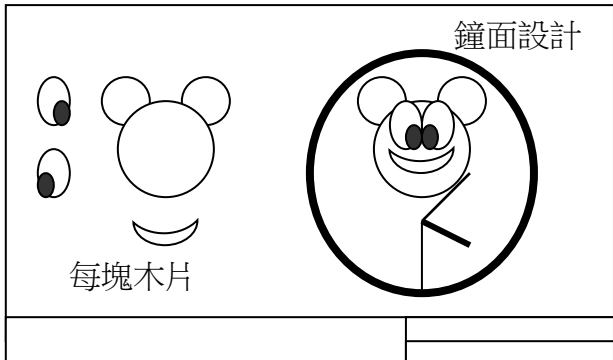
中一： 蔡迪坤老師 中二： 麥泰元老師 中三：林錫忠老師

各級統籌老師之職責：

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

【玖】附錄（一）

設計習作評估樣本

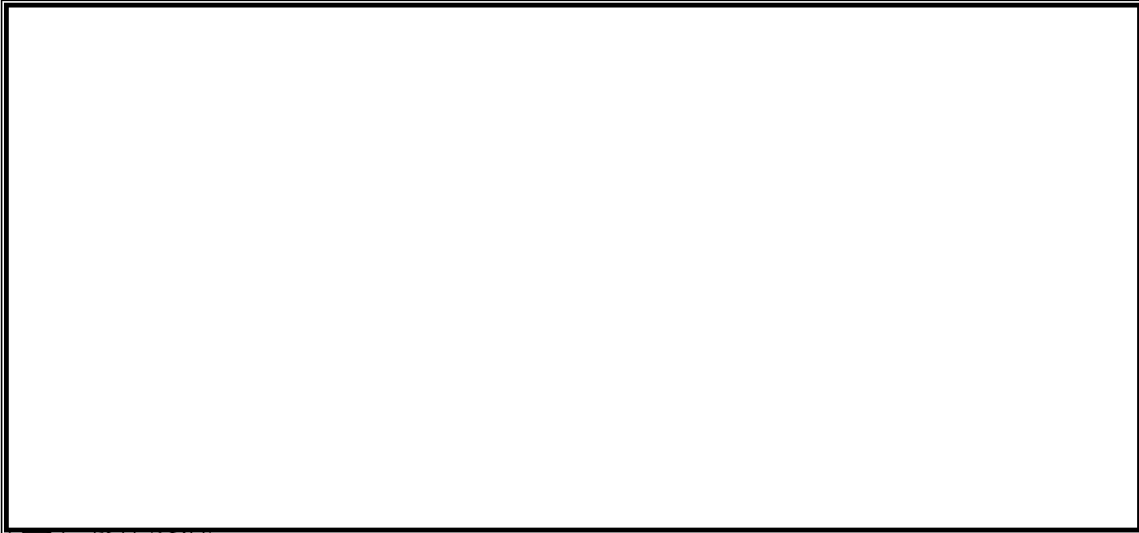
評分項目		滿分	得分
設計過程	<b>設計方案</b> （必須使用方格紙或 A4 紙，圖文並茂作答並塗上木顏色。）	5	
	1. 傳意技巧（包括封面設計，可使用電腦。）		
	2. 資料搜集 及 問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	<b>製作習作</b>		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

（一）成本計算：

填寫下表及計算掛牆鐘的製作成本

	材料	數量	單價	總價
1	白楊夾板 300mm x 150mm x 3mm		\$10	
2	吸塑膠片 240mm x 300mm x 1mm		\$10	
3	石英鐘芯一套		\$5	
4	其他			
5.	其他			
			合計	

(二) 將製作完成之『掛牆鐘』相片貼於下方方格內



(a) 描述設計及製作上遇到的困難：

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(b) 描述解決困難的方法或策略

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(四) 改良：你認為可以怎樣改良設計？

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

家長簽署：\_\_\_\_\_

附錄 (二)

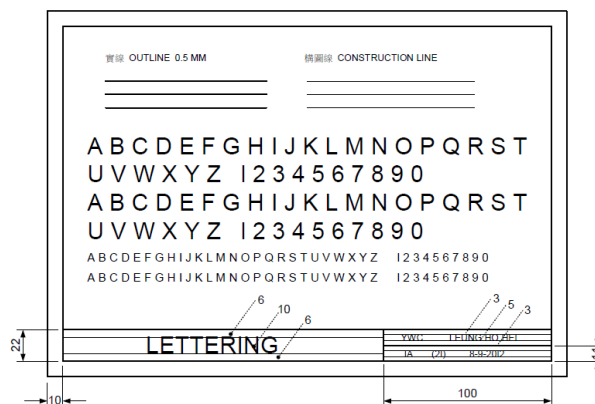
得分	繪圖習作評分準則
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於3個錯誤。
8	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於7個錯誤。
7	線條大致平均，色澤均勻。大部分線條接合位保持圓滑。尺寸大致準確。完成指定題目。尺寸標示及字體大部分正確。全圖少於10個錯誤。
6	線條大致平均。大部分線條接合位保持圓滑。尺寸大致準確。完成大部分指定題目。尺寸標示及字體部分正確。全圖少於20個錯誤。
4-5	未能完成全部指定題目。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

其他功課要求：

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



設計習作



繪圖習作



## **CHAPTER III**

**Plan for Capacity Enhancement Grant (CEG)  
2017-2018**

**3-Year Plan for Diversity Learning Grant (DLG)  
2017-2020**

**3-Year Plan - Diversity Learning Grant (DLG)  
for Applied Learning Courses (2017-2020 Cohort)**

**1-Year Plan for Diversity Learning Grant (DLG)  
for Network Programmes and Other Programmes  
2017-2018**

**School-based After-school Learning and  
Support Programmes Plan  
2017-2018**

**Ying Wa College**  
**Plan on Using Capacity Enhancement Grant**  
**2017–2018**

Number of operating classes: 36

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

Task Area	Major Areas of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Enhancing students' language proficiency	Improvement of Chinese learning environment in school	To employ one full-time Chinese teacher to help create a language-rich environment in the school	<ul style="list-style-type: none"> <li>- More split-classes can be implemented in Chinese lessons so that more students will benefit from smaller class-size arrangement.</li> <li>- More Chinese learning activities outside the classroom can be held, such as debate, public speaking and speech training.</li> </ul>	1/9/2017 – 31/8/2018	Monthly Salary (MPS pt. 17 & MPF: \$31,855x1.05x12) = <b>\$401,373</b>	<ul style="list-style-type: none"> <li>- Students' improving performance in language examination</li> <li>- Students' active participation in language learning activities</li> <li>- Students' active participation in smaller classes</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation by Panel Chairpersons</li> <li>- Students' language examination results</li> <li>- Participation records of learning activities</li> <li>- Panel Chairpersons' observation in language learning activities outside the classroom</li> </ul>	Panel Chairperson of Chinese
	Improvement of English learning environment in school	To employ one full-time English teacher to help create a language-rich environment in the school	<ul style="list-style-type: none"> <li>- More oral classes can be implemented so that more students will benefit from native English speaker in the classroom.</li> <li>- More English learning activities outside the classroom can be held, such as English debate training, English drama workshop, and reading activities.</li> </ul>	1/9/2017 – 31/8/2018	Monthly Salary (MPS pt. 15 & MPF: \$28,865x1.05x12) = <b>\$363,699</b>			Panel Chairperson of English
					<b>Total: \$765,072</b>			

Expected amount of Capacity Enhancement Grant to be received in 2017–2018: 1130 x \$650 = \$734,500  
Top-up fund from **non-Government Fund**: **\$765,072** – \$734,500 = \$ 30,572

**YING WA COLLEGE**

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2017/18 to 2019/20 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
					2017-18	2018-19	2019-20		
Other Programmes	<b>Network Programme</b> In view of the small number of students opting for PE, this network programme with Cheung Sha Wan Catholic Secondary School CSWCSS and Ng Wah Catholic Secondary School NWCSS can help to cater for students' diverse needs.	Network Programme of HKDSE Physical Education	3 years	S4-6 students of this cohort of students	25	25	25	Students will take the HKDSE Examination	PE teachers of YWC, CSWCSS and NWCSS jointly organize the programme.
	<b>Gifted Ed Programme</b> To enhance students' language and speaking skills	Training courses for language elites	3 years	S4-S5 elites in language & speaking	30	30	30	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.	Language teachers and coaches outside the school
	<b>Gifted Ed Programme</b> To enhance students' knowledge and analytical skills in PSHE KLA	Training courses for PSHE elites	3 years	S4-S5 PSHE elites	30	30	30	Students will broaden their knowledge and analytical skills in PSHE KLA. Participation and satisfactory learning products are expected.	PSHE teachers and tutors outside the school
	<b>Gifted Ed Programme</b> To provide acceleration and enrichment courses in Science and Mathematics	Advanced Math / Science courses for Math / Science elites	3 years	S4-S6 elites in Math / Science	30	30	30	Students will improve their Math / Science knowledge. Participation and achievement in Math contests are expected.	Chairman of Gifted Ed Committee; Math / Science subject heads; experienced Math Olympiad trainer outside the school
	<b>Gifted Ed Programme</b> To financially support high ability students to take gifted education courses in universities	University gifted education courses for secondary school students	3 years	S4-S6 elite students in various aspects	5	5	5	Elite students gain advanced knowledge and share their knowledge with other students after taking university courses.	Chairman of Gifted Ed Committee; heads of relevant subjects/teams
	<b>Gifted Ed Programme</b> To financially support students to take part in overseas and Mainland study tours	School-based study tour programmes or outside programmes	3 years	S4-S6 gifted students in various aspects	20	20	20	Students' tour reflection articles / products are expected.	Chairpersons of various subjects / teams

**YING WA COLLEGE**

**Three-year Plan – Diversity Learning Grant for Applied Learning Courses (2017/18 – 2019/20 Cohort)**

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s)/ course(s) and provider(s)	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					17/18	18/19	19/20		
Applied Learning (ApL)	<ul style="list-style-type: none"> <li>♦ To offer a range of ApL courses for students with different learning needs and interests</li> <li>♦ To broaden students' diversified learning experiences and develop</li> </ul>	ApL courses in the following areas of studies: <ul style="list-style-type: none"> <li>- Creative Studies</li> <li>- Media &amp; Communication</li> <li>- Services</li> <li>- Applied Science</li> <li>- Engineering &amp; Production</li> </ul> Course providers: <ul style="list-style-type: none"> <li>- VTC</li> <li>- CityU(SCOPE)</li> <li>- HKBU(SCE)</li> <li>- HKU (SPACE)</li> </ul>	180 hours in 2 years for each course	S5 & S6 students	15	15	15	<ul style="list-style-type: none"> <li>♦ Students meet the 80% minimum attendance rate</li> <li>♦ Students submit course assignments on time</li> <li>♦ Successful completion of the ApL courses by students as shown in their learning records</li> <li>♦ Survey / evaluation report on students' feedback</li> <li>♦ Assessment of students' performance in ApL by school</li> </ul>	VP (Academic) Career master

## Ying Wa College

### Plan on the Network Programmes and Gifted Programmes Funded by Diversity Learning Grant in 2017-2018

#### Other Programmes – Network Programmes (HKDSE – PE)

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
DSE PE - Training / Enhancement Class	\$6,000.00	25	Students will receive intensive training in physical fitness and skills.
DSE PE - Seminars / Workshop	\$20,000.00	10	Students will have good preparation on HKDSE – PE.
DSE PE – Activity Venue Fee	\$5,000.00	30	Venues for different sports activities will be available for preparation of HKDSE- PE.
DSE PE – Tutorials	\$10,000.00	20	Students will broaden their knowledge and examination skills in HKDSE -PE.
Sub-total:	\$41,000.00		Students will take the HKDSE Examination

#### Other Programmes – Gifted Programmes

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
History: Senior Form Enhancement Class	\$4,000.00	30	Students will broaden their knowledge and analytical skills in History (PSHE KLA). Participation and satisfactory learning outcome are expected.
Chinese: 高中中文辯論訓練	\$30,000.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 校際朗誦節-高中訓練	\$4,000.00	5	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 青年學藝比賽-高中朗誦訓練	\$3,200.00	5	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Chinese: 青年學藝比賽-高中演講訓練	\$7,000.00	10	Students will improve their language and speaking skills. Participation and achievement in related contests are expected.
Science - S4 Physics IGCSE Programme	\$4,500.00	18	Students will improve their Physics knowledge. Participation and achievement in IGCSE are expected.
Subsidizing students to join educational programmes in overseas or mainland study tours	\$10,000.00	10	Students' tour reflection articles / products are expected.
Sub-total:	\$62,700.00		

**Total expenditure (DLG): \$103,700**

**School-based After-school Learning and Support Programmes 2017/18 s.y.**

**School-based Grant - Programme Plan**

Name of School: Ying Wa College

Project Coordinator: Mak Tak Cheung

Contact Telephone No.: 2336 8838

A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 2 CSSA recipients, B. 32 SFAS full-grant recipients and C. 6 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art/Cultural Activities (Music Instrumental Classes)	Music training and appreciation	Performance in musical instrument	Aural Test by Music teachers and trainers	9/2017-6/2018		3		10000	-
Sports	Basic skills in sports activities	Performance in training course and school team	Observations by coaches	8/2017-6/2018	1	12	1	10000	-
Leadership training	Goal setting, Leadership training	Strong team spirit & will to succeed	Questionnaire	3/2017-4/2017	1	12	4	18000	-
Language training	To expose students to foreign languages	Performance in class	Test by Instructors	11/2017-5/2018		2		3000	-
Tutorial Service	To support students' academic development	Performance in class and examinations	Test by tutors	9/2017-6/2018		3	1	18000	-
<b>Total no. of activities: <u>5</u></b>					<b>@No. of man-times</b>	2	32	6	
					<b>**Total no. of man-times</b>	40			

Note:

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

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).