

# Ying Wa College

(Founded 1818)



## Annual Plan

(2018-2019)

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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 2018-2023**

**Annual School Plan 2018-2019**

## **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 2018 – 2023 5-Year School Development Plan

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
1. Purposeful Learning	1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u>						<ul style="list-style-type: none"> <li>• Students' ownership in learning and learning effectiveness enhanced</li> <li>• Specific learning outcomes being stated in all subjects/ modules/ lessons/ assignments</li> <li>• e-learning practices successfully integrated into daily L&amp;T</li> <li>• Students of different ability levels feeling recognized and confident in their learning</li> <li>• A strong reading culture shared by students and teachers</li> </ul>
		- Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness	✓	✓	✓	✓	✓	
	1.2 Fostering Effective Learning	- Learning oriented Assessment (LoA)	✓	✓	✓			
	- e-learning pedagogies to promote L&T interaction in & beyond classroom	✓	✓	✓	✓	✓		
	- Awards in due recognition of students' improvement and excellence	✓	✓					
	<u>Reading-to-learn</u>							
	- Reading-to-learn elements in L&T and assessment policies across subjects	✓	✓	✓	✓	✓		
- Administrative measures to infuse a strong reading culture	✓	✓						
- Whole school activities to promote a strong reading ambience (e.g. reading festival, BookCrossing, precept blackboard)	✓	✓	✓	✓	✓			

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
2. Positive School	2.1 Character Building	- Mass education curriculum in promoting civic-mindedness, nurturing caring and compassionate youngsters	✓	✓	✓	✓	✓	• Students demonstrating civic mindedness, care for others and empathy.
	2.2 Developing Potential	- Upgrading school facilities to create an ambience conducive for stretching students' potential	✓	✓	✓			• Offering different platforms for students to display their talents
		- Diversified criteria reinforcing positive students' behaviors and achievements	✓	✓	✓	✓	✓	• Students of different ability levels feeling accepted and acknowledged in their endeavors
	2.3 Forging Brotherhood	- Theme-based and level-based programs designed to instill a sense of belonging in students	✓	✓	✓	✓	✓	• Students being heavily involved in learning and actively engaged in other school activities
2.4 Collaborating with Parents	- Enhancing the transparency of school policies by bolstering the existing e-communication channels	✓	✓				• User-friendly and enhanced interface embedded in school website	
	- Collaborating with PTA to tap into professional advice in leveling up parenting skills	✓	✓	✓	✓	✓	• Empowering parents to support and connect with their children throughout adolescence with confidence	

Major Concerns	Targets	Strategies (To Do List)	Time Scale					Success Criteria / Expected Outcomes
			2018-19	2019-20	2020-21	2021-22	2022-23	
3. Serving Community	3.1 Cultivating the Spirit of Service	<u>Preparation strategies</u>						<ul style="list-style-type: none"> <li>• Drawing up a report summarizing the existing service elements in school</li> <li>• Formulating a strategic plan on service learning in school</li> <li>• Arranging service learning according to the strategic plan</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> <li>• Mass education being conducted with positive feedback from teachers and students</li> <li>• Relevant social issues being included and taught in some subjects, with positive feedback from teachers and students</li> <li>• Co-curricular activities being held, with positive feedback from teachers and students</li> <li>• Conducting service learning in collaboration with different parties in and out of school, with positive feedback from teachers and students</li> <li>• A culture of serving people in need being developed in school</li> </ul>
		- Reviewing the current service elements in school as well as their design and effectiveness	✓					
	3.2 Service in Action	- Re-organizing and integrating service learning and opportunities		✓	✓			
		- Arranging staff development and sharing sessions on service learning	✓	✓	✓	✓	✓	
		<u>Cultivation strategies</u>						
		- Providing mass education and sharing sessions with a focus on the varied needs of the society and the world as well as service experiences	✓	✓	✓	✓	✓	
		- Diffusing knowledge of topics such as poverty, vulnerable social groups and related social issues in school curriculum			✓	✓	✓	
		- Organizing co-curricular activities such as visits and reading opportunities relevant to social issues and service experiences		✓	✓	✓	✓	
		<u>Experiential learning strategies</u>						
		- Providing service opportunities in and out of school with collaboration with old boys, parents and external organizations, followed by debriefing and sharing sessions			✓	✓	✓	



# Ying Wa College

## Annual School Plan 2018–2019

### Major Concern 1: Purposeful Learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness</li> <li>- Learning oriented Assessment (LoA)</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> <li>- Awards in due recognition of students' improvement and excellence</li> </ul> <p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects</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>• SD sessions for professional sharing in LoA and e-learning pedagogies</li> <li>• Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded</li> <li>• Whole-school and class-based improvement award schemes established</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> <li>• Mobile learning device loan record</li> </ul>	9/2018 – 6/2019	<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 Fostering Effective Learning	<ul style="list-style-type: none"> <li>- Administrative measures to infuse a strong reading culture</li> <li>- Whole school activities to promote a strong reading ambience</li> </ul>	<ul style="list-style-type: none"> <li>• KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Designated reading time (Day C and Day E 8:45-9:05am) strictly implemented, supported by whole-school participation</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• Reading Promotion Working Group</li> <li>• AC &amp; SHKLACC</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support reading and e-reading initiatives

## Major Concern 2: Positive School

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Character Building	<ul style="list-style-type: none"> <li>Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> </ul>	<ul style="list-style-type: none"> <li>Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others</li> </ul>	<ul style="list-style-type: none"> <li>Mass education program documents included in annual plans of different functional groups</li> <li>Progress monitored by core members of SDSC</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>Committee heads under SDSC</li> <li>Head of Moral and Civic Education Committee</li> </ul>	Funding expected from Joyful@School (QEF program)
2.2 Developing Potential	<ul style="list-style-type: none"> <li>Upgrading school facilities to create an ambience conducive for stretching students' potential</li> <li>Diversified criteria reinforcing positive students' behaviors and achievements</li> </ul>	<ul style="list-style-type: none"> <li>New facilities completed in the current year</li> <li>Students across the whole spectrum of abilities felt being recognized in different aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoying the facilities and showing a readiness to use these facilities in their daily school life</li> <li>APASO data in related strand</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>VPs (Academic &amp; Administration)</li> <li>Members of SDSC</li> <li>Campus Management Committee</li> </ul>	Funding to realize the facilities upgrade
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>Theme-based and level-based programs designed to instill a sense of belonging in students</li> </ul>	<ul style="list-style-type: none"> <li>Strong bonds amongst students of same and different levels observed</li> </ul>	<ul style="list-style-type: none"> <li>APASO data in related strand</li> <li>Teachers' observations</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>Head of SDSC Committee</li> <li>Guidance Team</li> <li>Class teachers</li> </ul>	
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>A complete facelift given to the school website</li> <li>An increased number of parents visiting the school website to acquire information about the school</li> <li>Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents</li> </ul>	<ul style="list-style-type: none"> <li>Hit rate of website</li> <li>PTA Exco's observations</li> <li>Records and documents of parenting workshops (educational programs) included in PTA &amp; HSCC annual program plan</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>IT coordinator</li> <li>PTA Exco &amp; HSCC Head</li> </ul>	

### Major Concern 3: Serving Community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Cultivating the Spirit of Service	<p><u>Preparation strategies</u></p> <ul style="list-style-type: none"> <li>• Reviewing the service elements in school               <ul style="list-style-type: none"> <li>- gathering information about service-related activities from different departments and reviewing the current plans and practices</li> <li>- Evaluating the design and effectiveness of the service-related activities</li> </ul> </li> <li>• Staff development               <ul style="list-style-type: none"> <li>- holding talks, training and sharing sessions as well as providing opportunities of service learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawing up a report summarizing the existing service elements in school</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation report of the existing service elements in school with suggestions on future planning</li> <li>• Records and evaluation of staff development</li> <li>• Stakeholders' survey</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• P</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	
3.2 Service in Action	<p><u>Cultivation strategies</u></p> <ul style="list-style-type: none"> <li>• Mass education               <ul style="list-style-type: none"> <li>- holding talks and sharing sessions in the morning assembly and morning announcement sessions, with a focus on the varied needs of the society and the world as well as service experiences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mass education being conducted with positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Records and evaluation of mass education</li> <li>• Stakeholders' survey</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• P</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	

# **CHAPTER II**

## **(Programme Areas)**

**Programme Plans of  
Special Committees and Teams**

# **Academic Committee Programme Plan 2018-2019**

## **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. Strengths**

1. All teachers show enthusiasm in teaching. They have sound knowledge in their subject matters and are well-qualified as professional teachers.
2. 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 and resourceful 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 through regular meetings with YWPS teachers and the annual P6

Assessment.

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 intensify the widening of learner diversity.
3. As a DSS School not yet 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 be biliterate and trilingual with a flair for languages;
2. To be numerically knowledgeable and competent at critical thinking, independent learning, as well as interpersonal, moral, civic, physical, and aesthetic development;
3. To be an informed and responsible citizen with a sense of global and national identity;
4. To respect different cultures and views, and be a critical and independent thinker;
5. To acquire IT and other necessary generic skills for being a lifelong learner;
6. To understand their own career/academic aspirations and develop positive attitudes towards work and learning;
7. To lead a healthy lifestyle with active participation in aesthetic and physical activities.

#### **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, catering for learner diversity and e-learning.

2. To make the necessary education resources and equipment 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. Creating a sense of purpose in students' learning
2. Enhancing the effectiveness of classroom learning and teaching
3. Achieving a smooth transition between the junior and senior curriculum
4. Coping with greater learning diversity of students
5. Maintaining academic excellence of senior form students, especially in public examinations

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

1. Developing ownership in learning
2. Fostering effective learning  
(Please refer to the attached table.)



**Ying Wa College**  
**Academic Committee Annual Plan 2018–2019**

**Major Concern 1: Purposeful Learning**

<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 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness</li> <li>- Learning oriented Assessment (LoA)</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> <li>- Awards in due recognition of students' improvement and excellence</li> </ul> <p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects</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>• SD sessions for professional sharing in LoA and e-learning pedagogies</li> <li>• Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded</li> <li>• Whole-school and class-based improvement award schemes established</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> <li>• Mobile learning device loan record</li> </ul>	9/2018 – 6/2019	<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 Fostering Effective Learning	<ul style="list-style-type: none"> <li>- Administrative measures to infuse a strong reading culture</li> <li>- Whole school activities to promote a strong reading ambience</li> </ul>	<ul style="list-style-type: none"> <li>• KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Designated reading time (Day C and Day E 8:45-9:05am) strictly implemented, supported by whole-school participation</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• VP (Academic)</li> <li>• Reading Promotion Working Group</li> <li>• AC &amp; SHKLACC</li> <li>• ITEC Committee</li> <li>• Learning Resources Committee</li> </ul>	Funding to support reading and e-reading initiatives

## 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. Shing YM (VP)*  
*Ms. Chan SC (PSHE)* *Ms. Chao YL (Gifted Edu)*  
Mr. Cheung KW (Staff Development)  
Ms. Kung SY (Library & Reading) Ms. Lai WM (English Lang.)  
Mr. Lam SC (STEM Education) Ms. Ng PW (Chinese Lang.)  
*Mr. So KL (Mathematics)* Ms. Siu MY (LS)  
Mr. Tsang TC (Exam) Mr. Wong CF (Careers Guidance)  
*Mr. Wong KW (I.T.)* 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/ Sci KLA)*  
Ms. Cheung TY (Eng) 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) 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) *Mr. Yan YK (Chi)*

# **Careers Guidance Programme Plan 2018-2019**

## **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: Purposeful Learning

Targets	Strategies	Tasks
1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u> <ul style="list-style-type: none"> <li>- Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness</li> <li>- Learning oriented Assessment (LoA)</li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> </ul>	<p>Careers corner at library will be optimized 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 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>
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> <li>- Awards in due recognition of students' improvement and excellence</li> </ul> <u>Reading-to-learn</u> <ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>- Administrative measures to infuse a strong reading culture</li> <li>- Whole school activities to promote a strong reading ambience</li> </ul>	<p>Careers boards on ground floor and 3/F will be updated more frequently;</p> <p>Careers workshops will be held to help students making reflection on study style with reference to senior fellow classmates;</p> <p>Careers workshops will be mainly held on Day A or Day F as designated reading time (Day C and Day E 8:45-9:05am) will be strictly implemented.</p>

## Major Concern 2: Positive School

Targets	Strategies	Tasks
2.1 Character Building	<ul style="list-style-type: none"> <li>• Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> </ul>	<p>Promoting life planning among junior form students by holding:</p> <ul style="list-style-type: none"> <li>- S.1 &amp; S.2 life planning workshops;</li> <li>- S.1 &amp; S.2 careers assembly;</li> <li>- S.3 ‘Finding Your Colours of Life’ careers planning workshops;</li> </ul> <p>Helping S.4 students manage their learning and strengthen their self-understanding by Career Mapping workshops;</p>
2.2 Developing Potential	<ul style="list-style-type: none"> <li>• Upgrading school facilities to create an ambience conducive for stretching students’ potential</li> <li>• Diversified criteria reinforcing positive students’ behaviors and achievements</li> </ul>	<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>
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>• Theme-based and level-based programs designed to instill a sense of belonging in students</li> </ul>	<p>Sharing from old boys and senior schoolmates will be a key element in careers activities, including careers workshops, mentorship scheme etc.</p>

<p>2.4 Collaborating with Parents</p>	<ul style="list-style-type: none"> <li>• Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>• Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<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>
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### 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 (reading periods) and 1 workshop (pastoral care lesson) 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></ol>



3. Level of satisfaction of students' NSS subject allocation results

**Success Criteria:**

1. Familiarity of new careers teachers and S.1 to S.6 class teachers with the theoretical backgrounds of the workshops
2. Close cooperation between careers teachers and class teachers
3. Fixed designated teaching periods (reading periods) to conduct workshops
4. Readiness of students
5. Subject teachers to brief students on NSS subjects
6. Support from OEA Committee and IT / Web SAMS in handling SLP production

**Date of** S.6: September to December 2018

**Completion:** S.5: March to April 2019

S.4: February 2019

S.3: March 2019

S.2: May 2019

S.1: May 2019

**Budget:** \$800 for all forms (materials for workshops & gifts for students)

### S.5 Careers Day

**Objective:**

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
2. To foster positive work value and life value
3. To support S.5 Career Mapping workshop and S.5 English – workplace communication module

**Task Description:** S.5 students to be divided into cell groups of different occupation clusters and interact with alumni from those clusters

**Person in Charge:** Wong CF, Siu MY

**Means of Evaluation:**

1. Higher awareness of students about jobs and work environment
2. Feedback from students, English teachers and alumni

**Success Criteria:**

1. Strong support from OBA and alumni
2. Close cooperation between Careers Guidance Committee, Student Council and English Department
3. Readiness of S.5 students

**Date of Completion:** 13 April 2019

**Budget:** \$1,500

### **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
<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>	Mid October 2018
<b>Budget:</b>	N/A

#### **4. Evaluation**

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

#### **5. Budget**

<b>Items</b>	<b>Budget</b>
Membership Fee for HKACMGM	400
Reference books for students	2,000
Reference books for careers teachers	300
Materials for S.1-S.6 Careers Workshops	800
Materials for S.5 Careers Day	1,500
Notebook / Chromebook x 2 (for interviewing students and meeting parents or guests)	8,000
Souvenirs for guest speakers	500
Stationeries	500
Student subsidy for career-related activities	500
Transportation Fee for students visit	500
Miscellaneous Expense	500
<b>Total</b>	<b>15,500</b>

### Duty List 2018 – 2019

Duties		Date	Manager	Teachers-in-charge	
1	S.1 to S.6 Careers Workshops and Mass Talks	S.6 Sep - Dec S.5 Mar - Apr S.4 Feb S.3 Mar S.2 May S.1 May	Wong CF, Siu MY	Refer to p.12	
2	S.3 Interviews	May 2019	Wong CF	3A	Lee HW, Chan SC
				3B	Tsang CT, Yeung TH
				3C	Wong CF
				3D	Wong YS, Chan CK
				3E	Yan YK, Tang WY
				3F	Ho PJ, Lau CN
3	S.6 Interviews	Nov 2018	Wong CF	6A	Wong CF
				6B	Wong HL, Lau CN
				6C	Lau CN, So LS
				6D	Lee HW, Siu MY
				6E	Chan CK, Tsang CT
				6F	Chan SC, Lee SW
4	S.1 & S.2 Careers Assembly	16 May 2019 (Tentative)	Wong CF	Chan CK, Lee SW, Tang WY, Wong WY	
5	S.5 Careers Day	13 Apr 2019	Wong CF, Siu MY	Chan CK, Tsang CT, Chan CN (Student Council),	
6	S.6 Career Interest Inventory Test	Oct 2018	Wong CF	Chan CK	
7	S.3 Parents' Night	15 Mar 2019	Wong CF	Chan CK, Tang WY, Wong YS, Tsang CT	
8	S.5 Parents' Night	3 May 2019	Wong CF, Siu MY	Chan CK, So LS, Tsang CT	
9	S.6 Parents' Talks	4 Nov 2018 29 Jun 2019	Wong CF, Siu MY	Chan CK, Wong HL, Tsang CT	
10	S.3 NSS Subject Allocation	Jun - Jul 2019	Wong CF	Chan CK, Lee HW, Ho PJ, Wong HL	
11	Subject Add-drop and Subject Enrollment Data Processing (SAMS)	All year round	Wong CF	Wong CF	
12	S.6 JUPAS Exercise	All year round	Wong CF	Wong CF	

	<b>Duties</b>	<b>Date</b>	<b>Manager</b>	<b>Teachers-in-charge</b>
13	S.6 Non-JUPAS Application Local: Self-finance, AD, HD	All year round	Wong CF	Wong CF
14	S.6 HKDSE Result Release	Jul 2019	Wong CF, Siu MY	All Team Members
15	Reference Letters, Scholarships & Grants Application & Record Keeping	All year round	Siu MY	Chan CK, Lee SW (Eng)
				Chan CK, Wong CF (Chi)
16	Documentation & Parent's Letters	All year round	Wong CF, Siu MY	Chan CK
17	Information Dissemination by Emails & Announcements	All year round	Wong CF, Siu MY	Chan CK
18	Careers Book Promotion	All year round	Tsang CT	Wong CF, Siu MY
19	Visits (Workplaces & Careers Centre)	All year round	Wong CF	Chan CK, Chan SC Wong YS

### Duty List of Careers Workshops

	Date	Workshop Teachers	Class Teachers	
<b>1A</b>	7 May 2019	<b>Wong WY</b>	Wong WY	So KL
<b>1B</b>	8 May 2019	<b>Wong WY</b>	Lau YK	Lam SC
<b>1C</b>	7 May 2019	<b>Yeung TH</b>	Wat KY	Wong SYW
<b>1D</b>	7 May 2019	So LS	Lam CB	Man WS
<b>1E</b>	8 May 2019	<b>Yeung TH</b>	Lam MT	Yeung YM
<b>1F</b>	8 May 2019	So LS	Kwok KN	Mak MY
<b>2A</b>	27 May 2019	Wong CF ( <b>Tang WY</b> )	Leung SY	Choy TK
<b>2B</b>	24 May 2019	Wong CF (Tang WY)	Chao YL	Ho WY
<b>2C</b>	27 May 2019	Lee SW	Yu HJ	Chu KY
<b>2D</b>	24 May 2019	<b>Lee SW</b>	Lee SW	Wong TN
<b>2E</b>	27 May 2019	<b>Chan CK</b>	Wong SYE	Lo YW
<b>2F</b>	24 May 2019	<b>Chan CK</b>	Wong SK	Wong SYK
<b>3A</b>	4 Mar 2019 5 Mar 2019 12 Mar 2019 13 Mar 2019	<b>Lee HW + Chan SC</b>	Yip SH	Lam YW
<b>3B</b>		<b>Tsang CT + Yeung TH</b>	Lee KW	Cheung KW
<b>3C</b>		Wong CF	Chan CM	Tsang TC
<b>3D</b>		<b>Chan CK + Wong YS</b>	Wong YS	Yeung TH
<b>3E</b>		<b>Yan YK (Tang WY)</b>	Tang WY	Tam KP
<b>3F</b>		<b>Ho PJ + Lau CN</b>	Ho PJ	Chan MK
<b>4A</b>	14 Feb 2019 18 Feb 2019 19 Feb 2019	Ho PJ + Wong WY	Chan WC	
<b>4B</b>		Wong CF	Yeung WM	
<b>4C</b>		<b>Lee HW</b>	Lee HW	
<b>4D</b>		<b>Wong HL</b>	Yip CL	
<b>4E</b>		<b>Lau CN</b>	Lau CN	
<b>4F</b>		<b>Siu MY (Tang WY)</b>	Chow WL	
<b>5A</b>	28 Mar 2019 2 Apr 2019 8 Apr 2019	<b>Wong HL</b>	Wan WH	
<b>5B</b>		<b>So LS</b>	So LS	
<b>5C</b>		Chan CK	Pun MC	
<b>5D</b>		<b>Yan YK (Wong WY)</b>	Yiu KH	
<b>5E</b>		<b>Siu MY (Ho PJ + Yeung TH)</b>	Siu MY	
<b>5F</b>		<b>Tsang CT (Wong YS)</b>	Wu WY	
<b>6A</b>	18 Oct 2018 (3)	<b>Wong CF</b>	Wong CF	
<b>6B</b>	18 Oct 2018 (8)	<b>Wong HL</b>	Wong HL	
<b>6C</b>	19 Oct 2018 (6)	<b>So LS</b>	Tang SM	
<b>6D</b>	18 Oct 2018 (6)	Siu MY	Mar SS	
<b>6E</b>	22 Oct 2018 (5)	<b>Chan CK</b>	Cheung TY	
<b>6F</b>	16 Oct 2018 (4)	<b>Lee SW</b>	Chan YS	

	WCF	SMY	TCT	CCK	CSC	HPJ	LCN	LHW	LSW	SLS	TWY	WHL	WYS	WWY	YTH	YYK
S1										2				2	2	
S2	2			2					2							
S3	4		4	4	4	4	4	4					4		4	4
S4	3	3				3	3	3				3		3		
S5		3	3	3						3		3				3
S6	1	1		1					1	1		1				
S3	1		1	1	1	1	1	1					1		1	1
S6	1	1	1	1	1		1	1	1	1		1				
	12	8	9	12	6	8	9	9	4	7	0	8	5	5	7	8

# **Civic Education Programme Plan 2018-2019**

## **I. Aims:**

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

## **II. Objectives:**

### **1. Knowledge**

To help students understand:

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

### **2. Skills**

To help students develop the following skills:

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

### **3. Attitudes**

To help students cultivate the following attitudes:

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

### III. Implementation Plan:

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

#### A. Formal Curriculum

1. The Civic Education Committee will carry out the following program centering on the main theme of 2018-2019: **關愛、包容**

日期	內容	備註/協作團體
	升旗儀式 9月1日: 升國旗、中小學校校旗 11月11日(校慶日): 升校旗 1月25日(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	
15/11/2018(暫定)	廉政互動劇場	中三級
12/2018(暫定)	無障礙生活體驗之旅	中三中四 (30位)
	飯堂外清潔計劃(小息)	中一至中三公民大使
12月	學友社第二十四屆全港中學生十大新聞選舉	全校
	生命教育課程	輔導組
	24/01/2019 8:20-11:30 中二: 管理情緒活出喜樂 09/04/2019 8:20-11:30 中三: 規劃人生展望未來 04/07/2019 8:20-11:30 中一: 認識自己探索潛能	
2/2019	樂施滅貧利是	全校
27/2/2019(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
	公民自助售賣處(上下學期各一次)	
	終審法院學校導賞活動計劃	
	早會: 律政司刑事檢控科	全校
	六四事件 -早會、展板、影片播放	
	樂施會互動教育中心工作坊 (樂施滅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



	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                      Ms. Ho WY  
                    Mr. Lam WH                      Mr. Tse F  
                    Ms. Wong SYE                      Ms. Yeung WM  
                    Mr. Yi CL                      Mr. Lee MK

# **Discipline Committee Programme Plan 2018-2019**

## **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.
- The Prefect Board is well established. Most Prefect leaders are capable and self-motivated. They can lead the Perfect Board to carry out duties smoothly.
- The Discipline Committee can obtain professional advice and services from the School Social Workers and the CCC Educational Psychologist.

### **B. WEAKNESSES**

- Most of the 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.
- 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 programs 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.
- 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, some prefects elected are not mature enough to carry out their duties. 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 2018-19 in response to School Annual Plan)**

- To response to the School Annual Plan (Developing Potential, Forging Brotherhood, Collaborating with Parents);
- To raise the awareness of self-discipline of students, promote positive thinking and appreciation among students;
- To help students in Character Building building up good habits like diligence, honesty, 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 2018	LSK / LSYJ
S.1 Training Camp	24 – 25 August 2018	LSK / LSYJ / SSDC members
Class Captain and Monitor Workshop	12 September 2018	LSK / LSYJ / YSH
Prefect Workshop	6 October 2018	LSK / LSYJ / SKL / YWM
S.1 Parents' Night	28 September 2018	LSK / LSYJ
S.3 Enhanced Smart Teen Project	18 – 22 February 2018	LSYJ / YSH / LMT / CL / CSK
S.4 Leadership Training Camp	(To be confirmed)	(To be confirmed)
Educational Talks	Assemblies	Members
Collaboration with SSDC	Whole year	LSK
Regular Form Meetings	Whole year	LSK / LSYJ / Form Discipline Coordinators
Case Investigation	Whole year	Members
Prefect Board Advisory	Whole year	LSK / LSYJ / SKL / YWM

Merits and OLE Record	Whole year	WWH / YYM
Demerits Record	Whole year	LSK / LSYJ / SKL
New Leaf Program / Student Caring Scheme	Whole year	CYS / LKW
Decency Award Scheme	Whole year	LSK / LSYJ / CWL
Inter-class Classroom Cleanliness Competition	Whole year	LSK / LSYJ / YSH / YYM / CL
Detention Class	Whole year	LSK / MWS / LMT
Handling late-comers	Whole year	CTK / YSH / CL / Prefects
Handling lost properties	Whole year	CKY / LKW / CSK
Survey and Statistic	Whole year	LSYJ / CWL / CKY
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. BUDGET

Items	Budget
Leadership Training for Prefects	20,000
Prefect/Captain and Monitor Workshops (General)	1,000
Decency Award Scheme	5,000
Student Caring Scheme	1,000
Smart Teen Project	2,000
Activities (Miscellaneous)	500
Transport of materials for Swimming Gala/ Sports Day/ Long Run/ School Activities	500
<b>TOTAL:</b>	<b>30,000</b>

## IX. 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: Man Wing See, Mandy (Junior Forms)  
Chow Kin Yu (Senior Forms and Joint Meetings)

### **JUNIOR FORMS**

S.1 DISCIPLINE:	** Yeung Yee Man	Man Wing See, Mandy	Lam Man Tsun, Jason
S.2 DISCIPLINE:	** Choy Tik Kwan	Chow Wing Lam	Chan Shue Kei
S.3 DISCIPLINE:	** Leung Sai Yung, Jacky	Lee Ka Wan	Chow Leong

### **SENIOR FORMS**

S.4 DISCIPLINE:	** Yeung Wai Ming, Irene	Chow Kin Yu
S.5 DISCIPLINE:	** So Ka Lok	Wan Wai Hon
S.6 DISCIPLINE:	** Yip Shing Hei, Ryan	Chan Yuk Shan, Vivian

#### **\*\* 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

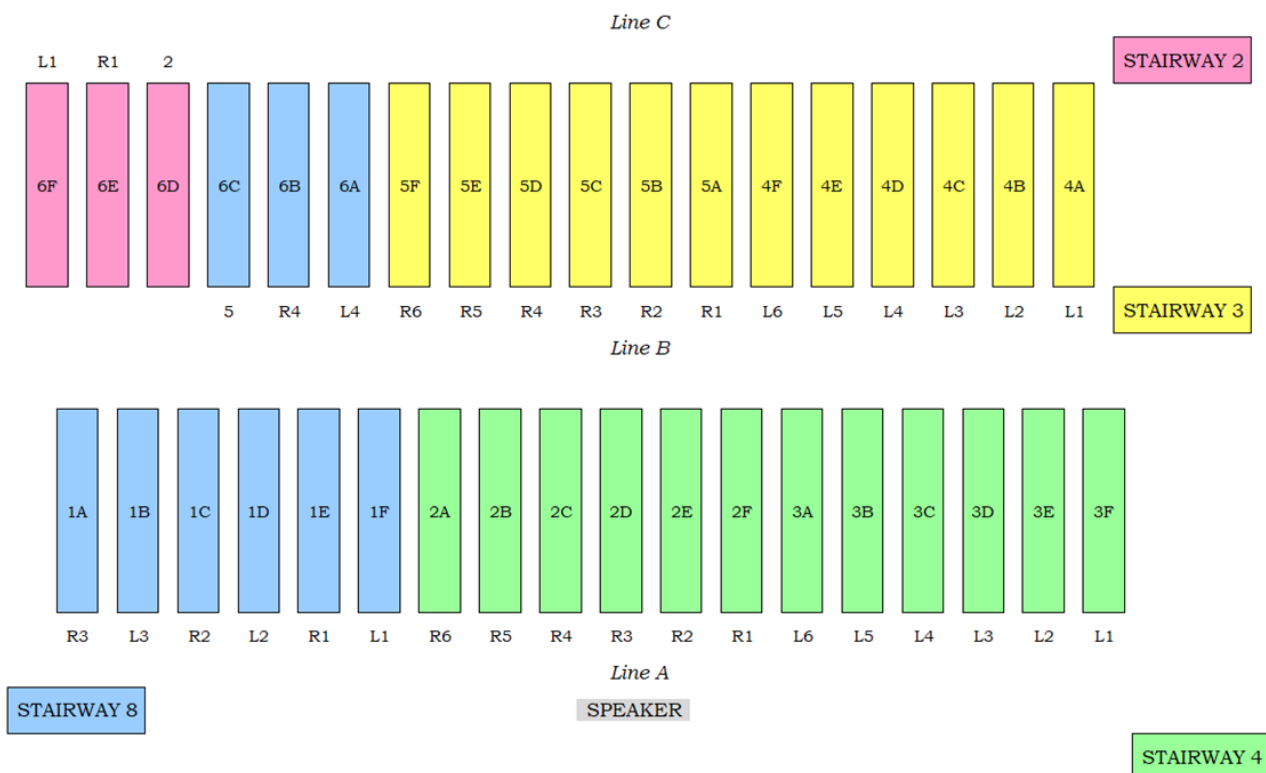
#### Duties of Form Co-ordinators

- To attend correspondence Form meetings to exchange information about students' behavior and promote form discipline policies and programs;
- To enhance the communication between the Discipline Committee and class teachers;
- To co-ordinate with class teachers in Form-based discipline programs and case follow-up work;

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

	<b>Line A (Podium)</b>	<b>Line B (Podium)</b>	<b>Line C (2/F)</b>
<b>DAY A</b>	Leung Sai Yung, Jacky	Chow Wing Lam	Lee Ka Wan
<b>DAY B</b>	Wan Wai Hon	Chow Leong	Lam Man Tsun, Jason
<b>DAY C</b>	Yip Shing Hei, Ryan	Leung Sai Yung, Jacky	Chow Kin Yu
<b>DAY D</b>	So Ka Lok	Chan Yuk Shan, Vivian	Yeung Yee Man
<b>DAY E</b>	Choy Tik Kwan	So Ka Lok	Leung Sai Yung, Jacky
<b>DAY F</b>	Chan Shue Kei	Yeung Wai Ming, Irene	Man Wing See, Mandy





**Duties:**

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

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

**B. Other Duties**

DETENTION CLASS:            Lam Siu Kuen, Annette            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 PROGRAMME:    Chan Yuk Shan, Vivian            Lee Ka Wan

**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



INTER-CLASS CLASSROOM CLEANLINESS COMPETITION : Lam Siu Kuen, Annette Yip Shing Hei, Ryan Chow Leong  
Leung Sai Yung, Jacky Yeung Yee Man

Duties:

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

**C. Monthly Meeting**

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

**Ying Wa College**  
**Student Development and Support Committee 2018–2019**  
**Program Plan**  
**Discipline Committee**

**A. Major concerns of the Discipline Committee (in response to School Annual Plan Major Concern 2: Positive School)**

Targets	Strategies	Tasks and Progress
2.1 Character Building	<ul style="list-style-type: none"> <li>● Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters</li> </ul>	<ol style="list-style-type: none"> <li>1. The Student Caring Programme will carry on in providing guidance and support to targeted students with disciplinary problems. Discipline teachers will interview targeted students with disciplinary problems occasionally. Teachers need to complete the interview record and hand in it for evaluation at the end of the second term.</li> <li>2. The Inter-Class Cleanliness Competition aims at developing an awareness of maintaining a clean and tidy learning environment among students will carry out at late September. It is hope that students can become more self-disciplined and understand the difference between rights and obligations. Details of the competition has been revised to optimise effectiveness and efficiency of the scheme. Certificates will be awarded to the best performing classes as well as those classes with significant improvement.</li> <li>3. The Decency Award Scheme aims at raising the awareness of self-discipline of students and helping them to build up good habits and positive values – <b>Diligence, Honesty, Service, Respect, Punctuality and Tidiness</b> will keep on this year after some modification. As a recognition of achievement, certificates and medals will be awarded to students who could achieve the school requirement.</li> <li>4. The Enhanced Smart Teen Project co-organized by the EDB and the Fire Services Department at the Fire Services Training School will carry out from 18-22 February 2019. The project aims at enhancing students' self-discipline, self-confidence, team spirit and resilience. 40 S3 students will be enrolled. Besides the five-day camp, debriefing and follow up activities will be organized.</li> <li>5. Educational assemblies will be conducted to convey positive messages to students throughout the year. <ul style="list-style-type: none"> <li>27/8 S1 Road Safety Seminar</li> <li>28/8 S1 Discipline Committee Sharing Assembly</li> <li>7/9 Morning Assembly (Decency Award Scheme)</li> <li>13/9 Morning Assembly (School Rules)</li> <li>27/9 Morning Assembly (Inter-class classroom cleanliness Competition)</li> <li>March Morning Assembly (Responsibility)</li> </ul> </li> </ol>

<p>2.2 Developing Potential</p>	<ul style="list-style-type: none"> <li>● Upgrading school facilities to create an ambience conducive for stretching students' potential</li> <li>● Diversified criteria reinforcing positive students' behaviors and achievements</li> </ul>	<ol style="list-style-type: none"> <li>1. Prefects and Head Prefects Election will be conducted on 26/9 and 28/9 respectively to select student leaders to assist teachers in maintaining order and discipline in school.</li> <li>2. A total number of 10 Junior Prefects will be selected from the graduates with outstanding performance in the Enhanced Smart Teen Project. Students will be trained to develop their potential as student leaders in the school. They can put what they have learnt into practice and assist the Prefects in daily discipline work.</li> <li>3. Monitors and Captains workshop will be held on 12/9 to equip the monitors and captains with basic techniques in handling class affairs and helping teachers to maintain a good learning environment in the classroom.</li> </ol>
<p>2.3 Forging Brotherhood</p>	<ul style="list-style-type: none"> <li>● Theme-based and level-based programs designed to instill a sense of belonging in students</li> </ul>	<p>To cultivate class spirit and sense of belonging among students through different level-based activities:</p> <ul style="list-style-type: none"> <li>➤ S1 Training camp (24-25 August 2018). Big brothers and old boys were invited to share their experience with the S1 boys. Big Brothers will keep in touch with their younger brothers throughout the year to offer advices and help.</li> <li>➤ S4 Training Camp will carry out in the second term. The Camp aims at enhancing the team spirit of each class and preparing the boys for challenges ahead. Big brothers and 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> <li>➤ A whole day Prefects Workshop (dealing with paper works + team building) will be conducted on 6 October 2018 to equip the prefects with essential skills in performing duties. In the morning session, the Prefect Board 1718 will conduct a workshop about dealing with paper work and routine duties to the newly elected Prefects. In the afternoon, the Hong Kong Anchor House will lead a team building training for the prefects and the Prefect Board 1718 will act as brothers to support the others.</li> </ul>
<p>2.4 Collaborating with Parents</p>	<ul style="list-style-type: none"> <li>● Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>● Collaborating with PTA to tap into professional advice in leveling up</li> </ul>	<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>

	parenting skills	
2.5 SEN student support		1. The Discipline Committee members will cooperate with other student support teams in handling SEN students' disciplinary problems.
2.6 Other important committee tasks that are not covered by School Major Concerns		<ol style="list-style-type: none"> <li>1. Discipline teachers will sit in the form meeting of each level to exchange information about students' behavior and to enhance the communication between the Discipline Committee and class teachers.</li> <li>2. 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>3. Compile S1 -6 Students' Discipline Record.</li> <li>4. Compile S1-6 Students' Merit Record and Demerit Record.</li> <li>5. Supervise the daily operation of the detention class.</li> <li>6. Hold monthly discipline meetings to discuss students' disciplinary cases.</li> <li>7. Handle mobile phone cases and other cases concerning lateness, homework problem and students not attending detention class.</li> <li>8. Supervise the daily operation of the Prefect Board.</li> <li>9. Help teachers to handle discipline problems happened during the lesson time.</li> <li>10. Handle lost properties found in school.</li> <li>11. Handle complaints from public about students' misbehavior outside the school.</li> <li>12. Handle parents' complaints.</li> <li>13. Review school rules and discipline policy when needs arise. Communicate with outside bodies like police force in students' behavioral problems.</li> </ol>

**Prepared by: Annette SK lam**  
**21<sup>st</sup> September, 2018**

**Information Technology in Education  
Co-ordination Committee  
Programme Plan 2018-2019**

Focus	Action Items	Date of Completion	Person(s) in Charge
1. IT Services Account Renewal & Maintenance	1. eClass accounts update for all registered students.	1. 25 Aug 2018	1. Albert Wong
	2. YINGWA Active Directory, Office365, eClass, Google Apps for Education & E-services accounts setup for all new staff.	2. 27 July 2018	2. Albert Wong
	3. eServices Teachers' Accounts Renewal & Termination.	3. 1 October 2018	3. TC Mak
	4. Induction of school IT system to new colleagues.	4. 20 Aug 2018	4. Albert Wong / KS Wang
	5. Readiness of Photo & Registration Data for New Smart ID Cards Production.	5. 10 Aug 2018	5. LL Chung
	6. YINGWA Active Directory, Office365, eClass, Google Apps for Education, HK EDCity accounts creation for all new students.	6. 17 Aug 2018	6. Albert Wong
	7. Hosting S1 Parents' Briefing Session on eNotice, eAttendance, ePayment, Parents App.	7. 1 Sep 2018	7. Albert Wong / KS Wang
	8. Release of S1 Students' Smart ID Cards & Parents accounts.	8. 1 Sep 2018	8. Albert Wong / Volunteers
	9. Students' accounts updated on eClass & HK EDCity.	9. 29 Aug 2018	9. Albert Wong
	10. Release Students' Accounts Credential.	10. 27-28 Aug 2018	10. Albert Wong

Focus	Action Items	Date of Completion	Person(s) in Charge
2. Web Services Provision	1. Content update & Edition on School Web.	1. whole year	1. TSS, AV Staff, PRO
	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 & Firewall.	4. whole year	4. Albert Wong & TSS
	5. Content update & Maintenance of Music Server.	5. whole year	5. Mus Ass. & TSS
	6. Maintenance of Office 365 services accounts for all teachers and students.	6. whole year	6. Albert Wong
	7. Maintenance of Google Education suits services accounts for all teachers and students.	7. whole year	7. Albert Wong & TSS
	8. Update & verify teachers' profiles on e-Services.	8. 10 Oct 2018	8. All Teachers, TC Mak
	9. Subscription of 1Gbps Up / Down Broadband Services.	9. whole year	9. Albert Wong
	10. Wi-Fi Infrastructure Standard Setup and Lease	10. whole year	10. Albert Wong
	11. Wi-Fi Infrastructure Swimming Pool Extension Services	11. whole year	11. Albert Wong
	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. Albert Wong, HM Tsang
	14. Provision of ePayment for Student.	14. whole year	14. Albert Wong, Acct Staff
	15. Provision of Parent Communication System by eClass App.	15. whole year	15. Albert Wong, J Chow
	16. Provision of SDAS and Staff Appraisal Servuces on eClass.	16. whole year	16. Albert Wong
	17. Provision ePOS for Students.	17. whole year	17. Albert Wong, SY Kung, SY Wong, WY Sun, TSS



Focus	Action Items	Date of Completion	Person(s) in Charge
3. Replenishment & Upgrade of IT Resources	1. Provision eClass Apps Combo (Parents & Teachers).	1. 1 Sep 2018	1. Principal & Albert Wong
	2. Subscription of IT Hardware Annual Maintenance.	2. 30 June 2019	2. Albert Wong & TSS
	3. Replacement of obsolete Projecting Devices.	3. whole year	3. TSS & Albert Wong
	4. Amazon Kindle 32GB for School Library.	4. 31 Oct 2018	4. SY Kung & Albert Wong
	5. Color Laser Printer for School Library	5. 31 Oct 2018	5. SY Kung & Albert Wong
	6. Quarterly System update of all ITED PC & Mobile Devices.	6. 31 Aug 2018	6. TSS & Albert Wong
	7. Replacement of IT Accessories.	7. 30 June 2019	7. Albert Wong & TSS
	8. Provision of Software & License Upgrade Services.	8. whole Year	8. Albert Wong & TSS
	9. Replacement of Accessories for College Office & SAMS	9. 31 May 2019	9. Albert Wong & TSS
	10. Replacement of Accessories for College Office & SAMS	10. 30 June 2019	10. Albert Wong , TSS & AV Staff
	11. Replacement of obsolete Multimedia Console Desks with Enhanced AV Control works in 31 CRs & 5 Special Rooms.	11. 31 Mar 2019	11. Albert Wong & TSS
11. Replacement of obsolete PCs in C602.			

Focus	Action Items	Date of Completion	Person(s) in Charge
4. Promotion of IT in Education and Routine Services	1. Orientation S1 boys: IT Facilities and User's Regulation.	1. 27-28 Aug 2018	1. Albert Wong
	2. Management and monitoring of school network & servers to provide reliable and consistent IT services for teaching and learning.	2. Whole Year	2. Albert Wong 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. Albert Wong
	5. Recruitment & Training of IT Assistants.	5. 22 Sep 2018	5. Albert Wong & 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 eClass eLearning platform in L&T.	10. 31 Aug 2019	10. All Teachers
	11. Deployment of Office 365 / Google Education in L&T.	11. Whole year	11. All Teachers & Students
	12. Mass talk on IOT	12. 31 May 2019	12. Guest Speaker
	13. Workshop(s) on eLearning Pedagogies	13. Whole year	13. All Teachers
	14. IT obsolete hardware Recycle Rebate.	14. whole year	14. TSS & Albert Wong

Focus	Action Items	Date of Completion	Person(s) in Charge
5. TSS & Appraisal	<ol style="list-style-type: none"> <li data-bbox="329 231 1043 263">1. Carry out Appraisal for Technical Support Services.</li> <li data-bbox="329 300 987 331">2. TSS Tendering / Contract Payment &amp; Renewal.</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1160 231 1361 263">1. 31 May 2019</li> <li data-bbox="1160 300 1361 331">2. 31 July 2019</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1433 231 1666 263">1. Stake Holders</li> <li data-bbox="1433 300 1653 331">2. Albert Wong</li> </ol>

# Other Learning Experiences Programme Plan 2018-2019

## 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 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 Provision of OLE opportunities to enrich students' learning

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' student learning profile (SLP) will pave the way for their 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.

#### 2.1.2 Close connection with outside organisations

Being equally active in joint-school activities and programmes organised by non-profit making organisations, Ying Wa has established close connections with many outside organisations, for example, Orbis Hong Kong. These organisations are important community resources that allow our students to get in touch with people from different walks of life.

#### 2.1.3 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.

#### 2.1.4 Nurturing of student leaders from both junior and senior forms

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. This tradition encourages Ying Wa boys to transform into mature leaders via taking part in various OLE programmes. In addition, with the commencement of the junior-form programmes in the past few years, it is believed that students with leadership potentials can receive training at an earlier stage, which gives them a better foundation and a smoother transition to take up important positions in the senior forms.

#### 2.1.5 A maturing team of teachers

Since the implementation of OLE under the NSSC, more teachers from the Other Learning Experiences Committee and the Student Council have been involved in the design, conduct and management of OLE programmes of different scales. This maturing team of teachers with growing experience of event management are willing to and capable of giving professional advice to our students on organising and taking part in extra-curricular activities.

### 2.2 Weaknesses

#### 2.2.1 Self-understanding of high achievers

Having ample OLE opportunities in and outside school, high achievers are often occupied by extra-curricular activities after school. Some of them may even become too ambitious and overestimate their ability to handle different tasks at the same time. Without proper time management, time clash is commonplace. A better understanding of their own interests and aptitude is needed.

#### 2.2.2 Passivity of low achievers

Some low achievers are often unmotivated and lack the confidence in joining any OLE programmes. They need a wider range of activities to develop their interests and understand their strengths and weaknesses.

### 2.3 Opportunities

#### 2.3.1 Collaboration with outside organisations

With growing experience of conducting programmes with outside organisations, more opportunities of collaboration with non-governmental organisations can be explored to make a better use of community resources. It is believed that these organisations can provide our students with professional training and connections, which are vital to an increased quality and variety of programmes.

#### 2.3.2 Training offered by EDB

In recent years, the EDB has been providing more training for teachers on Other Learning Experiences and the promotion of deep learning. With teachers equipped with such knowledge, OLE programmes can be conducted more meaningfully in a way that truly helps students reflect on what they learn from those programmes

### 2.4 Threats

#### 2.4.1 Parents' rising concern

Nowadays, parents are very much concerned about students' learning at school, including their participation in extra-curricular activities. More effective means of communication need to be explored to ensure that parents know about the details of programmes, their requirements and students' progress.

#### 2.4.2 Change of students' abilities

It is a commonplace phenomenon that while students in Hong Kong are more

expressive and proficient in information technology, some of them have also become less independent and responsible. Our students are no exception. More effort is deemed necessary to guide them through the challenges in organizing student activities.

### **3 Major concerns of OLE Committee 2018-2019**

- Character building with focuses on
  - Promoting civic-mindedness through the Student Council election, Democracy Wall and visits
  - Nurturing caring and compassionate youngsters through volunteer training and social service
- Developing students' potential by
  - Nurturing their generic skills through duties from extra-curricular activities
  - Holding leadership training programmes in and outside school
  - Organising interest classes
  - Promoting career-related extra-curricular activities
  - Implementing the Arts Experiential Programme
  - formulating their reflective strategies through My Learning Profile
- Forging brotherhood through
  - Holding class-based activities and competitions
  - Organising the Bicentenary Funfair
- Collaboration with parents by
  - Drafting a set of guidelines on preparing parents' letters for extra-curricular activities
  - Enhancing activity promotion through eClass push messages

## 4 Implementation Plan

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
Character building	<ul style="list-style-type: none"> <li>➤ To promote students' civic-mindedness</li> <li>➤ To raise students' awareness about current affairs, social issues and Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Council election                             <ul style="list-style-type: none"> <li>• Pre-election Forum</li> <li>• Election</li> <li>• Post-election opinion collection session</li> </ul> </li> </ul>	SC Advisors	<ul style="list-style-type: none"> <li>➤ Close communication between candidates and teacher advisors</li> <li>➤ Smooth running of the forum raising students' awareness about their rights and duties in the election</li> <li>➤ Active participation in the voting by students and teachers</li> <li>➤ Impartiality to all candidates attained</li> <li>➤ Follow-up measures drawn up in response to students' opinion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Documents submitted by candidates in the election campaign</li> <li>➤ Questions and responses from teachers and students in the election forum</li> <li>➤ Voting rate</li> <li>➤ Opinions recorded in the post-election opinion collection session and their follow-up measures</li> </ul>	Oct 2018	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Democracy Wall                             <ul style="list-style-type: none"> <li>• To provide an open platform for students to express their opinions on issues of their concern in and outside school</li> </ul> </li> </ul>	SC Advisors	<ul style="list-style-type: none"> <li>➤ A clear set of instructions on the use of the Democracy Wall</li> <li>➤ Careful maintenance and promotion of the wall by the Student Council</li> <li>➤ Introduction of online channels to submit articles</li> <li>➤ Monthly themes explored to encourage students to express opinions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records of articles posted</li> <li>➤ Quality of articles posted</li> <li>➤ Response from students and teachers to articles posted</li> </ul>	Year round	Supported by SC
		<ul style="list-style-type: none"> <li>➤ Visits to places related to the development of Hong Kong                             <ul style="list-style-type: none"> <li>• To encourage students to learn more about the history and development of Hong Kong through visiting local places</li> <li>• To strengthen inter-departmental collaboration with the LS</li> </ul> </li> </ul>	Wu WY Wong KC LS teachers	<ul style="list-style-type: none"> <li>➤ Proper selection of destinations related to the LS syllabus</li> <li>➤ Pre-visit briefing to provide students with background knowledge about the destination</li> <li>➤ Guidelines drawn up to highlight items to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Post-visit follow-up teaching conducted in LS lessons</li> </ul>	Mar 2019	\$3000



Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		Department		observe during the visit ➤ Post-visit follow-up teaching to help students consolidate the knowledge gained through the visit			
	<ul style="list-style-type: none"> <li>➤ To nurture caring and compassionate youngsters</li> <li>➤ To offer students opportunities to get in touch with people from different walks of life and various backgrounds, learn from their difficulties and attitude towards life</li> <li>➤ To spread the message that it is more blessed to give than to receive</li> <li>➤ To teach students practical skills on how to help the needy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Volunteer training               <ul style="list-style-type: none"> <li>• To collaborate with Volunteer Training &amp; Development Centre under Agency for Volunteer Service to offer volunteer leadership training to student leaders from service clubs</li> </ul> </li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Tam KP Wong TN Yeung TH Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ Close connection with Volunteer Training &amp; Development Centre</li> <li>➤ Close monitoring of students' training progress</li> <li>➤ Early promotion of the 4C Youth Volunteer Leadership Project in September 2018</li> <li>➤ Students equipped with proper volunteering skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Records of training sessions offered</li> <li>➤ Certificates of completion attained by participants</li> <li>➤ Quality of volunteer service provided by service clubs</li> </ul>	Year round	\$2000
		<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>➤ Close connection between the clubs and outside organisations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation and demonstration of skills learnt in volunteer training</li> </ul>	<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>	Year-round	Club membership fees
		<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>• Mental Health Youth Ambassador Programme</li> </ul> </li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Tam KP Wong TN Yeung TH Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ Close connection between the school and outside organisations</li> <li>➤ Teacher advisors' guidance</li> <li>➤ Students' active participation</li> <li>➤ Service programmes designed by students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Reports of students' performance in service programmes</li> </ul>	Year round	\$1800

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>333 Learning Companion Leadership Program</li> </ul>					
		<ul style="list-style-type: none"> <li>Form-based Flag Day Programme</li> </ul>	Kwok WYN Chow KY Yeung TH Wong KC	<ul style="list-style-type: none"> <li>4-6 flag days arranged for all S4 students</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>	<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>	Year round	N.A.
		<ul style="list-style-type: none"> <li>Volunteer Movement Service Awards               <ul style="list-style-type: none"> <li>To apply 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>Students' active participation in service programmes</li> <li>Students winning gold, silver and bronze service awards</li> </ul>	<ul style="list-style-type: none"> <li>Clear records of students' service hours and awards won</li> </ul>	31-01-2019	N.A.
Developing potential	<ul style="list-style-type: none"> <li>To develop students' generic skills through duties from extra-curricular activities</li> <li>To provide students with an opportunity outside classroom to set goals for themselves</li> <li>To encourage students to develop wide-ranging interests related to their future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Club and society duties               <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> </ul> </li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Tam KP Yeung TH Wong KC Chief Advisors	<ul style="list-style-type: none"> <li>Manpower:               <ul style="list-style-type: none"> <li>Club advisors</li> <li>Student leaders from S3-6</li> </ul> </li> <li>Chairmen Event Management Training conducted to teach Chairmen how to hold activities</li> <li>Chairman Workshop Series held to familiarise Chairmen with club administration</li> <li>A clear Chairman's Manual to serve as guidelines for Chairmen</li> <li>Members</li> </ul>	<ul style="list-style-type: none"> <li>Activities held by clubs and societies</li> <li>Interim report</li> <li>Annual report</li> <li>Financial reports</li> <li>Merit point system</li> </ul>	Year round	\$20000

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
				Recruitment Day for clubs to recruit members ➤ At least 1 activity held by each club per term			
		➤ Student Council leadership training programmes <ul style="list-style-type: none"> <li>• Leadership Training Scheme targeting junior-form students (TBC)</li> <li>• Summer Leadership Training Camp targeting senior-form students to prepare future student leaders</li> </ul>	SC Advisors	➤ Manpower: <ul style="list-style-type: none"> <li>• SC Ex-co members, sub-committee members</li> </ul> ➤ Teacher advisors' guidance on the design of activities ➤ Close connection with partnering schools ➤ Around 50 S3-5 students participating in the Leadership Training Camp	➤ Feedback from students and teachers ➤ Questionnaires for participants	Year round	Supported by SC
		➤ Leadership training programmes in collaboration with outside organisations <ul style="list-style-type: none"> <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>	Chan CN Mo SK Wong SY Wong TN Wong KC	➤ Close connection between the school and outside organizations ➤ Teacher advisors' guidance ➤ Students' active participation	➤ Feedback from students and teachers ➤ Reports of students' performance in programmes	Year round	\$2500+ \$1000+ =\$3500
		➤ Outstanding students competitions & 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</li> </ul>	Chan CN Kwok WYN Lau YK Mo SK Tam KP Yeung TH Wong KC	➤ Students' active participation in competitions ➤ Recommendation of outstanding students from teachers ➤ Students' active participation	➤ Awards won by student leaders	Year-round	N.A.

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		Students Award <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>					
		<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>Careful selection of service providers</li> <li>Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>Number and variety of interest classes held</li> <li>Feedback from students and teachers</li> </ul>	Year round	\$4500
		<ul style="list-style-type: none"> <li>Career-related extra-curricular activities               <ul style="list-style-type: none"> <li>To strengthen students' life planning</li> <li>MTR 'Train' for Life's Journeys Internship Programme</li> </ul> </li> <li>Caritas Hong Kong Summer Internship Programme (TBC)</li> </ul>	Kwok WYN Wong KC	<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> <li>Students gaining work experience through internship programmes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Students reflections in S3-6 careers workshops</li> </ul>	Summer 2019	N.A.
		<ul style="list-style-type: none"> <li>Arts Experiential Programme               <ul style="list-style-type: none"> <li>To encourage students to diversify their interests through experiencing music, art and literature</li> </ul> </li> </ul>	Chan CN Kwok WYN Lau YK Wong TN Yip SH Wong KC	<ul style="list-style-type: none"> <li>Collaboration with Chinese, English, Visual Arts and Music Department</li> <li>1 experiential programme held per term</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> <li>Questionnaires for participants</li> </ul>	May 2019	\$1500

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
		<ul style="list-style-type: none"> <li>➤ My Learning Profile (MLP) <ul style="list-style-type: none"> <li>• To provide senior-form students with a self-reflection tool to have better planning, deep reflection and demonstration of their other learning experiences</li> </ul> </li> </ul>	Chan CN Kwok WYN Lau YK Mo SK Wong KC	<ul style="list-style-type: none"> <li>➤ Collaboration with class teachers</li> <li>➤ Clear introduction of MLP to students</li> <li>➤ Well-designed materials that can suit students' need</li> <li>➤ 1 workshop held for S5 students, 1 for S6 students, and 2 for S4 students to guide them to compile their MLPs</li> <li>➤ Students understanding more about their strength, weaknesses and aspirations through reflecting on their other learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Records of students' MLP samples</li> <li>➤ Questionnaires for students</li> </ul>	June 2019	N.A.
Forging brotherhood	<ul style="list-style-type: none"> <li>➤ To instill a sense of belonging to students</li> <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>➤ Class-based competitions <ul style="list-style-type: none"> <li>• To develop class spirit and teamwork among classmates by encouraging them to join different class-based competitions. The Overall Class Points System will be set up to calculate points gained by each class. Prizes will be awarded to the winning classes.</li> </ul> </li> </ul>	SC Advisors	<ul style="list-style-type: none"> <li>➤ A variety of class-based activities arranged</li> <li>➤ Stronger bonds among classmates established</li> <li>➤ Higher level of participation in class-based student activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Number and variety of class-based competitions held</li> <li>➤ Records of students' participation by the Class Points System</li> </ul>	June 2019	Supported by SC
		<ul style="list-style-type: none"> <li>➤ The Bicentenary Funfair with booth games, sports challenges and sale of souvenirs, etc.</li> </ul>	Chan CN Kwok WYN Chow KY Kwok KN Lam WH Lau YK Tam KP Wu WY Yeung TH Yip SH Wong KC	<ul style="list-style-type: none"> <li>➤ Manpower: <ul style="list-style-type: none"> <li>• SC advisors, club advisors and supporting teachers</li> <li>• SC cabinet members, sub-committee members, prefects &amp; helpers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and teachers</li> <li>➤ Evaluation report produced after the evaluation meeting held with teachers and student organisers</li> </ul>	01-12-2018	\$25000

Major Concern	Objective	Task Description	Person-in-charge	Success Criteria / Expected Outcomes	Means of Evaluation	Date of Completion	Budget
				<ul style="list-style-type: none"> <li>➤ Close cooperation with YWPS</li> <li>➤ Availability of venues and time for preparation</li> <li>➤ Financial support from school</li> <li>➤ Students' active participation</li> </ul>			
Collaboration with parents	<ul style="list-style-type: none"> <li>➤ To improve communication with parents</li> <li>➤ To keep parents abreast of activity updates</li> </ul>	<ul style="list-style-type: none"> <li>➤ Guidelines on preparing parents' letters for extra-curricular activities               <ul style="list-style-type: none"> <li>• To ensure parents can get all the essential information about activities students join from the parents' letters</li> </ul> </li> </ul>	Chan CN Kwok WYN	<ul style="list-style-type: none"> <li>➤ New guidelines on preparing parents' letters for extra-curricular activities drafted</li> <li>➤ Samples of parents letter provided for teachers' reference</li> </ul>	➤ Feedback from teachers and parents	Dec 2018	N.A.
		<ul style="list-style-type: none"> <li>➤ Notifications to parents about activity updates through eClass push messages</li> </ul>	Wong KC	<ul style="list-style-type: none"> <li>➤ Parents informed of activity updates more efficiently through push messages</li> </ul>	➤ Response from parents	Year Round	N.A.

## 5 Evaluation

- 5.1 Meetings will be held with teachers and students-in-charge after activities to evaluate their plans and implementation and to draw up plans for improvement. Students will also be encouraged to reflect on what they have learnt through the experiences.
- 5.2 Performance of the committee members of individual clubs and societies will be assessed through the interim and annual reports.
- 5.3 Student questionnaires will be distributed to collect students' feedback in large-scale programmes.
- 5.4 Student surveys will be conducted for analysis on students' participation in community services and territory-wide inter-school competitions.
- 5.5 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.
- 5.6 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 (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>		
Reference books on leadership skills		500
Stationary for filing and activities		500
CDs for S6 SLP		500 ( <i>from account: Income from OLE \$60/S1 student</i> )
iPortfolio Accounts for S4 students	10920 ( <i>from account: Income from OLE \$60/S1 student, collected in the school year 2015-16</i> )	10920 ( <i>from account: Income from OLE \$60/S1 student</i> )
Booths		5000 ( <i>from F&amp;E</i> )
Queue poles		5000 ( <i>from F&amp;E</i> )
Water filled barriers for stabilizing booths (as suggested by Mr Mak TY)		10000 ( <i>from F&amp;E</i> )
<b>Service:</b>		
SSP Primary and Secondary Cooperation Scheme		600
Orbis Student Ambassador Scheme		600
UNICEF Young Envoys Programme		600

<b>Tutorials, Courses or Training Sessions:</b>		
Leadership Training Workshop for Club Chairmen		20000 ( <i>from SDSC</i> )
Interest classes		4500
General volunteer training		2000
<b>Activities:</b>		
Hong Kong Schools Speech Festival Syllabi		120
Subsidies for general student activities		1500
Student exchange programmes		2000
YMCA Youth Leadership Development Programme		2500
School Anniversary Celebration		25000
<b>Application Fee:</b>		
HKEAMA annual school membership fee		200
HKSMSA annual subscription fee		350
HKUYL annual membership fee		1000
<b>Transportation:</b>		
Visits transportation		3000
<b>Others:</b>		
Miscellaneous expenses		500
<b>TOTAL:</b>	<b>10920 (collected in the school year 2015-16)</b>	<b>96890</b>



# **Library Programme Plan 2018-2019**

## **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>Purposeful learning</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>Purposeful learning</b>	-
3. Promote self-regulated learning & self-access learning resources of Library	<b>Purposeful learning</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

	<b>Objectives</b>	<b>Task Description</b>	<b>Resources needed</b>	<b>Time</b>	<b>Person in Charge</b>	<b>Means of evaluation</b>
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	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	
8	<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

9	<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. 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>
11	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
12	To promote reading through	To carry out「悅」讀越續fun比賽, reading circulation competition	<b>Prizes &amp; certificates</b>	Sep-	Ms Kung	Circulation records

	interclass competition			April		
1 3	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	
1 4	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
1 5	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
1 6	To promote reading through book review competitions	To promote the book review competition outside the school	prizes	Oct – May	Ms Kung	Plans implemented
1 7	To give information of books which can be bought to different	To distribute booklets and information about books, which can be purchased, to different departments	-	Oct – May	Ms Kung	Plans implemented

	subjects					
1 8	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	21,800
Periodicals and newspaper	6,000
Library Decoration and Facilities	10,000
Miscellaneous (Activities)	40,000
Application Fee and travelling fee	500

# Staff Development Committee Programme Plan 2018-2019

## 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: Purposeful Learning				
Targets	Plans & Tasks	Methods of Evaluation	Person in charge	Time Scale
1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness	<ul style="list-style-type: none"> <li>• training record</li> <li>• questionnaire</li> <li>• relevant records and documents</li> </ul>	S CHEUNG	9/2018 – 6/2019
1.2 Fostering Effective Learning	- Learning oriented Assessment (LoA)  - e-learning pedagogies to promote L&T interaction in & beyond classroom  - Awards in due recognition of students' improvement and excellence  <u>Reading-to-learn</u> - Reading-to-learn elements in L&T and assessment policies across subjects  - Administrative measures to infuse a			

	<p>strong reading culture</p> <p>- Whole school activities to promote a strong reading ambience</p>			
Other important committee tasks that are not covered by School Major Concerns	<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 (SSC and counseling) are introduced to staffs.</li> </ul>	<ul style="list-style-type: none"> <li>• New Teacher Induction day offered to all new teachers before the start of school year.</li> <li>• verbal feedback from mentor and mentee.</li> </ul>	S CHEUNG	9/2018 – 6/2019

### Programme Team

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

# **Student Guidance Team Programme Plan 2018-2019**

## **1. Purposes**

Guidance 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 is willing to cooperate with social service groups or organizations.
- 2.1.4 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 Some students are weak in handling stress.

2.4.6 The DSE examination is a driving force to increase students' anxiety level.

### **3. Objectives**

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

- 3.1.1 To help students have a better understanding of themselves, including strengths, weaknesses and characters.
- 3.1.2 To promote desirable social habits and skills.
- 3.1.3 To introduce developmental and preventive programs for students' personal growth.
- 3.1.4 To identify problematic areas of students at an early stage, and to provide prompt intervention in helping them cope with their problems.
- 3.1.5 To raise students' awareness of their emotions and develop their skills in handling their 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 other.

#### **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 instill knowledge as well as the correct values on sex among students.

### **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 (2018-2019)**

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

- I. Positive thinking
- II. Forging Brotherhood and peer support
- III. Appreciation
- IV. Mental Health
- V. Collaborating with Parents

## **7. Duties allocation**

\*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 Mr.Lo Yau Wa**

**S.2 Ms.Yu Hoi Jin**

**S.3 Ms.Chan Yuk Yin**

**S.4 Mr.Yip Chak Leong**

**S.5 Mr.Yiu Kam Ho**

**S.6 Mr.Lee Ka Kit**

## 8. The following activities will be held in the 2018-2019:

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	06/ 07/ 2018	<ul style="list-style-type: none"> <li>• Early identification of SENs students</li> <li>• Understand characteristic of new S.1 students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> </ul>	Vice Principal, social workers and discipline master , Ling KC, Lee KK, Yiu KH	
2	S.1 Orientation talks for S.1 new students	17 / 07/ 2018	<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	I
3	S.1 Orientation camp	24,25/08/18	<ul style="list-style-type: none"> <li>• To enhance the team spirit of each class</li> <li>• To introduce the Ying Wa college culture to S.1 students through the interactions with guidance ambassadors and prefects.</li> <li>• To help S.1 parents to understand and to prepare the change of their children from primary to secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students' performance in lesson</li> <li>• Feedback from students teachers</li> <li>• Feedback from parents</li> </ul>	Discipline Committee, KC Ling, KK Lee, KN Kwok, SK Wong, Social workers	I, II, III, V
3	S.1 Adjustment workshop <ul style="list-style-type: none"> <li>• Class periods</li> </ul>	10 / 2018	<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, IV
4	S.1 Brotherhood Scheme (Guidance Ambassadors) <ul style="list-style-type: none"> <li>• Guidance Ambassadors Training</li> <li>• Lunch activities</li> <li>• Overnight Camp</li> <li>• Volunteer Services</li> <li>• Adventure ship</li> </ul>	14, 21/09/18  09/2018 23, 24/11/18 Whole year 2nd term	<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>	Kwok KN*, Wong SK*, Lee KK, Ling KC, Mak MY, Wat WY	I, II, III
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>• (6 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, Lo YW(S1), Yu HJ(S2)	I, II, III, IV
6	S.2 Peer Relationship workshop	10/2018	<ul style="list-style-type: none"> <li>• To promote harmonious culture and</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students'</li> </ul>	School social workers,	I, II

	• Class periods		prevent bullying in school.	performance in lesson Feedback from teachers	Ling KC*, Yu HJ	
7	Night Walk Adventure	03/2019	• To enhance students' resilience	• Feedback from teachers • Students' attendances	School social workers	I, II, III
8	S.1 – S.6 class teachers' period	Whole year	• Students can have healthier self-image and positive thinking	• Observation of students' performance in lesson • Feedback from teachers	Lee KK*, Ling KC, Chu SY	I, II, III, IV

## 8.2 Family education

	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Parent Day • Talk (Change from Primary to Secondary)	28/09/2018	• Parents understand their sons' needs • Parents understand the pros and cons of their parenting methods	• Feedback from parents • Feedback from teachers	School social workers and Discipline team Ling KC	I, V
2	S.1 - S.3 Family education workshops for parents and students • Group of 5 to 6 families	02-05/2019	• Parents understand their children and learn skills in handling their children's emotion • Better communication skills and mutual supports among parents and their children	• Questionnaire • Feedback from parents • Feedback from teachers	School social workers PTA,	I, III, V
3	S.1 - S.5 『親親兒女心』 family education • talk	04/2019	• Parents understand their sons' needs • Parents learn skills in handling children's problem	• Questionnaire • Feedback from parents • Feedback from teachers	School social workers	I, III, V
4	Parent- Child Activity/ workshop	05/2019	• To enhance the relationship between parents and their children through activities	• Questionnaire • Feedback from parents • Feedback from teachers	School social workers	I, III, V
5	Thank you card writing activities for Parents day (S.1-S.5) 『全英華人心語』	02/2019	• Students are willing to give thanks and share their feelings.	• Feedback from teachers • Feedback from students	Ling KC, Chan MC*, Chu SY	I, III
6	Parent Education Program 4 sessions	02-05/2019	• To promote positive parenting	• Questionnaire • Feedback from parents • Feedback from teachers	St James' Settlement Ark Life Education House. PTA, Kwok KN, Ling KC*, Yiu KH	I, III, V

## 8.3 Mental Health

	Tasks / Strategies	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	「喜樂同行，尊重生命，逆境同行」 (「好心情@學校」計劃)	10/2018	• To identify those students whose resilience are weak • To strengthen students' resilience • To promote positive culture	Questionnaire completed and being analyzed Feedback from teachers and students	Ling KC, Lee KK, Kwok KN, Wong TN, Yu HJ, Tse F, Chan MC, Lo YW, Chu SY, Yip CL	I, II, III, IV, V



	<ul style="list-style-type: none"> <li>• Student Survey (HKSIF 1.1)</li> <li>• Positive Parenting Seminar</li> <li>• Positive Parenting workshops (4)</li> <li>• Assemblies S.1 (resilience) S.2 (handling stress) S.4 (handling negative emotion with CBT)</li> <li>• Class activities S.1 building relationship and adapting changes S.4 understanding emotions</li> <li>• S.1 cell groups (20 students) Developing positive thinking (8 meetings)</li> <li>• Volunteer services Day Camp Overnight camp</li> <li>• S.2 cell groups Boosters Program Volunteer service Overnight camp</li> <li>• S.1 Life Adventure</li> </ul>	<p>7/12/2018</p> <p>04/01, 18/01, 25/02, 01/03</p> <p>14/11 22/11 23/01</p> <p>18, 19, 20/02 29, 30, 31/01</p> <p>01/11, 02/11 15/11, 13/12, 24/01, 31/01, 21/02, 28/02</p> <p>04/04, 11/04 TBC 03-04/05</p> <p>14/11, 12/12, 23/01, 27/02 06/03 12, 13/04</p> <p>17/05</p>				
2	S.4 Different aspects of Emotions(情緒多面體) <ul style="list-style-type: none"> <li>• Class teachers' periods</li> </ul>	11/2018	<ul style="list-style-type: none"> <li>• Students understand their emotion more.</li> </ul>	Feedback from teachers and students	School social workers Ling KC*, Yip CL, Chu SY	I, IV
3	S.5 Stress Down <ul style="list-style-type: none"> <li>• Class teachers' periods</li> </ul>	11/2018	<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*, Yiu KH, Chu SY	I, IV
8	S.6 Stress Management <ul style="list-style-type: none"> <li>• Class teachers' periods</li> </ul>	10, 11/2018	<ul style="list-style-type: none"> <li>• Students know the relaxation exercises and Students share support to each other</li> </ul>	Feedback from teachers and students	School social workers Ling KC*, Chu SY, Lee KK, Tse F.	I, IV
<b>8.4 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	2/2019	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*, Lo YW, Wong SY	I

2	S.2 Love relationship Basic life skills training • Class teacher period	04/2019	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 Yu HJ	I
3	S.2 Sexual Harassment • Class teacher period	02-03/2019	<ul style="list-style-type: none"> <li>• To know what sexual harassment is.</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*, Yu HJ	I
4	S.3 FM group	02-03/2019	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*, Wong SYK	I, III
5	S.4 寧缺勿濫 • Class teacher period	01/11/2018	<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*, Yip CL, Chu SY	I
6	S.4 避無可避 • Class teacher period	14/11/2018	<ul style="list-style-type: none"> <li>• Students know Contraception knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	Department of Health Ling KC*, Yip CL,	I
7	S.5 – S.6	11/2018	<ul style="list-style-type: none"> <li>• Handling breakup</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Feedback from teachers</li> </ul>	To be confirmed	I, IV

### 8.5 SENs Support

	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
1	S.1 Educational Psychologists service orientation	01/09/2018	<ul style="list-style-type: none"> <li>• Parents know the school educational psychology service and the referral process</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents</li> </ul>	Educational Psychologist, Ling KC*, Yiu KH	N.A.
2	Identify new S.1 students with Special Educational Need and provide emotional / social support • (Parents' Questionnaire)	07/2018	<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*	N.A.
3	Identify students with Special Educational Needs	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	N.A.
3	Social skill groups (ASD) (Junior and senior) • Cell group (New Life, JCA connect)	09-12/2018	<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(senior)*, Mak MY(Junior), Chu SY	I, II, III
4	S.1 – S.2 Developmental Group	10/2018 – 11/2018	<ul style="list-style-type: none"> <li>• To enhance social skills and executive skills of special need students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• Students' attendances</li> </ul>	Social Workers	I, II, III
5	Social Skill groups (ADHD) (S.1		<ul style="list-style-type: none"> <li>• Students learned the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and</li> </ul>	Hong Kong Playground	I, II, III

	and S.2) • Cell group (HKPYA)	10-12/2018 01 – 04/2019	social skills to communicate with the others	students	Association workers Ling KC*, Wong SY(S2) Wat KY(S1)	
6	Parent supporting group	2- 4 times TBC	• To support parents to take care their SENs children	• Feedback from parents	New Life Psychiatric Rehabilitation Association, workers, Ling KC*, Mak MY, Chu SY	I, V
7	Case conference (on requests)	Whole year	• Able to arrange special adjustments to those SENs students	• Feedback from students, parents and teachers	Ling KC*, Yiu KH, Chu SY, Social Workers, Educational Psychologist	N.A.
<b>8.6 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.2 – S.5 new students	09-10/2018	• Students learn to adapt the college life	• Feedback from teachers and questionnaire	Ling KC, Lee KK , class teachers	I
<b>8.7 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	• Class Photo mounted outside classroom	• Feedback from teachers and students	Lee KK, Chu SY	III
2	Activities • Rope knitting • Music group • Cooking class • hiking	Whole year	• Students enjoy activities • Students appreciates each other	• Feedback from teachers and students	Lee KK*, Kwok KN, Wong SK,	I, II, III
3	S.1 – S.3 Sweet Campus (溫馨校園計劃) • Broad games, Picnic	Whole year	• Build up peers' relationship • Promote appreciation atmosphere	• Questionnaire • Observation of students' performance in lesson • Feedback from teachers	Yip CL*, Ling KC, Chu SY, Social Workers,	I, II, III
4	Assemblies: S.1 Talk on “Accept the differences and respect others. (Social workers) S.1: Positive Culture I S.1 :Positive Culture II S.2: Positive Culture I S.2: Positive Culture II	05/10/2018 05/12/2018 23/05/2019 13/12/2018 08/04/2019	• To understand different styles of communication skills. • To enhance mutual respect, empathy, trust and collaboration with the others. • Students know the importance of appreciation and responsibilities	• Observation of students' performance in lesson • Feedback from teachers	School social workers, Ling KC, Lee KK* , Wong TN, Chu SY	I, II, III
5	Guidance Week (Appreciation)? Gratitude Assembly I Assembly II	14/03/2019 18/03/2019				I, II, III

5	S.1 Life Education S.1 S.2 S.3	04/07/2019 24/01/2019 09/04/2019	<ul style="list-style-type: none"> <li>To promote positive culture, appreciation, courage through reflections from movie</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' performance in lesson</li> <li>Feedback from teachers</li> </ul>	Methodist Church life Education center, Civic education committee, guidance team	I, III
6	Mother's Day Photo Booth Songs Sharing	05/2019	<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>	Lee KK, Chu SY	I, III
7	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>	12/ 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 and students</li> </ul>	Social workers Ling KC*, Lee KK, Chan YY, Tse F, Chan MC, Yip CL, Yiu KH, Chu SY	I, III
8	Morning sharing	Whole Year	<ul style="list-style-type: none"> <li>To encourage positive thinking</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> </ul>	LKK*, Guidance Team	I, II, III

### 8.8 Other Programs

	Strategies /Tasks	Time scale	Success Criteria	Methods of Evaluation	People responsible	Areas covered
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*, Lo YW, Yu HJ, Chan YY, Chu SY	III
2	S.1 - S.6 Students adaptation questionnaire	09/ 2018	<ul style="list-style-type: none"> <li>Students complete the questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Lo YW, Yu HJ, Chan YY, Yip CL, Yiu KH, Lee KK, Chu SY	N.A.
3	APASO	02/2019	<ul style="list-style-type: none"> <li>Students complete the questionnaire</li> </ul>		Ling KC*, Chu SY	N.A.
4	Form Meeting	Whole year		<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	Ling KC*, Lo YW, Yu HJ, Chan YY, Yip CL, Yiu KH, Lee KK, 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.

## 8.9 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	Chan YY	Chan MC	Kwok KN	Lo YW	Mak MY	Tse F	Wat WY	Wong SYE	Wong SK	Wong TN	Yip CL	Yiu KH	Yu HJ
S1 Training camp (1 <sup>st</sup> Day)	S.1	School	8/2019	2-4	2	2				2		2							
S1 Training camp (2 <sup>nd</sup> Day)	S.1	School	8/2019	2-4	2	2			2		2					2		2	
Sweet Campus	S.1-S.3	T.B.C.	04/2019	All	1			2		1	1		2	2	2		1	1	2
Hiking	S.1-S.5	T.B.C.	11, 12/18 2, 4, 6/19	All	1	1	1	1	1			1	1	1	1	1	2		1

## 9. Budgets for 2018 - 2019

Items	Income	Expenditure
1. Reference Books		\$ 500
2. Broad games		\$ 2000
3. Social Skill Groups for ADHD	\$ 2000	\$ 36000
4. Social Skill Groups for ASD	\$ 800	\$ 9000
5. Activity-Brotherhood scheme and Training Camp	\$ 20000	\$ 40000
6. Activity-Student Guidance Week		\$ 2000
7. S6 cheering activities		\$ 4000
8. Activity-Sweet Campus		\$ 500
9. Activity-Positive Culture		\$ 5000
10. Assembly speakers		\$ 3000
11. Sex education		\$ 3000
12. Activity-Transport-Hiking	\$ 4800	\$ 10000
13. Adventure ship	\$ 2000	\$ 3000
Total	\$ 29600	\$118 000

## 10. Team Members

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

## Gifted Education Programme Plan 2018-2019

### Committee members:

Chairperson: Mr. Tsang CT (VP)  
 Vice-chairpersons: Ms. Chao YL (internal) Ms. Lee WY (external)  
 Secretary: Ms. Ho WY (English)  
 Members: Ms. Tong W (Chinese) Ms. Chow WL (English)  
 Mr. Lee HW (Math) Mr. Wong HL (LS)  
 Mr. Mar SS (Science) Ms. Siu MY (Humanities)  
 Mr. Lam SC (STEM, D&T)

### Annual plan 2018-2019

Task	Objective	Task Description	Proposed Person in Charge*	Means of evaluation
1	Policy making - Handbook	To update the gifted education handbook	Tsang CT Chao YL	The handbook updated
2	Subject-based gifted education programmes	To coordinate gifted education programmes in their subjects	Chi: Tong W Eng: Ho WY Math: Lee HW Sci: Mar SS Huma: Siu MY LS: Wong HL STEM: Lam SC	Report in meetings
3	Selection – S.1 gifted student record	To collect past academic data from the S1 students (On hold in 1819)	Tsang CT Chao YL	---
4	Promotion – S.1 admission prospectus	To update the S.1 admission prospectus	Tsang CT	The prospectus updated
5	Recording results - Yearly gifted record	To update the yearly gifted record	Chi: Tong W Eng: Ho WY Math: Lee HW Sci: Mar SS Huma: Siu MY LS: Wong HL STEM: Lam SC	The record updated

6	Promotion – Open House, PTA or others	To promote the gifted education by showing their achievement using different methods	Tsang CT Chao YL	Poster display shown in school functions
7	Selection – HKAGE	To coordinate the nomination of students to enter the HKAGE programmes	Tsang CT Chao YL	Students are nominated yearly
8	Nomination – Enrichment courses for gifted students	To nominate students to join the courses from EDB and local Universities	Chao YL Lee HW	Students fairly nominated
9	School-based GE programmes - ICAS	To organize and promote ICAS in school (On hold in 1819)	Siu MY Tsang CT	---
10	Emotional education in GE	To develop the emotional education in GE through the “Creative and Critical Thinking Club” (On hold in 1819)	---	---
11	Promotion - notice boards and trophy cabinets in school	To update the gifted education notice board and trophy cabinets periodically	Chao YL Tong W Ho WY Lee HW Lam SC	Boards and cabinets updated
12	Parent education	To organize the parent activities on gifted education	Lee WY Tsang CT Wong HL	Evaluation after the event in the meeting
13	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
14	Staff development	To attend the seminars	All	Report or share in the meeting



### Corresponding Program Plan in accordance with School Major Concern 1

Targets	Tasks	Corresponding Committee Program Plans & Tasks
1.1 Developing Ownership in Learning	<u>Learners' ownership and learning effectiveness</u> - Ongoing curriculum restructuring to enhance learners' ownership & learning effectiveness - Learning oriented Assessment (LoA) - e-learning pedagogies to promote L&T interaction in & beyond classroom - Awards in due recognition of students' improvement and excellence	<ul style="list-style-type: none"> <li>• In house training in different departments, eg. MO training, English radio, IJSO training, etc will be continue throughout this year. Subject coordinators in the gifted education committee help monitoring the activities held in their departments.</li> <li>• Students were encouraged to participate in different competitions in order to gain valuable experience.</li> <li>• Lists of gifted programs have already sent to all parents through e-notice.</li> <li>• 16 students applied for the pre-stage and level 1 of the Dual program, HKUST this year. The application forms were sent to HKUST already. The list of successful applicants would be announced on 24 Oct.</li> <li>• 10 students sat in the public examination of physics, IGCSE in May 2018. 3 student got A* and 6 got A.</li> <li>• 6 students were selected to take part in IJSO competition Hong Kong first round screening on 29 Sep 2018.</li> <li>• Gifted education activities for this school year will be discussed in the coming GEC meeting.</li> </ul>
1.2 Fostering Effective Learning	<u>Reading-to-learn</u> - Reading-to-learn elements in L&T and assessment policies across subjects - Administrative measures to infuse a strong reading culture - Whole school activities to promote a strong reading ambience	

#### Other References:

For the following items, 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 Record

**List of Gifted Education Programmes at Ying Wa College 2018-19**

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Sep	Invited by teachers	S.1 – S.5	Sep – Dec	基本法多面體全港中學生辯論賽
Chinese	Sep	Open and nominated by teachers	S.1 – S.6	Nov – Dec	校際朗誦節
Chinese	Throughout the year	Open and invited by teachers	S.1 – S.6	Throughout the year	Hong Kong Youth Cultural and Arts Competitions 全港青年學藝比賽
English	Sep	Open and nominated by teachers	S.1 – S.5	Oct – May	English Debating Team Training
English	Sep	Open and nominated by teachers	S.1 – S.4	Oct – May	Creative Writers' Hub Ying Wa English Radio
English	Sep	Open and nominated by teachers	S.2 – S.5	Nov – Feb	RTHK “The Speakers” English Public Speaking Contest
English	Sep	Nominated by teachers	S.1 – S.6	Nov – May	Sing Tao Inter-School Debating Competition The Hong Kong Secondary Schools Debating Competition
English	Sep	Open and nominated by teachers	S.5 – S.6	Nov – Dec	The Thirteenth Speaking Contest for Hong Kong Students

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
English	Sep	Open and nominated by teachers	S.1 – S.6	Nov – Dec	Speech Festival
Math	Sep	Open and invited by teachers	S.1	Sep – Aug	S.1 Math gifted students training courses 中一數學科資優訓練課程
Math	Sep	Open and invited by teachers	S.2 – S.4	Sep – Aug	S.2-4 Math gifted students training courses 中二至中四數學科資優訓練課程
Math	Sep	Open and invited by teachers	S.1 – S.3	Oct	PAP International Mathematics Invitation Competition
Math	Sep	Open and invited by teachers	S.1 – S.2	Jan	Huaxiabei China National Mathematical Olympiad 華夏杯全國數學奧林匹克邀請賽
LS	Sep	Open	S.4 – S.5	Oct – May	Field Report Competition
Sci., Math.	Sep – Oct	Open and selected by HKUST	S.1 – S.5	Nov – Apr	HKUST Dual Program (Pre-stage / Level 1) 香港科技大學 中學/大學雙修課程 預備班及第一級
History	Sep	Open and invited by teachers	S.4 – S.5	Sep - Jun	尋找香江的故事 專題研習比賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
D&T	Sep	Open and invited by teachers	S.3-S.5	Sept - Apr	MTR Connect STEM Challenge Programme

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Oct	Invited by teachers	S.1 – S.5	Oct – May	星島全港校際辯論比賽
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov	Hong Kong's Top Story A writing competition held by SCMP
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov – Jan	Hong Kong Young Writers Awards
English	Oct	Open and nominated by teachers	S.1 – S.5	Nov – Jan	Hong Kong Budding Poets (English) Award
Math	Oct	Open and invited by teachers	S.3 – S.4	Nov	Sing Yin Secondary School Invitational Mathematics Competition 聖言中學數學邀請賽
Math	Oct	Open and invited by teachers	S.1 – S.3	Jan	The Hong Kong Mathematical High Achievers Selection Contest 香港青少年數學精英選拔賽
Science	Oct – Nov	Open	S.1 – S.6	Apr – May	Hong Kong Student Science Competition 香港學生科學比賽
Science	Oct – Nov	Open and selected by mid-year exam I.S. results	S.1 – S.2	2-year training courses	S.1-S.2 IJSO Science training courses 中一及中二國際初中科學奧林匹克訓練課程

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
ICT	Oct	Nominated by teachers	S.4 – S.5	Nov	Hong Kong Olympiad in Informatics
D&T	Oct	Open and invited by teachers	S.3-S.5	Nov - Apr	Hong Kong Product Design Makeathon 2018-2019
Math	Nov	Open and invited by teachers	S.1 – S.3	Dec	STFA Seaward Woo College Super 24 Invitational Contest 順德聯誼總會胡兆熾中學 Super 24 邀請賽
Math	Nov	Open and invited by teachers	S.1 – S.5	Feb – Apr	Hong Kong Mathematics Olympiad 香港數學競賽
Math	Nov	Open and invited by teachers	S.1 – S.6	Mar	Hong Kong & Macao Mathematical Olympiad Open Contest 'HKMO Open' 港澳數學奧林匹克公開賽
Math	Nov	Invited by teachers	S.4 – S.6	Mar	Asian Pacific Mathematics Olympiad 亞太區數學奧林匹克比賽

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Chinese	Dec	Invited by teachers	S.1 – S.3	Jan – Apr	香港中國語文菁英計劃
Chinese	Dec	Invited by teachers	S.1 – S.5	Jan – Aug	聯校中文辯論比賽
English	Dec	Open and nominated by teachers	S.1 – S.5	Dec – Jan	The Hong Kong Federation of Youth Groups and Standard Chartered Hong Kong English Public Speaking Contest
Math	Dec	Invited by teachers	S.1 – S.5	Feb – Apr	Pui Ching Invitational Mathematics Contest 培正數學邀請賽
Math	Dec	Open and invited by teachers	S.1 – S.2	Mar – May	The Hong Kong Mathematics Creative Problem Solving Competition 香港中學數學創意解難比賽
Geography	Dec	Open and invited by teachers	S.4 – S.6	Dec - Feb	香港地理奧林匹克 Hong Kong Geography Olympiad

Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
Math	Jan	Invited by teachers	S.1 – S.3	Mar	香港初中數學奧林匹克 全國青少年數學論壇選拔賽
Chinese	Feb	Invited by teachers	S.1 – S.5	Feb – May	PTH Speech Contest 全港中小學普通話演講比賽
English	Feb	Open and nominated by teachers	S.1 – S.5	Mar – May	“Speak Out- Act Up!” and “Stories on Stage” drama competitions organized by Education Bureau (EDB), Native-speaking English Teacher (NET) Section and Curriculum Development Institute (CDI)
Math	Feb	Open and invited by teachers	S.1	Apr	The National Hua Luo-geng Cup Mathematics Competition 全國華羅庚金杯少年數學邀請賽
LS	Feb – Mar	Invited by teachers	S.1 – S.6	Feb – Jul	The Hong Kong Cup Diplomacy Knowledge Contest 香港杯外交知識競賽
D&T	Feb	Open and invited by teachers	S.1-S.6	Mar - Jul	The Hong Kong Polytechnic University Robot Challenge Junior



Subject	Recruitment period	Recruitment method	Target students	Training/Competition period	Name of activities
ICT	Mar	Nominated by teachers	S.4 – S.5	March	Canadian Computing Competition (Hong Kong Contest) 加拿大學生電腦大賽 (香港區)
Sci., Math.	Mar – Apr	For those getting good results in Level 1, Dual program	S.1 – S.5	Apr – Jun	HKUST Dual Program (Level 2) 香港科技大學 中學/大學雙修課程 第二級
Math	Apr	Invited by teachers	S.4 – S.6	May	International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 國際數學奧林匹克 – 香港選拔賽
Math	Apr	Open and invited by teachers	S.1 – S.4	May	Inter-school Maths Contest 聯校數學比賽
D&T	Apr	Open and invited by teachers	S.4-S.6	May - Jul	HKIE Structural Engineering Competition for the Youth-Wooden Tower Challenge
Science	May – Jun	Test results in Science gifted ed. training courses	S.1 – S.2	Sep	International Junior Science Olympiad – Hong Kong Screening 國際初中科學奧林匹克 – 香港區選拔賽
Geography	May	Open and invited by teachers	S.3 – S.5	Jul - Aug	青年地質保育大使

## English Language Programme Plan 2018-2019

### Major Concern 1: Purposeful Learning

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
1.1 Developing ownership in learning	<ul style="list-style-type: none"> <li>a) Ongoing curriculum restructuring to develop school-based progression frameworks for writing skills and grammar with collaborative lesson planning (CLP)</li> <li>b) Ongoing development of Learning Oriented Assessment (LOA) and formative assessment to improve teaching plans and strategies</li> <li>c) E-learning pedagogies to promote multimodal learning, improve learning and teaching (L&amp;T) interaction, encourage self-directed learning and enhance learning effectiveness</li> <li>d) Subject-based professional development training (PDT) sessions to promote reflections on teaching</li> <li>e) Fostering “reading-to-learn” elements in learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• School-based progression frameworks established with clear learning outcomes stated in SOW and at least one CLP meeting held before the start of each teaching module/ period</li> <li>• Students’ learning ownership, learning &amp; pedagogical effectiveness shown</li> <li>• E-learning pedagogies enhanced learning &amp; pedagogical effectiveness</li> <li>• Teachers’ participation in invitational posts/PDT programmes</li> <li>• Teachers’ and students’ positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Record of school-based progression frameworks shown in SOW and CLP meeting</li> <li>• Record of analysis of students’ performance</li> <li>• Record of e-learning pedagogies and resources developed</li> <li>• Record of teachers’ participation in invitational posts/ PDT programmes</li> <li>• Verbal or written feedback from teachers and/ or students</li> </ul>	9/ 2018 – 6/ 2019	<ul style="list-style-type: none"> <li>• Budget on teaching resources</li> <li>• IT support</li> <li>• PIC:               <ul style="list-style-type: none"> <li>- Curriculum Working Group (CWG)</li> <li>- Form Coordinators (FCs)</li> <li>- Teaching Assistant (TA)</li> <li>- English teachers</li> </ul> </li> </ul>
1.2 Fostering effective learning	<ul style="list-style-type: none"> <li>a) Revamp of Extensive Reading Scheme (ERS) with strategies to promote reading to support “reading-to-learn”</li> <li>b) Development of 21<sup>st</sup> century skills through promoting reading</li> <li>c) Arousing students’ interest in the subject with co-curricular activities together with/ and recognising students’ performance and improvement</li> <li>d) Supporting the school’s continuous effort to create a language-rich environment for students to use English for purposeful communication in and out of the classroom</li> <li>e) Encouraging students to participate in various co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• A stronger reading culture shared by students and teachers</li> <li>• Students equipped with 21<sup>st</sup> Century Skills</li> <li>• Co-curricular activities being held in target forms</li> <li>• Teachers’ and students’ positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Record of revamped ERS</li> <li>• Record of co-curricular activities held</li> <li>• Verbal or written feedback from teachers and/ or students</li> </ul>	9/ 2018 – 5/ 2019	<ul style="list-style-type: none"> <li>• PIC:               <ul style="list-style-type: none"> <li>- CWG</li> <li>- Native English-speaking Teacher (NET) &amp; Senior Native English-speaking Tutor from Chatteris (SCNET)</li> </ul> </li> </ul>

### Major Concern 2: Positive School

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
2.1 Character building 2.2 Developing potential 2.3 Forging brotherhood	<ul style="list-style-type: none"> <li>a) Inclusion of positive values and related themes of the school into the curriculum</li> <li>b) Development of students’ leadership and potential through internal and external co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum with positive values and related themes included</li> <li>• Internal and external co-curricular activities held to develop students’ leadership and potential</li> <li>• Teachers’ and students’ positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Positive values and related themes included in the curriculum</li> <li>• Internal and external co-curricular activities held to develop students’</li> <li>• Verbal or written feedback from teachers and/ or students</li> </ul>	9/ 2018 – 5/2019	<ul style="list-style-type: none"> <li>• PIC:               <ul style="list-style-type: none"> <li>- CWG</li> <li>- FCs</li> </ul> </li> </ul>

### Major Concern 3: Serving Community

Targets	Strategies	Success Criteria / Expected Outcomes	Methods of Evaluation	Time Scale	Resources/ PIC Required
3.1 Cultivation of the spirit of service 3.2 Service in action	<ul style="list-style-type: none"> <li>a) Diffusing the topics related to social issues and the spirit of service in the curriculum</li> <li>b) Organizing co-curricular activities relevant to social issues and service experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant topics included in the curriculum</li> <li>• Relevant co-curricular activities organized</li> <li>• Teachers' and students' positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Record of relevant topics in the curriculum</li> <li>• Record of relevant co-curricular activities organized</li> <li>• Verbal or written feedback from teachers and/ or students</li> </ul>	9/ 2018 – 5/2019	<ul style="list-style-type: none"> <li>• PIC:</li> <li>- CWG</li> <li>- FCs</li> </ul>

### Focuses of Work (Junior Form) 2018 – 2019

Objectives	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinators / PIC
1. Stretching DSS students' potential	<ul style="list-style-type: none"> <li>• Targeted text types, formal and informal, will be covered.</li> <li>• A revamp of the Extensive Reading Scheme (ERS) will continue to accord with the school's "Reading to Learn" strategies.</li> <li>• A variety of co-curricular activities will be held.</li> <li>• Marking rubrics and task allocation in Reader project will be refined.</li> <li>• Information technology will be encouraged to enhance learning, teaching and assessment and to cater for learner diversity.</li> <li>• Information literacy will be promoted for self-directed and lifelong learning. Literacy skills to process and create multimodal texts will also be promoted in formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> </ul>	<ul style="list-style-type: none"> <li>• Intrinsic interest in the language will be further cultivated.</li> <li>• Students will enrich their cultural knowledge and experience.</li> <li>• More diverse teaching strategies in formative assessment for diverse learners.</li> </ul>	08/1 8 – 06/1 9	<ul style="list-style-type: none"> <li>• TTDC</li> <li>• PH (JF)</li> <li>• CAC</li> <li>• S1 – 3 FCs and English teachers</li> <li>• TA</li> <li>• NET &amp; SCNET</li> </ul>
2. Through-tra in Development (TTD) (S1 only)	<ul style="list-style-type: none"> <li>• Lesson observations between YWPS &amp; YWC will be conducted at least once a year.</li> <li>• Focuses will be writing, elaboration in particular, advanced reading comprehension skills, spelling and grammatical accuracy.</li> <li>• Meetings are held regularly and exchange of teaching materials, pedagogy and students' performance will continue.</li> <li>• YWPS will be invited to YWC's English activities and vice versa.</li> </ul>		<ul style="list-style-type: none"> <li>• Collaboration between the two departments will be further enhanced.</li> </ul>		
3. Developing strategic	<ul style="list-style-type: none"> <li>• Reading - Advanced reading skills with selected types will be reinforced through tailor-made materials and internal past papers.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will further develop all four skills with a more</li> </ul>		

plans to improve four skills and grammar	<ul style="list-style-type: none"> <li>- Positive values and attitudes will be nurtured through selected reader themes and messages and other texts.</li> <li>• Speaking (refer to Section 3.6 for details) <ul style="list-style-type: none"> <li>- Practice on both individual presentation (IP) and pair conversation (S1 only) / group interaction (GI, for S2 and S3 only) will be strengthened through literary and non-literacy texts.</li> <li>- Learning English through drama activities will be incorporated into Reader lessons.</li> <li>- Speaking the language as a daily habit both in and out of the classroom should be encouraged.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>- Students will be exposed to a variety of text types, both formal and informal.</li> <li>- LOA will continue, while process writing should be encouraged.</li> <li>- A selected writing genre done will be revisited if necessary.</li> <li>- Students will learn to develop writing skills, in particular on: <ol style="list-style-type: none"> <li>i. awareness of purpose, role, audience, tone and register,</li> <li>ii. habit formation of writing an essay plan and proofreading, and</li> <li>iii. using a wide range of sentence structures.</li> </ol> </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>• Grammar <ul style="list-style-type: none"> <li>- Targeted grammar items will be incorporated into the four skills based on a progression framework.</li> </ul> </li> <li>• After-school tutorials (S1 – S3) <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>		solid grammar foundation.		
4. Bridging the gap between Key Stage 3 and 4 (S3 only)	<p>The focuses should be on the exposure of a wider variety of text types, developing higher-order thinking skills, and fostering students' ability in self-directed learning including regular reading and self-study/revision on grammar.</p> <ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>- Students should be encouraged to read as widely as possible.</li> <li>- The text types students are exposed to should be of higher complexity compared to those in S1 and S2.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Cross-stage partnership between Key Stages 3 and 4 will be enhanced.</li> <li>• Students will be better prepared for Key Stage 4 with the necessary skills.</li> </ul>		

	<ul style="list-style-type: none"> <li>- More textual analysis will be done on developing high-order skills.</li> <li>• Speaking <ul style="list-style-type: none"> <li>- Literary texts will be incorporated in regular lessons and assessment.</li> <li>- Students should be encouraged to read widely and listen to more spoken English so as to increase their general knowledge and improve their pronunciation and delivery skills.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>- The minimum word requirement will be revised.</li> <li>- The text types students are exposed to and produce should be of higher complexity compared to those in S1 and S2. <ul style="list-style-type: none"> <li>■ Self-correction in writing will be encouraged.</li> <li>■ Selected complex sentence structures will be explicitly taught.</li> </ul> </li> <li>- A wider range of vocabulary will be taught and incorporated into regular writing.</li> <li>- Students should further improve on idea expansion and elaboration.</li> </ul> </li> <li>• Listening <ul style="list-style-type: none"> <li>- The text types in Part B students are exposed to should be of higher complexity compared to those in S1 and S2.</li> <li>- DSE format listening practice will be reinforced, notably on note-taking skills and locating information in written Data File and summarizing skills in Part B.</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>The time on teaching grammar should be minimized in order to give way to transition to Key Stage 4.</li> </ul> </li> </ul>				
<p>5. Improving target skills for TSA  (S3 only)</p>	<ul style="list-style-type: none"> <li>• Providing TSA practice through HKEAA’s platform and past papers.</li> <li>• Analyzing students’ performance in TSA and developing strategies to improve weaknesses.</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	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinator s/ PIC
NSS 1 (S4)	1. Bridge the gap between S3 and S4	<ul style="list-style-type: none"> <li>• Introduce NSS curriculum through school-based materials, Mock SBAs, HKDSE 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 with LOA and other learning and teaching plans and strategies to improve target skills.</li> <li>• Enhance students’ exposure to English learning through the promotion of e-learning, self-regulated learning and co-curricular activities tailor-made for senior form students.</li> <li>• Develop school-based progression framework for writing skills with at least one CLP session held before the start of each teaching module/ period.</li> <li>• Develop strategic plans to improve four skills: <ul style="list-style-type: none"> <li>- Reading (understanding of question types and reading skills, vocabulary building)</li> <li>- Writing (habit formation of writing an essay plan and proofreading, exposure to topics from 8 NSS Elective Modules with skills to understand task requirements developed, revision of 1-2 text types poorly done in S3, understanding of language features and application of a variety of sentence patterns)</li> <li>- Listening &amp; Integrated Skills (understanding of question types, text types, task requirements and application of a variety of sentence patterns)</li> <li>- Speaking (understanding the importance and skills of question analysis, training on individual presentation skills and group discussion skills)</li> </ul> </li> <li>• Conduct small class after-school tutorials to support those in need.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 2.1</li> <li>• 3.1</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching materials developed</li> <li>• Students’ increased understanding of the format and requirement of the HKDSE, including SBA</li> <li>• Students’ all four language skills further developed</li> <li>• Students’ and teachers’ evaluation/feedback</li> </ul>	9/ 2018 – 6/ 2019	<ul style="list-style-type: none"> <li>• PH (SF)</li> <li>• S4 FC and English teachers</li> <li>• SBA Coordinator</li> <li>• CAC</li> <li>• NET &amp; SCENT</li> </ul>
	2. Promote reading and relevant values through preparing students for the SBA with the 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) with reading materials selected.</li> <li>• Conduct Mock SBAs according to the confirmed procedure and schedule.</li> <li>• Use videos and materials from HKEAA and old boys.</li> </ul>				



## Focuses of Work (Senior Form) 2018 – 2019

Form	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinator s/ PIC
NSS 2 (S5)	1. Prepare students for the HKDSE with LOA and e-learning pedagogies to get students prepared for the HKDSE	<ul style="list-style-type: none"> <li>Consolidate skills learnt for all papers with exam skills equipped with tailor-made materials and revision of selected items covered in S4.</li> <li>Analyze different sections of all papers and develop apt follow-up plans with LOA to improve target skills.</li> <li>Enhance students' exposure to English learning through the promotion of e-learning, self-regulated learning, co-curricular activities tailor-made for senior form students and the NSS Elective Modules: "Learning English through Popular Culture" (1<sup>st</sup> term) &amp; "Learning English through Workplace Communication" (2<sup>nd</sup> term).</li> <li>Develop a school-based progression framework for writing skills with at least one CLP session held before the start of each teaching module/ period.</li> <li>Develop strategic plans to improve four skills:               <ul style="list-style-type: none"> <li>Reading (understanding of question types and reading skills, vocabulary building)</li> <li>Writing (habit formation of writing an essay plan and proofreading, exposure to topics from 8 NSS Elective Modules with skills to understand task requirements developed, revision of 1-2 text types poorly done in S3 and/ or S4, understanding of language features and application of a wider variety of sentence patterns)</li> <li>Listening &amp; Integrated Skills (understanding of question types, text types, task requirements and application of a wider variety of sentence patterns)</li> <li>Speaking (understanding the importance and skills of question analysis, training on individual presentation skills and group discussion skills)</li> </ul> </li> <li>Conduct small class after-school tutorials to support those in need.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials developed</li> <li>Students' increased understanding of the format and requirement of the HKDSE, including SBA</li> <li>Students' all four language skills being further developed</li> <li>Students' and teachers' evaluation/feedback</li> </ul>	9/ 2018 – 6/ 2019	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S5 FC and English teachers</li> <li>SBA Coordinator</li> <li>CAC</li> <li>NET &amp; SCENT</li> </ul>
	2. Promote reading and relevant values through preparing students for the SBA with a developed framework	<ul style="list-style-type: none"> <li>Develop form-based/ class-based reading materials with positive values and the spirit of service for the NSS Elective Modules: "Learning English through Popular Culture" (1<sup>st</sup> term) &amp; "Learning English through Workplace Communication" (2<sup>nd</sup> term) 107</li> <li>Use videos and materials from HKEAA and old boys.</li> </ul>				



Form	Targets	Implementation Plans	Respond to objective(s) in Annual Plan	Methods of Evaluation / Expected Outcomes	Time Scale	Coordinator s/ PIC
<b>NSS 3 (S6)</b>	1. Refine strategic plans with LOA and e-learning pedagogies to get students prepared for the HKDSE	<ul style="list-style-type: none"> <li>Consolidate skills learnt for all papers with exam skills equipped with tailor-made materials and revision of selected items covered in previous years.</li> <li>Analyze different sections of all papers and develop apt follow-up plans.</li> <li>Organize class-based and skilled-based after-school tutorials, speaking practice sessions and joint-school exam practice/ exam-related activities for target students.</li> <li>Adopt e-learning pedagogies to encourage self-regulated learning.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in students' performance in the HKDSE</li> <li>Students' participation in after-school tutorials</li> <li>Students' participation in joint-school exam practice/ exam-related activities</li> <li>Students' and teachers' evaluation/feedback</li> </ul>	9/ 2018 – 3/ 2019	<ul style="list-style-type: none"> <li>PH (SF)</li> <li>S6 FC and English teachers</li> <li>SBA Coordinator</li> <li>NET &amp; SCENT</li> </ul>
	2. Promote reading and relevant values through the implementation of the SBA with a developed framework	<ul style="list-style-type: none"> <li>Develop form-based/ class-based reading materials for the NSS Elective Module: "Learning English through Social Issues."</li> <li>Use videos and materials from HKEAA and old boys.</li> </ul>				

**Statistics of YWC HKDSE English results 2016 – 2018**

Year	Level 5* or above	Level 5 or above	Level 4 or above	Level 2 or above
2018	10.5%	22.4%	61.8%	100%
2017	11.5%	28.0%	70.1%	100%
2016	9.7%	27.3%	69.5%	100%

**SBA Arrangement and NSS Elective Modules 2018 – 2019**

Form	2018 – 2019 (1 <sup>st</sup> term)	2018 – 2019 (2 <sup>nd</sup> term)
S4	<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: Learning English through 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 (with reference to “A Roald Dahl Selection”)</li> <li>• Introduction of NSS Elective Module: Learning English through Short Stories (Part 2)</li> <li>• Mock SBA 2 (Part A: Print Fiction, GI)<sup>#</sup></li> </ul>
S5	<ul style="list-style-type: none"> <li>• NSS Elective Module: Learning English through Popular Culture</li> <li>• SBA Assessment (Part A: Print Fiction, GI)<sup>#</sup></li> </ul>	<ul style="list-style-type: none"> <li>• NSS Elective Module: Learning English through Workplace Communication</li> </ul>
S6	<ul style="list-style-type: none"> <li>• NSS Elective Module: Learning English through 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 choose one text to prepare for their SBA with the list of print fiction provided by their teachers.</li> <li>2. Students complete an SBA journal after reading the text.</li> <li>3. Teachers collect and mark the SBA journals with written feedback for improvement and preparation (if necessary).</li> </ol> <p>*4. 1 - 2 weeks before the assessment, students will be given at least 4 tasks and a notecard to prepare.</p>
While assessment	<ol style="list-style-type: none"> <li>5. On the day of assessment, students' class numbers and the task for their assessment task will be drawn randomly by their teacher to do the SBA.</li> </ol> <p>*6. Selected student will be given 10 – 15 minutes to finalize his notes based on the task.</p> <ol style="list-style-type: none"> <li>7. Students do the SBA in front of the whole class/ a group of four classmates in the classroom or a designated venue during lesson time.</li> </ol>
Post assessment	<ol style="list-style-type: none"> <li>8. Teachers conduct a standardization meeting to view at least 6 clips (i.e. 2 below average, 2 average, 2 above average) and evaluate the SBA arrangement with meeting notes completed.</li> <li>9. Teachers finalise the marks, complete the Assessment Record with all information included and notify students of their marks.</li> <li>10. Teachers submit completed Assessment Records with signatures and video clips to SBA Coordinator according to the set schedule.</li> </ol>

\*The time frame should be standardized across the form.

**Suggested time frame of using HKDSE Past Papers (Paper 1 & Paper 3) in 2018 – 2019**

Form	1 <sup>st</sup> term	2 <sup>nd</sup> term
S4	Sample Paper (selected tasks only), Practice Paper (selected tasks only), 2012	2013
S5	2013, 2014	2015, 2016
S6	2016, 2017, 2018	---

**Focuses of Work (Co-curricular Activities) 2018 – 2019**

(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>							
S1-S4	1. English Learning Programme (ELP)	<ul style="list-style-type: none"> <li>Students join different English activities throughout the year on their own initiative with the encouragement of their English teachers.</li> <li>Stamps are given to participants on the ELP Passports (S.1-S.3) or Chat Passes (S.4). A bonus mark is awarded to students earning a required number of stamps in their subject mark (refer to Section 3.8 for details).</li> <li>Due recognition is given to students who get the most stamps in each class by presenting them with certificates and book vouchers.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> <li>3.1</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>Students' ownership in English learning enhanced, shown by the no. of students getting a bonus mark</li> <li>Students of different ability levels feeling recognized through the ELP scheme</li> <li>Different platforms offered for students to display their talents</li> <li>The value of brotherhood and serving infused to students joining and organizing activities</li> </ul>	09/18 – 05/19	<ul style="list-style-type: none"> <li>CAC</li> <li>English teachers</li> <li>TA</li> </ul>	<ul style="list-style-type: none"> <li>ELP Passports</li> <li>Chat Passes</li> <li>Certificates</li> <li>Book vouchers</li> </ul>
S1-S3	2. Extensive Reading Scheme (ERS)	<ul style="list-style-type: none"> <li>S1 to S3 students are encouraged to read an assigned number of ERS books in the year, required to borrow the ERS books of the suitable level from the library to finish the book reports on the ERS Record Books or e-platform in different formats. The 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 share their recent reading with classmates in English lessons. Their written, video and audio reports may also be shared on e-platform.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</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>Students' ownership in learning enhanced, reflected by more books the students read than the required</li> <li>Use of e-platform successfully integrated into ERS report submission and sharing</li> <li>A strong reading culture shared by students and teachers and a strong reading ambience promoted</li> </ul>	09/18 – 05/19	<ul style="list-style-type: none"> <li>CAC</li> <li>NET and SCNET</li> <li>English teachers</li> <li>TA</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>

English Learning Opportunities in School

Ongoing Activities							
S1-S6	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 NET and SCNET and/ or the English Society for a specific target group to cater for their interest and need. <ul style="list-style-type: none"> <li>Activities held in the English Corner and its latest news are promoted through morning announcements and display board outside English corner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Students showing stronger intrinsic motivation in English learning</li> <li>Students' keen participation and positive attitude being recognized</li> <li>Students showing their positive attributes through serving the English Corner and organizing activities</li> <li>Activities requiring the collaboration of senior and junior form helpers organized to forge brotherhood</li> <li>Positive feedback from students and teachers</li> </ul>	10/18 – 05/19	<ul style="list-style-type: none"> <li>NET and SCNET</li> <li>Committee members of English Society</li> </ul>	<ul style="list-style-type: none"> <li>DVDs, board games, books &amp; magazines</li> <li>Log Book</li> <li>Budget on Open Gatherings and special sessions</li> </ul>
S1-S6	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>1.2</li> </ul>	<ul style="list-style-type: none"> <li>Students having stronger ownership of their learning</li> <li>Positive feedback in students' survey</li> </ul>	10/18 – 05/19	<ul style="list-style-type: none"> <li>TIC</li> <li>Teacher Librarian</li> </ul>	<ul style="list-style-type: none"> <li>E-Learning computer, Feedback form &amp; Referral Form</li> </ul>
S1-S6	3. English Morning Sharing Sessions	<ul style="list-style-type: none"> <li>Regular English Morning Sharing Sessions are held during the morning announcement session. In each session, one to three students from each class 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 (positive school/ serving the community) and match SOW of the form are preferred.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Representatives from all classes participated in the activity</li> <li>Students' ownership in learning developed</li> <li>Opportunity for teacher-student interaction increased</li> <li>Confidence of the participants enhanced with speaking and writing skills improved</li> <li>Value of positive school and serving the community infused</li> </ul>	09/18 – 04/19	<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							
S1-S5	1. Writing Competitions	<ul style="list-style-type: none"> <li>The following writing competitions are held in Term 1 and 2 respectively. Topics which echo the school themes/core values (positive school/ serving the community) and match SOW of the form are preferred. <ul style="list-style-type: none"> <li>A. Book Review Competition</li> <li>B. Poetry Writing Competition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>All S1 to S5 students participating in the competitions</li> <li>Students feeling recognized with their good works published in school publications, displayed in the covered playground or submitted to external writing competition (if applicable)</li> <li>Students' exposure to school themes/ core values</li> </ul>	A. 11-12/18 B. 03-04/19	<ul style="list-style-type: none"> <li>TICs</li> <li>S1 – S5 English teachers</li> <li>Adjudicators</li> </ul>	<ul style="list-style-type: none"> <li>Budget on certificates and book coupons</li> </ul>
S1-S6	2. Book Recommendation Posters	<ul style="list-style-type: none"> <li>Throughout the year, English teachers take turns to recommend fiction and non-fiction books of different reading levels to students through posters which are displayed in every S1 to S6 classroom.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Posters being displayed in each classroom with positive feedback from teachers and students</li> <li>A strong reading culture shared by students and teachers and a strong reading ambience promoted</li> </ul>	09/18 – 05/19	<ul style="list-style-type: none"> <li>NET and SCNET</li> <li>English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Poster</li> <li>Budget on books recommended</li> </ul>

S1-S2	3. Book sharing by NET and SCNET	<ul style="list-style-type: none"> <li>NET and SCNET hold book sharing sessions on specific theme or genre during S1 and S2 English lessons at the Library.</li> <li>Students are allowed to borrow the recommended books after the sharing session and complete the ERS book report based on the books.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Book sharing sessions done with positive feedback from teachers and students</li> <li>A strong reading culture shared by students and teachers and a strong reading ambience promoted</li> </ul>	02/19 – 05/19	<ul style="list-style-type: none"> <li>NET and SCNET</li> <li>S1 – S2 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Budget on books recommended</li> </ul>
S1-S2	4. Drama Experiential Training	<ul style="list-style-type: none"> <li>The training is conducted in two to three double English lessons to allow students to learn some drama techniques and consolidate their four skills in a fun way.</li> <li>An outsourced coach teaches students acting, stage direction and voice projection etc based on the reader used in S1 and S2 English curriculum.</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 engaged in the lesson with fun and interactive drama activities conducted</li> <li>Student learning more about drama from the professional coach and staging a mini drama with the learnt knowledge</li> </ul>	S1.09 – 11/18 S2.03 – 05/19	<ul style="list-style-type: none"> <li>TIC</li> <li>S1 – S2 English teachers</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Budget on coach fee</li> </ul>
S1-S2	5. 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>1.2</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> </ul>	<ul style="list-style-type: none"> <li>Students showing high motivation in the lessons and revising vocabulary with the fun activity</li> <li>Students' accuracy in pronunciation and spelling improved</li> <li>Brotherhood forged through organizing the activity for S1 – S2 students by elder students</li> </ul>	04-05/19	<ul style="list-style-type: none"> <li>TICs</li> <li>Committee members of English Society</li> <li>S.1 – S.2 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>Budget on prizes and certificates</li> <li>Vocabulary list</li> <li>Venue</li> <li>with IT equipment</li> </ul>
S3	6. STAR Platform	<ul style="list-style-type: none"> <li>Students are encouraged to do self-access learning on the e-platform to enhance their reading and listening skills.</li> <li>Two ELP stamps are awarded to students who complete and attain 80% or above in both reading and listening tasks. Five sessions are held throughout the year.</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' reading and listening skills improved</li> <li>Students having strong ownership of their learning shown by the number of students doing the task on the platform</li> <li>Students feeling their effort being recognized</li> </ul>	10/18 – 05/19	<ul style="list-style-type: none"> <li>TIC</li> <li>S3 English teachers</li> </ul>	<ul style="list-style-type: none"> <li>STAR platform</li> </ul>
Platform for gifted or potential students							
S1-S5	1. Gifted Education Programmes	<p>The following programmes are provided for talented students to further stretch their potential. Regular workshops or training sessions will be held after school by TICs or coaches. It is suggested to include the school themes/ core values in the programme if suitable.</p> <p>A. English Debating Team B. Creative Writers' Hub C. Ying Wa English Radio</p>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> <li>2.3</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>Students having stronger ownership of their learning with the platform provided catering for their interest and need</li> <li>Participants' speaking or/ and writing skills improved</li> <li>Critical thinking or/ and creativity boosted</li> <li>Brotherhood forged through discussion and team work</li> <li>Different platforms offered for students to display their talents</li> </ul>	10/18 – 05/19	<ul style="list-style-type: none"> <li>TICs</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Budget on coach fee, administration, registration and promotion fee</li> </ul>

				<ul style="list-style-type: none"> <li>Records of students' production e.g. portfolio, radio broadcast etc.</li> </ul>			
S1- S5	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-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 training sessions 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>2.2</li> <li>2.3</li> <li>3.1</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>Students showing their positive attributes through organizing activities</li> <li>Brotherhood forged through collaboration</li> <li>Proposal, implementation plans, evaluation forms and minutes of meetings for English activities submitted by Committee Members</li> </ul>	09/18 – 05/19	<ul style="list-style-type: none"> <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							
S1-S6	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 13<sup>th</sup> Speaking Contest for HK Students</li> <li>D. <u>Drama</u>: Speak Out-Act Up!, Stories on Stage</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>1.2</li> <li>2.2</li> <li>2.3</li> </ul>	<ul style="list-style-type: none"> <li>Students being the contestants/ audience of the events</li> <li>Students' four skills and confidence enhanced</li> <li>Students' exposure to different English contexts increased</li> <li>Different platforms provided for students to display their talents</li> </ul>	09/18 – 05/19	<ul style="list-style-type: none"> <li>CAC</li> <li>TICs</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Budget on coach fee, administration, registration and promotion fee</li> </ul>

**2. Budget**  
**INCOME**

Item	Source	Approved Budget (HK\$)
Approved budget for English Department	School	184,500
		<b>184,500</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
Purchase:		
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\$4,000
6. Prizes & Certificates for English activities		HK\$4,500
Tutorials, Courses or Training Sessions:		
1. Teachers' Professional Development Programme		HK\$20,000
2. Drama Experiential Trainings for students		HK\$60,000
3. Creative Writers' Hub (gifted programme)	A deposit of HK\$3,300 will be collected from each student. HK\$1,650 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$50,000) (with trainers' fee, administration cost and other expenses included)
4. English Debating Team (gifted programme)	A deposit of HK\$2,000 will be collected from each student. HK\$1,000 will be refunded upon completion of the gifted programme, subject to no less than 80% attendance.	(HK\$50,000) (with trainers' fee, administration cost and other expenses included)
5. After-school tutorials taught by old boy (S4 or particular form needed)		HK\$3,000
Activities:		
1. Ying Wa English Radio (gifted programme)		(HK\$1,000)
Application Fee:		
1. Hong Kong Schools Speech Festival 2018		HK\$15,000
2. Other English gifted education activities		(HK\$3,000)

Transportation:		
1. Hong Kong Schools Speech Festival 2018 (for choral speaking group)		HK\$1,500
<b>TOTAL (gifted programme items excluded):</b>		<b>HK\$184,500</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
S1	<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> <li>Oxford Advanced Learner's English-Chinese Dictionary (Paperback) (9<sup>th</sup> Ed. with Pronunciation CD-Rom)</li> </ul>		<ul style="list-style-type: none"> <li>Express</li> <li>Aristo</li> <li>Pearson</li> <li>O.U.P.</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>
S2	<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 / Pearson</li> </ul>
S3	<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>
S4	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for the HKDSE (Edge) (Sets 1-4) (2015 Edition)</li> <li>A Roald Dahl Selection</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate) (2017 Edition)</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>
S5	<ul style="list-style-type: none"> <li>Longman Complete Exam Practice for the HKDSE (Edge) (Sets 5-8) (2015 Edition)</li> <li>Reading Explorer Theme-based Anthology (Upper-intermediate) (2013 Edition)</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>
S6	<ul style="list-style-type: none"> <li>Reading Explorer Theme-based Anthology (Upper-intermediate) (2013 Edition)</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  
二零一八至二零一九年度  
中文科  
工作重點及教學計劃

### 課程宗旨

本科之宗旨依《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，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能力；
3. 培養創作不同類型文學作品的興趣，提高文學創作的的能力；
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，期望能夠提升學生公開考試成績。

2. 短期目標：

- 配合校方之計劃，加強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同學。
- 加強中學部及小學部之間的溝通。
- 充分運用測考評估的分析數據以改善教學質素。
- 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：

### 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。

### 弱：

- 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。
- 學生一般自學能力較弱。
- 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。

### 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。
- 本科同工運用考績制度、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。
- 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。
- 本科老師利用學生測考評估數據以提高自己教學質素。

### 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。

## 2018-2019年度中文系配合校方五年計劃之重點工作

### 1. 自主學習：

<b>a. 持續優化初高中優化課程，設計更多讓同學能夠自主學習的教材套</b>
<b>目標：</b> <ul style="list-style-type: none"><li>• 提升同學之學習自主性及學習動機。</li><li>• 提升同學的學習成效。</li><li>• 配合校方之計劃，推廣自主學習以照顧學生的學習差異。</li></ul>
<b>推行方式：</b> <ul style="list-style-type: none"><li>• 初中以能力培養為重心設計課程，並會加入不同的文學及文化的自學提材，冀能鞏固學生之語文能力，同時照顧學生之學習興趣。</li><li>• 高中則以文化主題為重心設計課程，冀能讓同學更有系統地學習指定篇章，加強聽、說、讀、寫各方面的培訓。</li><li>• 將會利用電子學習材料，通過GOOGLE CLASSROOM，讓同學可以預習課文及進行課堂延伸學習。</li><li>• 培育學生的學習習慣、學習技巧。</li><li>• 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。</li></ul>
<b>對象：</b> <ul style="list-style-type: none"><li>• 全體同學。</li></ul>
<b>負責人員：</b> <ul style="list-style-type: none"><li>• 科主任。</li></ul>
<b>評估方法：</b> <ul style="list-style-type: none"><li>• 向學生派發調查問卷，分析他們自主學習情況。</li><li>• 在科務會議蒐集老師之意見。</li></ul>
<b>完成時間：</b> <ul style="list-style-type: none"><li>• 2018-2019年學年終結。</li></ul>

<b>b. 設計以學習為主導的評估課業</b>
<p>目標：</p> <ul style="list-style-type: none"> <li>• 透過評估的結果促進同學學習。</li> </ul>
<p>推行方式：</p> <ul style="list-style-type: none"> <li>• 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目標及學習內容而設計。</li> <li>• 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，期望老師藉此了解學生的學習進程，同學也可以了解自己的學習進度；至於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。</li> <li>• 同工可利用功課、隨堂小測或測驗結果作為診斷及改善學與教。</li> <li>• 同工可提供機會讓學生顯示學習成果，同學之間互相學習，砥礪並進，而不是要他們互相比較分數。</li> <li>• 同工可多用評語，讓同學清楚知道問題所在，掌握進步方向，不只是依賴等級和分數來評定學生表現。</li> </ul>
<p>對象：</p> <ul style="list-style-type: none"> <li>• 全體中文科老師。</li> </ul>
<p>負責人員：</p> <ul style="list-style-type: none"> <li>• 科主任。</li> </ul>
<p>評估方法：</p> <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
<p>完成時間：</p> <ul style="list-style-type: none"> <li>• 2018-2019年學年終結。</li> </ul>

<b>c. 運用資訊科技促進課堂及課後之學與教成效</b>
<p>目標：</p> <ul style="list-style-type: none"> <li>• 通過資訊科技，提供更多元化的學習方式，提升同學的學習興趣。</li> <li>• 拓闊課堂，讓同學可以利用資訊科技，在課前及課後延伸學習。</li> </ul>
<p>推行方式：</p> <ul style="list-style-type: none"> <li>• 老師將會製作一些課前預習、日常教學重點及延伸學習的電子教材套，鼓勵同學在課前預習及課後溫習，這樣一來可以讓同學重溫教學重點了。</li> <li>• 在適當的班別引入資訊科技教學，以期有效提升學生的學習成效。</li> <li>• 老師將會拍攝教學短片，讓同學在課餘時間可以重溫，方便溫習。</li> </ul>
<p>對象：</p> <ul style="list-style-type: none"> <li>• 全體同學。</li> </ul>
<p>負責人員：</p> <ul style="list-style-type: none"> <li>• 科主任及有關負責老師。</li> </ul>
<p>評估方法：</p> <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現，向學生派發調查問卷，了解他們的學習情況。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
<p>完成時間：</p> <ul style="list-style-type: none"> <li>• 2018-2019年學年終結。</li> </ul>

<b>d. 獎勵學生進步及其他優異表現</b>
目標： <ul style="list-style-type: none"> <li>• 照顧個別差異，讓不同水平之同學均能受益。</li> <li>• 鼓勵學生正向思維，以期啟發同學的潛能。</li> </ul>
推行方式： <ul style="list-style-type: none"> <li>• 鼓勵老師多向學生發放正面信息，例如送小禮物及在家課上貼貼紙，以鼓勵同學繼續努力。</li> </ul>
對象： <ul style="list-style-type: none"> <li>• 全體同學。</li> </ul>
負責人員： <ul style="list-style-type: none"> <li>• 科主任及有關負責老師。</li> </ul>
評估方法： <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現，了解他們的學習情況。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
完成時間： <ul style="list-style-type: none"> <li>• 2018-2019年學年終結。</li> </ul>

## 2. 通過閱讀推動學習：

<b>a. 學與教及評估策略中加入從閱讀中學習之元素</b>
目標： <ul style="list-style-type: none"> <li>• 提升同學閱讀興趣和求知慾。</li> <li>• 拓闊學生視野，提升他們的審美水平。</li> </ul>
推行方式： <ul style="list-style-type: none"> <li>• 老師可以鼓勵同學多閱讀不同類型的書籍，不只是局限於個別古典或現代名著，期望同學能夠廣泛閱讀。</li> <li>• 老師可以為同學提供延伸閱讀參考資料，讓同學可以在課餘時間進一步延伸學習相關的課題。</li> <li>• 老師可以分享更多從閱讀中學習的心得，期望能夠培養同學通過閱讀尋求知識的習慣。</li> </ul>
對象： <ul style="list-style-type: none"> <li>• 全體同學。</li> </ul>
負責人員： <ul style="list-style-type: none"> <li>• 科主任及有關負責老師。</li> </ul>
評估方法： <ul style="list-style-type: none"> <li>• 由老師觀察學生之表現，了解他們的學習情況。</li> <li>• 在科務會議蒐集老師之意見。</li> </ul>
完成時間： <ul style="list-style-type: none"> <li>• 2018-2019年學年終結。</li> </ul>

## b. 營造閱讀風氣及建構閱讀文化

目標：

- 改善閱讀氛圍，讓同學更主動閱讀。

推行方式：

- 在初、高中課程中加入延伸閱讀材料，例如參考書目，讓同學了解哪些書本跟自己正在學習的單元有關。
- 老師將會參與製作圖書推介短片，在早上閱讀課時播放，向學生介紹優秀的讀物。
- 中文組期望能夠跟圖書館合作，舉辦更多不同類型的講座，以期改善整體的閱讀氣氛。

對象：

- 全體同學。

負責人員：

- 科主任及有關負責老師。

評估方法：

- 由老師觀察學生之表現，了解他們的學習情況。
- 在科務會議蒐集老師之意見。

完成時間：

- 2018-2019年學年終結。

## c. 舉辦全校活動以加強閱讀風氣

目標：

- 鼓勵更多同學參與閱讀活動。

推行方式：

- 中文科老師可以協助籌辦一些閱讀比賽，這些比賽可以讓同學自由參與。
- 中文科老師可以舉辦一些讀書會，希望同學能夠參與，一起分享閱讀樂趣。

對象：

- 全體同學。

負責人員：

- 科主任及有關負責老師。

評估方法：

- 由老師觀察學生之表現。
- 在科務會議蒐集老師之意見。

完成時間：

- 2018-2019年學年終結。

## 18-19年度之中文系教師名單

### 一. 2018-2019年度各級任教之老師：

#### 1. 中國語文科

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

#### 2. 中國文學科

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

#### 3. 普通話科

中一級任教老師--唐韵 1A、1B 郭慧茹 1C、1D、1E 麥敏儀 1F  
中二級任教老師--唐韵 2A、2B、2C、2D、2E 文詠詩 2F



**財政預算**

18-19 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
<b>Purchase:</b>		
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
<b>Service:</b>		
中辯學會		\$2,000
國學學會		\$1,000
<b>Tutorials, Courses or Training Sessions:</b>		
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
<b>Activities:</b>		
<b>Application Fee:</b>		
校際朗誦節報名費		\$7,000
辯論比賽報名費		\$2,000
<b>TOTAL:</b>		約\$36,500

**英華書院**  
**二零一八至二零一九年度**  
**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. 發展及提升同學對本科的認同感，以提高學習興趣為目的，並推廣閱讀。
2. 促進高效能學習，探討資料科技教學在課堂的運用。
3. 靈活剪裁甲部課程，加入乙部課程。

**1. 發展及提升同學對本科的認同感，以提高同學學習興趣為目的，並推廣閱讀。**

初中：a. 推行互動教學，以提高趣味為主要目的，務求令學生能主動學習；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。

**b. 活動教學**

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〉

## 2. 促進高效能學習，探討資料科技教學在課堂的運用。

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。

C. 多利用多媒體教具，如動畫、簡報、適合中史教學的電腦軟件等。

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－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。

## 3. 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

## (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；文憑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。
- 三. 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 2018-2019**

### **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

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

### Threats

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.

### **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 2018-2019 are:**

1. Developing Ownership in Learning
2. Fostering Effective Learning
3. Excellence in Public Examinations
4. Catering for learning diversity



### E. Annual Plan

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Developing Ownership in Learning	<p>Learners ownership and learning effectiveness</p> <ul style="list-style-type: none"> <li>• Learning oriented Assessment</li> <li>• E-learning pedagogies to promote L &amp; T interaction &amp; beyond classroom</li> <li>• Awards in due recognition of students' improvement and excellence</li> <li>• Study trip</li> <li>• Book display</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>• Lesson cooperation</li> <li>• Increased usage hours of mobile devices usage in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Progress of students' performance</li> <li>• Teachers' training records</li> </ul>	9/2018-6/2019	Panel Head	manpower
2. Fostering Effective Learning	<p>Reading-to-learn</p> <ul style="list-style-type: none"> <li>• Reading-to-learn elements in L &amp; T and assessment policies for S4, S5 &amp; S5</li> <li>• Secondary 4 to 6 students need to subscribe (校園經濟)</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>• Reading-to-learn elements in their assessments supported by whole-school planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> </ul>	9/2018 – 6/2019	Subject teachers	Students' fund

3. 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>	9/2018 – 6/2019	Subject teachers	Funding support for enhancement workshops
4. 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>	9/2018 – 8/2019	Subject teachers	Online resources and reference books Old boys

## **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-curricular 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)

## H. 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
3. Two ipads	\$7000
4. S6 afterschool tutorials	\$1800
5. Visit	\$1000
<b>Total:</b>	<b>\$11800</b>

## J. PROGRAMME TEAM

Mr. Chau L (3A, 3B, 3E & 3F)

Ms. Chung YF ( 3C & 3D )( S3 coordinator)

Mr. Lam WH ( 4X1 & 4X3 )

Prepared by Lam WH

# Geography

## Programme Plan 2018-2019

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 skills 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 2018-2019	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted Worksheet prepared	End of Sept.	--
3	Enhance student learning and teaching effectiveness	Curriculum review for S1-3	Form coordinators and form teachers	HOD joins the meetings for curriculum review	Syllabus drafted School-base teaching materials prepared	On-going job	--
4	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	--
5	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	--
6	Enhance student learning	Bridging programme	Mrs. Ho	Form teacher are required to give a bridging programme to S4 students	Students had a basic ideas about the subject and found the interest of studying the subject	First two weeks of September	--
7	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	--
8	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	--

9	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	--
10	Enhance student learning	Geography Projects for S.4 (Fieldwork study)	Mrs. Ho	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	--
11	Enhance student learning	Geography Project for S.5 (Fieldwork study)	Mr. Lo	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	--
12	Enhance student learning	Geography Project for S.6 (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	--
13	Enhance student learning	Reading to learn program for DSE students	Mrs. Ho	Teacher is required to check the progress of students	Reading and writing abilities of students improved.	Four 'Reading to learn' files will be shared to DSE students through google classroom.	--
14	Enhance student learning	Reading to learn program for S1 – S3	Form coordinators and form teachers	Teacher is required to check the progress of students	Reading and writing abilities of students improved.	Related articles will be released to students through google	

						classroom.	
15	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	--
16	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	--
17	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	--
18	Prepare Ss for Public examinaions	Enhancement classes	Mrs. Ho	Attendance and progress record of enhancement classes	Students show progress in tests and examination Students show stronger confidence in face of public examinations	Nov-Jan	--
19	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	--
20	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	--
21	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	--
22	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 Jun	\$8000
23	Enhance student learning	Study Tour to Iceland	Mrs. Ho and Mr. Lo	Teachers are required to check the progress of students in data collection	Students found the experience on site visit and first-hand data collection valuable	End of Jun	--



#### 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 S.2 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

Particulars	Curriculum development	Extra-curricular activities, prizes and sports	Library books, newspapers, magazines and teachers' texbooks, maps, etc	Travelling and transportation	Approved Budget (HK\$)
Library Books			4,000		4,000.00
Teaching aids	4,000				4,000.00
Afterschool tutorial for S1 and S2		4,000			4,000.00
iGeo		2,500			2,500.00
Fieldworks				4,000	4,000.00
<b>Total</b>	<b>4,000</b>	<b>6,500</b>	<b>4,000</b>	<b>4,000</b>	<b>18,500</b>

VII. Programme team

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

# **History**

## **Programme Plan 2018-2019**

### **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.

### **Annual Plan 2018-19**

**Five Areas** of history learning and teaching will be promoted in the academic year 2018 – 19.

#### **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/IT in teaching to encourage student-teacher interactions.

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

- 1.5 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.
- 1.6 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.
- 1.7 The senior students will have activities like film review and book report to broaden their horizons in the subject.
- 1.8 Senior form students are encouraged to form study group to keep studying as a team.

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

- 1.9 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.
- 1.10 After school tutorials will be held to enhance students' exam skills. Special attention would be on DBQ and essay writing.
- 1.11 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. Promotion of ownership in Learning and Project learning**

- 4.1 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.
- 4.2 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.
- 4.3 Students are encouraged to search through internet relevant materials to their learning and share through google classroom

### **5. Promotion of reading and Life-wide learning**

- 5.1 Museum visit and History investigation project will be conducted in S.1-3 to develop students' interest in the subject.
- 5.2 Students will be well informed of public talks, visits, or exhibitions related to History
- 5.3 Promotion of reading through passing relevant reading materials to students through google classroom

#### Evaluation Methods

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

## Plan of the History Panel to prepare students for 2019 DSE Examination

<b>Targets</b>	<b>Measures to be taken</b>
1. Familiarizing with the level descriptors of public exam	<ul style="list-style-type: none"> <li>- Upload of HKEAA circulars / level descriptors related to DSE to e-class for teachers' easy access</li> <li>- Holding panel meeting by panel chairpersons to share explicitly the assessment criteria</li> </ul>
2. Familiarizing students with DSE sample scripts and level descriptors	<ul style="list-style-type: none"> <li>- Feedback after marking test papers and assignments.</li> <li>- Discussion during lunch time / after school tutorials with students in pairs / groups on their works so as to familiarize students with the marking descriptors</li> <li>- Provision of links related to HKEAA sample scripts</li> <li>- Discussion and practice during lessons</li> </ul>
3. Timely revision tests and exam-oriented drillings	<ul style="list-style-type: none"> <li>- Revision tests – once every 3 weeks (refer to attachment for revision time-table)</li> <li>- Tutorial class will be held after school for revision and discussion of essay questions.</li> <li>- Tests and drilling would be set in line with the public assessment criteria. Appropriate feedback, in terms of level descriptors, will also be highlighted.</li> <li>- Past CE / AL questions and GCE / GCSE questions, if appropriate, will be adopted in drilling and revision.</li> </ul>
4. Timely review of students' needs and ability after tests / examinations	<ul style="list-style-type: none"> <li>- In marking students' assignments / tests, highlight marks scoring elements in the answer</li> <li>- Review performance of students in tests / assignments so as to fit in the needs of students in their learning.</li> </ul>
5. 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**  
**REVISION TEST SCHEDULE 2018 – 2019**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Test Topics
AUG	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25	24-25/8 New S1 Training Camp	
SEP	26	27	28	29	30	31	1	27-28/8 New S1 Bridging Programme 29/8 Staff Development 1/9 New S1 Parents' Meeting	Revision Test 1 31/8 Int'n conflicts in 20 <sup>th</sup> century
	2	3 X	4 A <sup>1</sup>	5 B	6 C	7 D	8	3/9 Opening Ceremony	
	9	10 E	11 F	12 A <sup>2</sup>	13 B	14 X	15	14/9 Annual Swimming Gala (Day 1)	
	16	17 X	18 C	19 D	20 X	21 X	22	17/9 Annual Sports Day (Heats) 20/9 Annual Sports Day (Final) 21/9 Annual Swimming Gala (Day 2)	Revision Test 2 19/9 Cold War
	23	24 E	25	26 F	27 A <sup>3</sup>	28 B	29	25/9 Day after Mid-Autumn Festival 28/9 S1 Parents' Night 29-30/9 HKCCCC Centennial Thanksgiving Service Drama Nights	
OCT	30	1	2 C	3 D	4 E	5 F	6	1/10 National Day	Revision Test 3 5/10 HK's Political development 20 <sup>th</sup> C
	7	8 A <sup>4</sup>	9 B	10 C	11 D	12 E	13	12-13 Bicentennial Sch History Academic Conference	
	14	15 F	16 A <sup>5</sup>	17	18 B	19 C	20	17/10 Chung Yeung Festival 19/10 Inter-school Swimming Competition	
	21	22 D	23 E	24 F	25 A <sup>6</sup>	26 B	27	26/10 Inter-school Swimming Competition	Revision Test 4 22/10 HK's soc, econ & pol dev
NOV	28	29 U C	30 U D	31 U E	1 F	2 A <sup>7</sup>	3 X	29-31/10 Uniform Tests (S1-S3) Bicentennial School History Exhibition 1/11-5/12 Open House	
	4 X	5	6 B	7 C	8 D	9 R	10	4/11 Annual General Meeting of PTA 5/11 Day after AGM of PTA	
	11 X	12	13 E	14 F	15 A <sup>8</sup>	16 B	17	11/11 Bicentennial Thanksgiving Service 12/11 Day after Bicentennial Thanksgiving Service	Revision Test 5 14/11 Japan 1900-1945
	18	19 C	20 D	21 E	22 F	23 A <sup>9</sup>	24		
DEC	25	26 B	27 C	28 D	29	30 X	1 X	29/11 Pre-Day for Fun Fair & Home-coming Events 30/11 Bicentennial Fun Fair 1/12 Home-coming Day & Home-coming Concert	Revision Test 6 28/11 Japan 1945-2000

	2 X	3	4 E	5 F	6 A <sub>0</sub> <sup>1</sup>	7 B	8	2/12 3/12 7/12	Bicentennial Banquet Day after Bicentennial Celebration Events Inter-class Hymn Singing Competition	
	9	10 C	11 D	12 E	13 F	14 X	15	14/12	Annual Speech Day	Revision Test 7 13/12 Modern China 1900-2000
	16	17 A <sub>1</sub> <sup>1</sup>	18 B	19 X	20	21	22	18/12 29/12 20/12 -1/1	Christmas Concert Christmas Service, 19/12 Morrison Concert Christmas & New Year Holidays	
	23	24	25	26	27	28	29			
J A N	30	31	1	2 C	3 D	4 E	5	2-17/ 1	Mid-year Examinations (S1–S5)	Revision Test 8 3/1 Theme A
	6	7 F	8 A <sub>2</sub> <sup>1</sup>	9 B	10 C	11 D	12			Revision Test 9 7/1 Theme B
	13	14 E	15 F	16 A <sub>3</sub> <sup>1</sup>	17 B	18 C	19			
	20	21 D	22 E	23 F	24 A <sub>4</sub> <sup>1</sup>	25 B	26	25/1	S6 Farewell Assembly	

### After-school/Lunchtime 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, 3C, 3E, 3F, 4x2, 6x2
TH Yeung*	1A, 1B, 1C, 1E, 2A, 2B, 2E, 3A, 3B, 3D, 5x2
YW Lam	2C, 2D

\*Form Coordinators



### Budget Planning 2018 – 2019

Item (Purchase, Service, Tutorials, Courses or Training Sessions, Activities, Application Fee, Transportation, etc.)	Expected Income (if any) And Source of Income (including special funding, fee received from students, donation, etc.)	Expected Expenditure
<b>Purchase:</b>		
1. IT resources (e.g. E books, IGCSE E resources, Ipad key boards)		\$2000
2. Library books		\$1000
3. Teaching resources		\$1000
<b>Tutorials, Courses or Training Sessions:</b>		
S4 Enhancement Class		10 X 500
S5 Enhancement Class		10 X 500
<b>Activities:</b>		
Visit	Nil	\$2000
<b>Application Fee:</b>		
Course application fee	Nil	\$2000
<b>Transportation:</b>		
<b>Others:</b>		
<b>TOTAL:</b>		<b>18,000</b>

## Liberal Studies Programme Plans 2018-2019

### 初中 通識教育科

#### Major Concern 1: Purposeful Learning

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale
1.1	繼續進行課程改革以調適至學生程度	學生能有更大的學習動機	學生調查	全年
1.1	增加課堂討論並鼓勵學生發表討論成果	學生能主動發表討論成果	教師觀察	全年
1.1+1.2	繼續推廣自主閱報習慣	學生能自行找與課程有關的新聞報道，並加以分析，完成後貼在壁報板上	學生課業	每學期一次課業
1.2	繼續推廣自主閱報習慣	學生能完成老師擬定的閱報習作及相關時事填充題	學生課業	每學期兩次課業及暑期習作
1.2	舉辦與課程相關的聯課活動參觀	學生主動參加活動，若課時許可邀請學生分享參觀所學	學生調查+教師觀察	各級每學年一次

高中 通識教育科

Major Concern 1: Purposeful Learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in-Charge	Resources Required
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <ul style="list-style-type: none"> <li>- Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness                             <ul style="list-style-type: none"> <li>• 持續發展校本課程</li> <li>• 教師參與校內外不同工作坊及講座、評改文憑試試卷</li> <li>• 各級共同備課節</li> </ul> </li> <li>- Learning oriented Assessment (LoA)                             <ul style="list-style-type: none"> <li>• 獎勵分數以鼓勵學生進行自主及延伸學習</li> <li>• 鼓勵學生參與校外模擬考試, 例如學友社、信報及齡記等</li> <li>• 檢討測考及其他課業評核的形式及設計等</li> </ul> </li> <li>- e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom                             <ul style="list-style-type: none"> <li>• 高中同事設計電子教學活動, 配合同儕觀課</li> <li>• 增加學生運用電子器材作課堂及延伸學習活動</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>• SD sessions for professional sharing in LoA and e-learning pedagogies</li> <li>• Increased usage hours of mobile devices usage in classroom and Lib SALC teaching recorded</li> <li>• Whole-school and class-based improvement award schemes established</li> <li>• 持續發展校本課程</li> <li>• 教師持續參與不同專業培訓及評改文憑試試卷</li> <li>• 完成各級共同備課節</li> <li>• 學生自主學習以獲獎勵分數</li> <li>• 學生參與校外模擬考試</li> <li>• 檢討及優化測考及課業形式及設計</li> <li>• 所有高中教師至少設計一次電子教學活動</li> <li>• 增加學生運用電子器材</li> <li>• 教師派發小禮物或給予口頭稱讚</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> <li>• Mobile learning device loan record</li> </ul>	9/2018 – 6/2019	• 蕭敏儀	Funding to support curriculum development, manpower, self-regulated learning/ e-learning
1.2 Fostering Effective Learning	<ul style="list-style-type: none"> <li>- Awards in due recognition of students' improvement and excellence                             <ul style="list-style-type: none"> <li>• 獎勵分數以鼓勵學生進行自主及延伸學習</li> <li>• 小禮物或口頭稱讚</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KLAs incorporating reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Belle Lettres, BookCrossing and Reading Festival, e-Library cum reading platform to be launched at various levels</li> <li>• 繼續與圖書館合作, 鼓勵學生訂閱報章, 合辦書展</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Parent's survey</li> <li>• Library books borrow record</li> </ul>	9/2018 – 6/2019	• 蕭敏儀	Funding to support reading and e-reading initiatives

		<ul style="list-style-type: none"> <li>• 學生完成讀書報告</li> <li>• 增加閱讀材料</li> <li>• 學生自主學習以獲獎勵分數</li> <li>• 學生自行參考師兄優秀獨立專題探究報告</li> <li>• 學生研習考評局獨立專題探究報告</li> <li>• 將圖書館註銷書籍分配至各班圖書館</li> <li>• 學生完成持續個人新聞評論</li> </ul>				
	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"> <li>- Reading-to-learn elements in L&amp;T and assessment policies across subjects <ul style="list-style-type: none"> <li>• 繼續與圖書館合作，鼓勵所有年級學生訂閱報章培養閱報習慣</li> <li>• 與圖書館合作舉辦書展以推廣閱讀風氣</li> <li>• 學生完成讀書報告</li> <li>• 增加閱讀材料，例如學生預習及準備高中測驗、工作紙中的延伸學習</li> <li>• 獎勵分數鼓勵學生進行自主及延伸學習</li> <li>• 鼓勵學生到圖書館自行參考師兄優秀獨立專題探究報告</li> <li>• 學生研習考評局獨立專題探究報告</li> <li>• 吸納圖書館註銷書籍，再分配至各班圖書館</li> </ul> </li> <li>- Administrative measures to infuse a strong reading culture <ul style="list-style-type: none"> <li>• 持續個人新聞評論</li> </ul> </li> <li>- Whole school activities to promote a strong reading ambience <ul style="list-style-type: none"> <li>• 與圖書館合作舉辦書展</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>• 蕭敏儀</li> </ul>	

## Major Concern 2: Positive School

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Character Building	<ul style="list-style-type: none"> <li>Mass education programs in promoting civic-mindedness, nurturing caring and compassionate youngsters                             <ul style="list-style-type: none"> <li>課程內容培養同理心、公民責任感及身份認同</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students showing their positive attributes in different aspects of school life demonstrating their care and concern for others</li> </ul>	<ul style="list-style-type: none"> <li>Mass education program documents included in annual plans of different functional groups</li> <li>Progress monitored by core members of SDSC</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	Funding expected from Joyful@School (QEF program)
2.2 Developing Potential	<ul style="list-style-type: none"> <li>Upgrading school facilities to create an ambience conducive for stretching students' potential</li> <li>Diversified criteria reinforcing positive students' behaviors and achievements                             <ul style="list-style-type: none"> <li>獎勵分數以鼓勵學生進行自主及延伸學習</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>New facilities completed in the current year</li> <li>Students across the whole spectrum of abilities felt being recognized in different aspects of school life</li> <li>學生自主學習以獲獎勵分數</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoying the facilities and showing a readiness to use these facilities in their daily school life</li> <li>APASO data in related strand</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	Funding to realize the facilities upgrade
2.3 Forging Brotherhood	<ul style="list-style-type: none"> <li>Theme-based and level-based programs designed to instill a sense of belonging in students                             <ul style="list-style-type: none"> <li>課程內容培養身份認同及歸屬感</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Strong bonds amongst students of same and different levels observed</li> </ul>	<ul style="list-style-type: none"> <li>APASO data in related strand</li> <li>Teachers' observations</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>蕭敏儀</li> </ul>	
2.4 Collaborating with Parents	<ul style="list-style-type: none"> <li>Enhancing the transparency of school policies by bolstering the existing e-communication channels</li> <li>Collaborating with PTA to tap into professional advice in leveling up parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>A complete facelift given to the school website</li> <li>An increased number of parents visiting the school website to acquire information about the school</li> <li>Parenting workshops (educational programs) responding to parents' needs being well-regarded by parents</li> </ul>	<ul style="list-style-type: none"> <li>Hit rate of website</li> <li>PTA Exco's observations</li> <li>Records and documents of parenting workshops (educational programs) included in PTA &amp; HSCC annual program plan</li> </ul>	8/2018 – 7/2019	<ul style="list-style-type: none"> <li>VP (Student Support)</li> <li>IT coordinator</li> <li>PTA Exco &amp; HSCC Head</li> </ul>	

**Major Concern 3: Serving Community**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 Cultivating the Spirit of Service	<u>Preparation strategies</u> <ul style="list-style-type: none"> <li>• Reviewing the service elements in school               <ul style="list-style-type: none"> <li>- gathering information about service-related activities from different departments and reviewing the current plans and practices</li> <li>- Evaluating the design and effectiveness of the service-related activities</li> </ul> </li> <li>• Staff development               <ul style="list-style-type: none"> <li>- holding talks, training and sharing sessions as well as providing opportunities of service learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawing up a report summarizing the existing service elements in school</li> <li>• Staff development and sharing sessions being held with positive feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation report of the existing service elements in school with suggestions on future planning</li> <li>• Records and evaluation of staff development</li> <li>• Stakeholders' survey</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• P</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	
3.2 Service in Action	<u>Cultivation strategies</u> <ul style="list-style-type: none"> <li>• Mass education               <ul style="list-style-type: none"> <li>- holding talks and sharing sessions in the morning assembly and morning announcement sessions, with a focus on the varied needs of the society and the world as well as service experiences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mass education being conducted with positive feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Records and evaluation of mass education</li> <li>• Stakeholders' survey</li> </ul>	9/2018 – 6/2019	<ul style="list-style-type: none"> <li>• P</li> <li>• Teachers-in-charge of the existing service elements in school</li> </ul>	

# **Business, Accounting and Financial Studies Programme Plan 2018-2019**

## **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.
3. Since 2016-17, the school has introduced a new subject "Economics and Business Education" in S3. This enables S3 students to have better understanding of the subject and that they can make more informed decision in choosing elective subjects in S4.

### **Weaknesses**

1. The Business Management Module of the curriculum is heavily language-based. 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 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.
5. 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 2018 to 2019

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Developing ownership in learning	<ul style="list-style-type: none"> <li>Ongoing curriculum restructuring to enhance learners' ownership &amp; learning effectiveness</li> <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 Economics and Business Education.</li> <li>Promotion of co-curricular activities in support of students' learning – visits, competitions, workshops, other public exams, eg. HKICPA Examinations in BAFS.</li> <li>Encouraging peer learning - higher achievers help in small groups during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Designated periods for tests and quizzes on top of covering the syllabus</li> <li>Information of activities and exams passed to students</li> <li>Students' participation in these activities</li> <li>Students' engagement in lesson</li> </ul>	<ul style="list-style-type: none"> <li>S3-S4 elective choice and S3 BEd results</li> <li>Attendance record</li> <li>Students' evaluation</li> </ul>	9/2018 – 7/2019	Panel Head Subject teachers	<p>Update information of related activities and exams</p> <p>Awards to those who are willing to share students' skills and knowledge</p>
2. Fostering Effective Learning	<ul style="list-style-type: none"> <li>Learning oriented Assessment (LoA) – quizzes and tests given to check students' understanding and progress</li> <li>Awards in due recognition of students' improvement and excellence</li> <li>e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</li> <li>Reading-to-learn elements in L&amp;T – reading assignments will be given, in the form of web-site studying and newspaper reports</li> </ul>	<ul style="list-style-type: none"> <li>Time space for assessment</li> <li>Students' attitude towards such assessment</li> <li>Availability of hardware and time space.</li> <li>The quality of reading materials and whether the contents are related to the topics studying.</li> </ul>	<ul style="list-style-type: none"> <li>Results of quizzes and tests</li> <li>Overseeing students' performance in various assessment – to look for students with improvement rather than best performance.</li> </ul>	9/2018 – 7/2019	Subject teachers	<p>Equipment for e-learning</p> <p>Awards to students with improvement</p> <p>Appropriate reading materials</p>

3. 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>	9/2018 – 7/2019	Subject teachers	Funding support for after school tutorials
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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>- Lunch time tutorial is arranged for Management module students immediately at the start of term by teacher.</li> <li>- After school or lunch time sessions is arranged for Accounting module students by teacher.</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</i>	<i>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
Purchase of equipment	3,500
Total:	<u>8,200</u>

### 5. PROGRAMME TEAM

Ms Brenda Chung (S3)

Mr Chow Leung (S3)

Mr Lam Wai Hoo, James (S4, S5, S6)

Ms Wong Siu Yan, Winnie (S4, S5, S6)

**英華書院**  
**二零一八至二零一九年度**  
**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，今年中二試加入 iPad 教學，以輔助教導及學習普通話。

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，仍有部分學生的拼寫能力欠佳；部分學生聆聽方面仍存有困難。

- (3) 中二中文採用粵語教授，同學少了接觸普通話的機會。
- (4) 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。近幾年，本校學生先後代表香港參加全國普通話配音、朗誦及相聲比賽並取得佳績。
- (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，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	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。

讀	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. 任課老師

中一級任教老師--唐韵 1A 1B 郭慧茹 1C 1D 1E 麥敏儀 1F

中二級任教老師--唐韵 2A 2B 2C 2D 2E 文詠詩 2F

## 四. 中一 中二進度表整理

中一	唐韵	中二	文詠詩
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## 五. 2017-2018 年度考試安排及形式

1.中二根據上一年，在期中及期終考試中安排口語、聆聽、譯寫的比例。

2.中一根據老師上課觀察調適試卷難度。

3.繼續引入百分之十的挑戰題。

4.口語考試將保留對話環節，課文朗讀調適時間。

### 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. 中一會額外加入工作紙，幫助同學鞏固拼音。中二嘗試用 IT 方式取代工作紙練習。
3. 各口語比賽訓練
  - 本年度得到校方支持，將繼續撥款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
全港中小學普通話演講大賽
全港學界普通話傳藝比賽

## 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。
- (3) 中二先行試用 ipad 教學，有成效的話，再於來年推行至中一。

## 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	十一月至十二月	校際朗誦節
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，本科開設配音訓練班，外聘資深導師加以訓練。本年度下學期會繼續開辦。

### 二. 財政預算

校方撥款 7000 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。

教具、教材、軟件及影音用品		\$2,000
普通話學會 配音比賽評判費用		\$2000
全年普通話相關比賽行政開支(報名費、車費、雜項)		\$3,000
<b>TOTAL:</b>		<b>\$7000</b>

# **Biology**

## **Programme Plan 2018-2019**

### **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: 12 March 2019 (5X1, 5X3)	SS Mar SY Wong	Group presentation  Assessment of practical skill
2	Students develop observational, manipulative and experimental skills	Practical work in lab. periods	SY Wong SS Mar	Written lab report for SBA
3	Develop ownership in learning	E-learning: Use of iPad to promote L & T interaction in classroom	SY Wong SS Mar	To be evaluated at the end of the year
4	Promote reading habit	Reading-to-learn elements in assignments	SY Wong SS Mar	To be evaluated at the end of the year
5	Staff development	-Teachers are encouraged to attend seminars, workshops and visits	SY Wong SS Mar	To be evaluated at the end of the year
6	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
7	Pedagogical changes through lesson collaboration and peer observation	-Lesson collaboration and peer observation conducted within the school year	SS Mar SY Wong	To be evaluated at the end of the year
8	Modification of assessment format	-Practical skill and lab. report writing skill are assessed separately in the SBA to reduce the pressure  -Questions of tests focus on basic knowledge and skill to increase students' confidence  -Exam papers will contain more challenging questions for more capable students	SS Mar SY Wong	To be evaluated at the end of the year
9	Consolidation of language ability	The importance of grammar in answering exam questions is emphasized	SS Mar SY Wong	To be evaluated at the end of the year
10	Promotion of assessment	-Pre-lab discussion	SS Mar	To be evaluated at the end of the

	for learning	sessions help students to plan the experiment for SBA  - Post-lab discussion sessions help students evaluate the experimental design and results	SY Wong	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

Item	Expected Income	Expected Expenditure
Purchase:		
1. Chemicals, glassware and other consumable for experiments		\$7500
2. Apparatus		\$8500
3. Apple TV 32G 1 set		\$1300
4. iPad 128G WiFi 2 sets (to replace the data loggers)		2 x \$3500 = 7000
5. Pasco Optical Dissolved Oxygen Sensor with Metal Guard PS – 2196 & PS- 2588 (to replace the damaged one)		\$5000

Tutorials, Courses or Training Sessions:		
S4 Afterschool Tutorials		14x\$300= \$4200
S5 Holiday Tutorials		14x\$300=\$4200
S6 Holiday Tutorials		18x\$300= \$5400
S6 Post-mock tutorials		24x\$300=\$7200

### 8. Team members

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

# Chemistry

## Programme Plan 2018-2019

### 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.

### **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)



## 6. Implementation Plan and evaluation

### Major Concern 1: Purposeful Learning

Targets	Strategies of Chemistry subject	Success criteria	Methods of Evaluation
1.1 Developing ownership in learning	<p><u>Learners' ownership and learning effectiveness</u></p> <p>— Ongoing curriculum restructuring to enhance learners' ownership and learning effectiveness</p> <p>— Learning oriented Assessment (LoA)</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>• Staff development sessions for professional sharing in LoA and e-learning pedagogies</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 record</li> </ul>
1.2 Fostering effective learning	<p>— e-learning pedagogies to promote L&amp;T interaction in &amp; beyond classroom</p> <p>— Awards in the recognition of students' improvement and excellence</p>	<ul style="list-style-type: none"> <li>• Increased usage hours of mobile devices usage (ipad / smartphone) in classroom and in lab</li> <li>• class-based improvement award schemes established</li> </ul>	<ul style="list-style-type: none"> <li>• mobile devices usage (ipad / smartphone) record</li> </ul>

	<p><u>Reading-to-learn</u></p> <ul style="list-style-type: none"><li>— Reading-to-learn elements in L&amp;T and assessment policies across subjects</li> <li>— Administrative measures to infuse a strong reading culture</li> <li>— whole school activities to promote a strong reading ambience</li></ul>	<ul style="list-style-type: none"><li>• Science KLAs incorporating reading-to-learn elements in their assessments</li></ul>	
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## Information & Communication Technology, Computer Literacy Programme Plan 2018-2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
S1-01	Desktop Publishing	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Lab performance	All students produce a certificate / pamphlet with the Word Processor	End of Sep 2018
S1-02	e-Class Services & Briefing on School IT environment	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Lab performance	All students are familiar with the function of eClass services and School IT environment.	End of Sep 2018
S1-03	File Retrieval on Google / One Drive	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Lab performance	All students are able to retrieve files from the e-class iFolder, Google / One Drive.	Mid of Oct 2018
S1-04	Video Editing Workshop	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Class work - Video clip project on YouTube	All students can handle video script edition with trimming, background music, overlay, title, subtitle, transitions and share to YouTube.	End of Oct 2018
S1-05	Use of Scratch	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Project work	All students can edit a simple game with guided procedures.	End of April 2019
S1-06	Information Literacy	Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Online assessment - Feedback from eLearning platform	Students are fully aware of Data Privacy & Security, Health issues of the use of IT.	End of May 2019
S2-01	Spreadsheet Application	Ms. SY Kung Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Practical exam	All students can perform auto fill, formula calculation and produce statistical graph with the spreadsheet.	End of Oct 2018
S2-02	Computer System	Ms. SY Kung Mr. SY Leung	- Online assessment - Feedback from eLearning	Students finish all home assignment and pass in examination.	End of March 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
		Mr. KS Wang Mr. KW Wong	platform		
S2-03	Use of Scratch	Ms. SY Kung Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Worksheet inspection - Project work	All students can design an advanced Scratch game.	End of May 2019
S3-01	Webpage Authoring with HTML	Ms. SY Kung Mr. SY Leung Mr. KS Wang Mr. KW Wong	- Project work - Exam performance	Students can publish their web project on Wix & Google Site Platform.	End of Dec 2018
S3-02	Networking Concept	Mr. SY Leung Mr. KS Wang	- Worksheet inspection	Students can identify the devices used for Home LAN connection to ISP.	End of Sep 2019
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 2019
S4-01	Info Processing	Mr. KW Wong	- 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 2019
S4-02	Basic Programming Concept	Mr. KW Wong	- Homework assignment - Quiz and mock exam	Students should learn to solve problems analytically and logically, not just to write computer programs.	End of Dec 2018
S4-03	Database Elective	Mr. KW Wong	- Inspection and Collection of Lab Sheet. - Quiz & Exam	Students can manipulate basic SQL command.	End of May 2019
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 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
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 2019
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 June 2019
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 Feb 2019
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 2018
Sub-01	Software System Update	Mr. KS Wang	-Periodic update of OS and patches.	-At least 3 updates carried out.	End of May 2019
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 2019
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 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
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 2019
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 2018.</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 2019

Code	Task	Persons In Charge	Means of Evaluation	Success Criteria	Date of Completion
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 2019
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 2019
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>-Co-teaching work enhancement &amp; review.</li> </ul>	End of June 2019
Sub-09	Replacement of PC System in C602	KW Wong KS Wang IT Technicians	-Tendering of Procurement Process	-All replacement work set up properly on time.	End of Dec 2018
Sub-10	Textbook Review for 2019-20 App Inventor	Ms. SY Kung Mr. SY Leung Mr. KS Wang Mr. KW Wong	-Evaluation form provided by EDB	-Recommendation of Book list to School.	End of May 2019

# **Integrated Science Programme Plan 2018-2019**

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

## **I. Purposes**

On completion of the junior secondary level, students should:

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

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

### **A. Strengths:**

1. A relatively 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.

**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. Students gifted in Science have the opportunities 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

I.S. Panel Chairperson: Ms. SY Wong

S1 form coordinator: Ms. YL Chao

S2 form coordinator: Mr J Leung

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

1A	Ms. TN Wong
1B	Mr. YK Lau
1C	Ms. YL Chao
1D	Ms. TN Wong
1E	Ms. KN Kwok
1F	Ms. KN Kwok

2A	Mr. SY Leung
2B	Ms. YL Chao
2C	Ms. TN Wong
2D	Ms. TN Wong
2E	Ms. YL Chao
2F	Ms. SY Wong

3A/3B/3D/3E/3F(phy)	Mr. KT Choi
3C (phy)	Mr. C Siu
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 restructure the curriculum to enhance learners' ownership & learning effectiveness	Developing ownership in learning	1. Purposeful Learning
2. To develop pedagogies and subject-based L&T materials	Developing ownership in learning	1. Purposeful Learning
3. To set up after-school tutorials for slow learners	Developing ownership in learning	1. Purposeful Learning
4. To cultivate gifted students	Developing ownership in learning	1. Purposeful Learning
5. To collaborate with the science teachers in the primary school	Through train development	3. Through train development
6. To incorporate "reading to learn" elements in assessments	Reading to learn	1. Purposeful Learning
7. To promote project learning in science	Learning oriented assessment	1. Purposeful Learning
8. To organize mass visit	Learning oriented assessment	1. Purposeful Learning
9. To promote science learning atmosphere in school	Enhancement of learning atmosphere	1. Purposeful Learning
10. To improve the working environment in the laboratory	Enhancement of learning atmosphere	1. Purposeful Learning
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 restructure the curriculum to enhance learners' ownership & learning effectiveness	To review, modify and draft the curriculum.	Chao YL (S1) Leung 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 e-learning.	1. Chao YL (S1) 2. Leung SY (S2)  Kwok KN (S1) Wong SY (S2)	To be evaluated at the end of the year.
3	To set up after-school remedial for slow learners	To design extra teaching material for slow learners. To monitor remedial classes for slow learners during pre-exam period.	C Siu (S3) KW Cheung (S3) SS Mar (S3)	To be assessed at the end of the year.
4	To cultivate gifted students	To collaborate with Gifted Education Committee in Science accelerating programs and follow science competitions.	Chao YL Lau KY Wong TN	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 means of reciprocal peer observation. To organize joint co-curricular activities.	1. Wong SY 2. Leung SY	To be evaluated at the end of the year.
Task	Objective	Task Description	Person in Charge	Means of Evaluation
6	To implement "reading to learn" to arouse the students' interest in Science	Buying library books  Reading to learn.	1. SY Wong  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.	TN Wong (S1) TN Wong (S2) J Leung (S3) Lau KY (S3)	To be evaluated at the end of the year.
8	To promote life wide learning	To organize mass visit related to science learning.	SY Wong (S3) J Leung (S3) Lau KY (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 develop co-curricular activities on aquaponics	Leader: TN Wong Helpers: All IS teachers  MK Chan TL Yiu SY Wong	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. Lab Technicians	Report to be done in the meeting

11	To facilitate mark entry process	To setup an EXCEL templates for teachers to enter raw marks.	Chao YL (S1) J Leung (S2) C Siu (S3) KW Cheung (S3) SS Mar (S3)	To be released in early September
		To convert and check marks for the whole form.	1. Chao YL (S1) 2. J Leung (S2) 3. Wong SY (S3)	To be evaluated at the end of the year.
		To print out breakdown marks.	TN Wong (all forms)	

## VI. Performance Standard:

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

	S.1	S.2	S.3 (bio)	S.3 (chem)	S.3 (phy)
<b>Mid-term / Final exam</b>	65% (mid-term) 70% (final exam)	70%	80%	80%	75% (mid-term) 70% (final exam)
<b>Practical exam</b>	5% (first term only)	NA	NA	NA	5% (second term only)
<b>Workbook / Homework</b>	5%	5%	6%	5%	8%
<b>Quiz</b>	10%	10%	9%	10%	10%
<b>Dictation</b>	5%	5%	NA	NA	NA
<b>Daily performance</b>	NA	NA	NA	NA	2%
<b>Project</b>	10%	10%	5%		
<b>Science bonus</b>	3% (bonus)	3% (bonus)	3% (bonus)		

### Science bonus: 9 marks

Science bonus (max: 9 marks)					
Attending ScienceLand		Reading reflection		Participation in Aquaponics Team	
ScienceLand 1	3	Reading 1	3	Workshop 1	3
ScienceLand 2	3	Reading 2	3	Workshop 2	3
ScienceLand 3	3			Workshop 3	3
ScienceLand 4	3			Workshop presentation	6
ScienceLand 5	3			On duty	6
ScienceLand Presentation	6				

Grade	Scores x	Pass / Fail
A	$x \geq 85.00$	Pass
B	$85.00 > x \geq 75.00$	

<b>C</b>	<b>75.00 &gt; x ≥ 65.00</b>	<b>Fail</b>
<b>D</b>	<b>65.00 &gt; x ≥ 60.00</b>	
<b>E</b>	<b>60.00 &gt; x ≥ 50.00</b>	
<b>F</b>	<b>50.00 &gt; x ≥ 40.00</b>	
<b>G</b>	<b>40.00 &gt; x ≥ 25.00</b>	
<b>H</b>	<b>25.00 &gt; x ≥ 0.00</b>	

For the first term, the full mark is 100 marks

For the second term, the full mark is 200 marks.

Totally 300 marks

## **VII. Budget Proposal (2018-2019)**

The 2018-2019 budget is \$52,250 to purchase

1. consumable items in laboratories (\$10,000)
2. apparatus (\$8,000)
3. library books (\$2,500)
4. i-Pads (\$14,000)
5. Air Link (\$2,800)
6. Extra-curricular activities (\$7,950)
7. Travelling and transportation (\$7,000)

# Mathematics Programme Plan 2018-2019

## 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> <li>• Under the Through-Train Development, the background and the general performance of most of the pre-S1 students are known.</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
- 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 2019
    - 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 2018
    - Setting up class-based/individual-based revision schedule
  - ◆ Enhance learning and teaching
    - Broaden learning in S1 as better intake due to the fifth 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	Aids that enhance teaching
Software	\$ 1,500	To enhance e-learning
Library books	\$ 5,000	For promoting students' reading habits and culture in Mathematics
Student activities	\$ 1,000	Expenses on * buying board/card games * subsidies for activities organized by Mathematics Society.
	\$ 4,000	Expenses on application fees for students taking part in various inter-school competitions.
Total	\$ 13,000	

### HKMO Training Classes:

Items	Budget	Remarks
S1	\$ 60,000	2 Terms x 20 students x 10 lessons x 1.5 hr x \$100 = \$60,000
S2	\$ 33,000	2 Terms x 10 lessons x 1.5 hr x \$1100 per hr = \$33,000
S3	\$ 33,000	2 Terms x 10 lessons x 1.5 hr x \$1100 per hr = \$33,000

## 8. PROGRAMME TEAM

Team members	Special Duty
CHAN WC	Coordinator of S2 Mathematics
CHAN YS	Assistant Panel Head Coordinator of S4 M2 Coordinator of S6 M2 Representative in SH&KLAC Coordination Committee Representative in IT in Education Committee
LAU CN	Coordinator of S3 Mathematics In-charge of STAR platform for S3 TSA online practice
LEE HW	Coordinator of S4 Mathematics Coordinator of external mathematics competitions Representative in Gifted Education Committee
LING KC	Coordinator of S5 M2
PUN MC	Coordinator of S5 Mathematics Coordinator of S4 M1 Chief Advisor of Mathematics Society
SHING YM	Coordinator of S5 M1
SO KL	Panel Chairperson Coordinator of S6 M1 Representative in SEDC Representative in Academic Committee Representative in SH&KLAC Coordination Committee Representative in TTDC
WAN WH	Coordinator of S6 Mathematics
WAT KY	Representative in STEM Working Group Advisor of Mathematics Society
WONG YS	Advisor of Mathematics Society
YEUNG YM	Advisor of Mathematics Society
YU HJ	Assistant Panel Head Coordinator of S1 Mathematics Representative in SH&KLAC Coordination Committee Representative in Library and Reading Promotion Committee
CHAN SK	In-charge of STAR platform for S3 TSA online practice Teacher in-charge of S1 Geogebra class Advisor of Mathematics Society

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

### REFERENCE

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

Appendix 1

Ying Wa College  
**Mathematics Department 2018 – 2019  
 Implementation Plan**

Area of Concern	Target	Strategies	Success Criteria	Method of Evaluation	Time Duration	People in-charge	Budget
<b>HKDSE 2019</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> <p><i>* Please refer to Appendix 3 for more details</i></p>	<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>	1/9/2018 – 1/3/2019	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 3 lessons in 2<sup>nd</sup> 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>- ~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>	1/9/2018 – 1/6/2019	So KL Chan SK	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>	1/9/2018 – 1/6/2019	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, S5 and S6</li> <li>- Arranging after-school lessons for S4-X4-M2 once a week, S5-X4-M2 and S6-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>	1/9/2018 – 1/6/2019	Shing YM So KL	Nil
	To implement the PIME-cycle for the Ele-Middle	<ul style="list-style-type: none"> <li>- Focused area: Divisibility and Area of Circle</li> <li>- Holding meetings and sharing sessions with YWPS</li> <li>- Conducting reciprocal lesson observation with YWPS</li> </ul>	<ul style="list-style-type: none"> <li>- Joint YWC-YWPS meetings held</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Observation</li> </ul>	1/9/2018 – 1/6/2019	So KL S1&S2 subj teachers	Nil



	Curriculum on Through-Train Development ☼	<ul style="list-style-type: none"> <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>- 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>- Documents</li> <li>- Tests and exams results</li> </ul>			
<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> </ul> </li> <li><i>* Please refer to Appendix 6 for more details</i></li> <li>* assessment for learning ☼</li> <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 such as GeoGebra</li> <li>* video clips designed by teachers using "Explain Everything" Apps</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>2. - Active student participation in classroom learning observed</li> <li>3. - Positive feedback from subject teachers obtained</li> <li>4. - Positive feedback from students obtained</li> <li>5. - Students' learning habits cultivated</li> <li>6. - Good classroom learning atmosphere observed</li> <li>7. - Suitable teaching aids bought</li> <li>8.</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	So KL Chan YS	<p>\$1500 for teaching aids</p> <p>\$1500 for software</p>
<b>Catering for Learning Diversity</b>	To help low-achievers and to nurture Mathematically gifted students ☼	<ul style="list-style-type: none"> <li>- Adopting M1/M2 as elective subjects (S4-S6)</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> </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	<p>\$4000 for application fees on taking part in inter-school competition</p> <p>\$60000 for S1 MO training</p> <p>\$33000 for S2 MO training</p> <p>\$33000 for S3S4 MO</p>

			- Performance in outside-school competitions and assessments improved				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	1/9/2018 – 1/6/2019	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  * <i>Please refer to Appendix 7 for more details</i>	- 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	1/9/2018 – 1/6/2019	So KL Yu HJ 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	1/9/2018 – 1/6/2019	Pun MC	\$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 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	- 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 materials from seminars/workshops/ courses ready for panel members' access - Sharing session held - Activities participated - Appraisal done	- Attendance records - Appraisal records - Documents	1/9/2018 – 1/6/2019	KL So Form coordinators	Nil

☼ echo with school's major concerns

## Appendix 2 Allocation of Lessons and Duties

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
1A	8	SO KL	YU HJ	LING KC	SO KL* WAT KY	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
1B	8	YEUNG YM							
1C	8	WAT KY							
1D	8	YU HJ							
1E	8	YEUNG YM							
1F	8	LING KC							
2A	7	WAN WH	CHAN WC	YEUNG YM	YU HJ* YEUNG YM	YU HJ	CHAN WC WAN WH*		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
2B	7	YEUNG YM							
2C	7	YU HJ							
2D	7	YU HJ							
2E	7	YEUNG YM							
2F	7	CHAN WC							
3A	7	LEE HW	LAU CN	LEE HW	LAU CN* WONG YS	PUN MC	LEE HW LAU CN*		Summer Remedial Class to be held for students who fail in Mathematics in Final Examination and are conditionally promoted
3B	7	LEE HW							
3C	7	PUN MC							
3D	7	WONG YS							
3E	7	WONG YS							
3F	7	LAU CN							
4A (CORE w/2X)	9	CHAN WC	CORE: LEE HW M1: PUN MC M2: CHAN YS	2 form-based tests CHAN YS (1) WAT KY (2)	CORE: LEE HW* CHAN WC* LAU CN M1: PUN MC M2: CHAN YS	2 form-based tests LAU CN (3) LING KC (4)	CORE: CHAN YS* WAT KY* LING KC M1: PUN MC M2: WONG YS* CHAN YS	CORE: LEE HW (1 combined paper) M1: PUN MC M2: CHAN YS	No. of form-based tests: Term 1: TWO Term 2: TWO
4B (CORE w/2X)	9	WAT KY							
4C (CORE w/3X)	7	LEE HW							
4D (CORE w/3X)	7	LING KC							
4E (CORE w/3X)	7	LAU CN							
4F (CORE w/3X)	7	CHAN YS							
4M1/4M2 (X3)	5/5	PMC / WYS							
4M2 (X4)	3	CHAN YS							
5A (CORE w/2X)	8	WAN WH	CORE: PUN MC M1: SHING YM M2: LING KC	2 form-based tests SO KL (1) WAH WH (2)	CORE: PUN MC* WAT KY WAN WH* M1: SHING YM M2: WONG YS* LING KC	1 form-based test WAT KY (3) Uniform Revision Test PUN MC WONG YS*	CORE: SO KL* LEE HW* WONG YS M1: SHING YM M2: LING KC	CORE: PUN MC (1 combined paper) M1: SHING YM M2: WONG YS	No. of form-based tests: Term 1: TWO Term 2: ONE  Uniform Revision Test will be held on 27 Mar 2019
5B (CORE w/2X)	8	LEE HW							
5C (CORE w/3X)	7	PUN MC							
5D (CORE w/3X)	7	SO KL							
5E (CORE w/3X)	7	WAT KY							
5F (CORE w/3X)	7	WONG YS							
5M1/5M2 (X3)	6/6	SYM / LKC							
5M2 (X4)	4	WONG YS							
6A (CORE w/2X)	9	CHAN WC	CORE: WAN WH M1: SO KL M2: CHAN YS	Uniform Revision Test WAH WH* SHING YM	CORE: ALL M1: SO KL M2: CHAN YS LAU CN*				Uniform Revision Test will be held on 29 Oct 2018
6B (CORE w/2X)	9	PUN MC							
6C (CORE w/2X)	9	LAU CN							
6D (CORE w/3X)	7	WAN WH							
6E (CORE w/3X)	7	SHING YM							
6F (CORE w/3X)	7	CHAN YS							
6M1 / 6M2 (X3)	6/6	SKL / CYS							
6M2 (X4)	4	LAU CN							

Rep in SEDC: SO KL

Rep in AC: SO KL

Rep in SHKLACC: SO KL, CHAN YS, YU HJ

Rep in TTD C: SO KL

Rep in LRPC: YU HJ

Rep in GiftEd C: LEE HW

Rep in ITeD C: CHAN YS

Rep in STEM WG: WAT KY

Teacher IC of STAR platform: LAU CN, Chan SK

Teacher IC of S1 GeoGebra class: MATH AT

Advisors of Math Society: PUN MC\*, WONG YS, WAT KY, YEUNG YM, Chan SK

## Appendix 3

### Mathematics Department 2018-19 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
- The abilities of those more-able students in 6DEF this year are comparably lower than 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 2018

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 2018</li> <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>• Tutorial during lunch time and after school for selected students with poor performance in assignments/form-based/class-based tests</li> <li>• Help individuals to set up their own revision time-tables.</li> <li>• Tutorials for weaker individuals after Mock Examination</li> <li>• Help individuals to get familiar on using some calculator programs which are useful for examination</li> <li>• Enrichment class targeting on students who have potential to achieve 5* or above</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>		

## Appendix 4

Ying Wa College  
Mathematics Department  
S1 Strategic Planning 2018 – 2019

### 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.

### 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. The revised 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.

According the HKAT (July 2018) results, the performance of the pre-S1 students were not as good as that in last year. Teachers worried that 10 students failed the test and the diversity is quite large. Besides, 17 students did not attend the HKAT with various reasons. Teachers did not know their Mathematics abilities in different domains. Therefore, S1 teachers should pay more attention on those less able students or arrange after-school tutorials for them 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. The bonus marks will be considered in the selection of the subject prize winner.

#### ➤ 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.

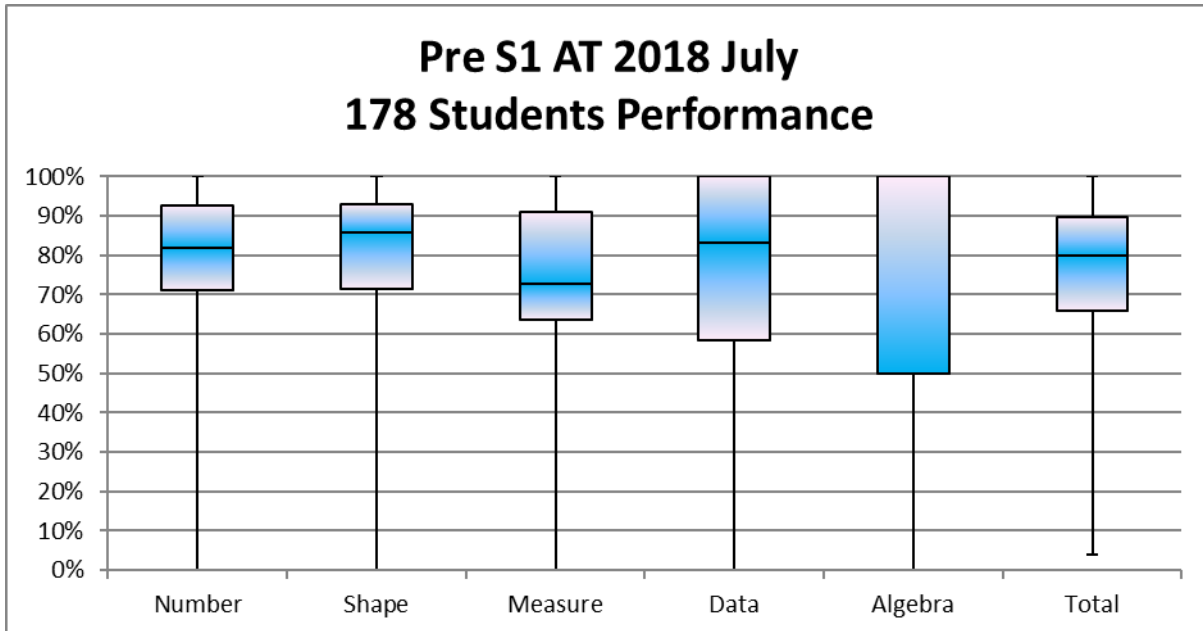
### To Arouse Students’ Interest:

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 2018 July  
Statistics

No. of Students Counted	Mean	Median	S.D.
178	76.6%	80%	16.6

Minimum	Maximum	Passing Rate
4%	100%	94.38%



In this year, 17 pre-S1 students did not participate the HKAT. Therefore, only 178 students' performance were recorded. The overall performance was average because the median mark of the total marks is 80%. However, 10 students failed the test and the passing rate is just 94.38%. Since 6 students scored less than 40 marks, the mean mark was affected (only 76.6%). Among the five different domains, students performed quite good in the Data domain. However, there is a room for improvement in the Measure domain and the Algebra domain (1<sup>st</sup> quartile = 2<sup>nd</sup> quartile = 50%).

According to teachers' observations, some students did not have enough time to attempt all questions.

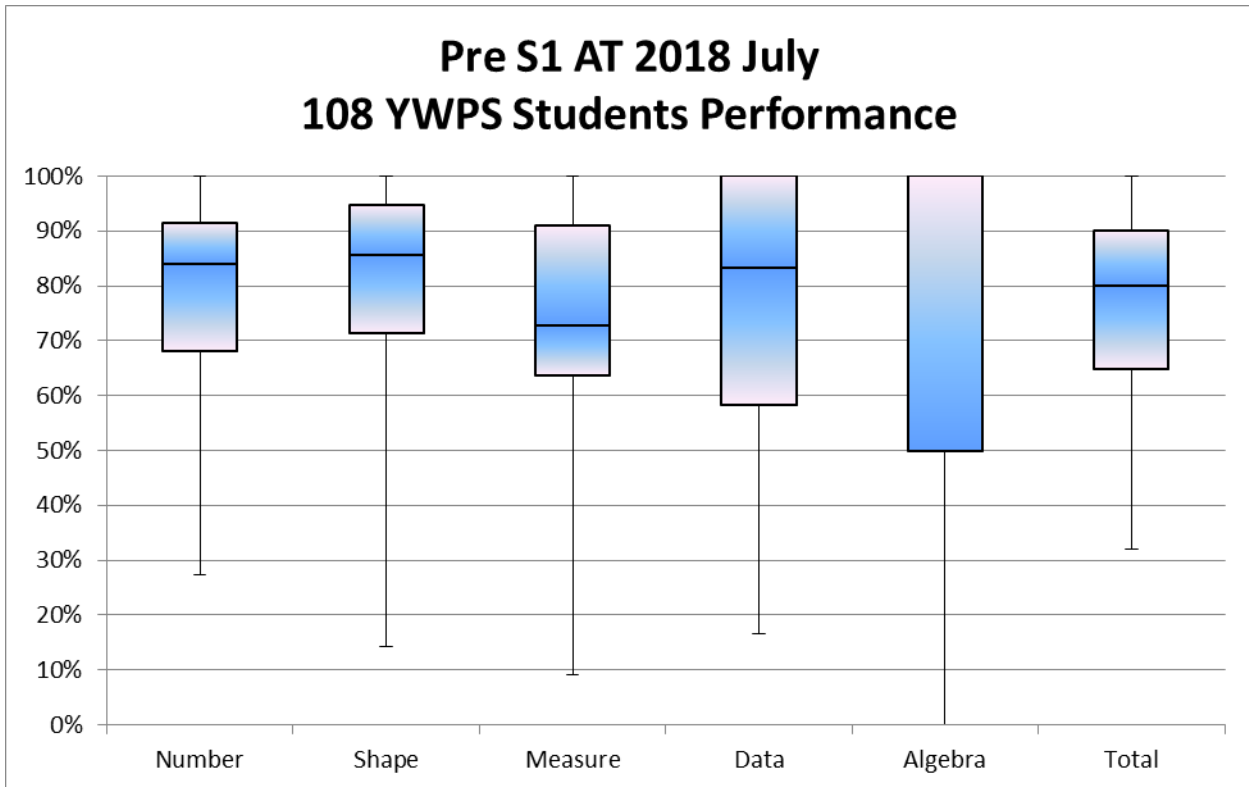
It is observed that the lowest mark is 4. One of the markers, Ms Chan, reported that the student put down the answers on the question booklet and it was impossible to chase his answers after the test.



Statistics  
YWPS

No. of Students Counted	Mean	Median	S.D.
108	76.43%	80%	16.19

Minimum	Maximum	Passing Rate
32%	100%	94.44%

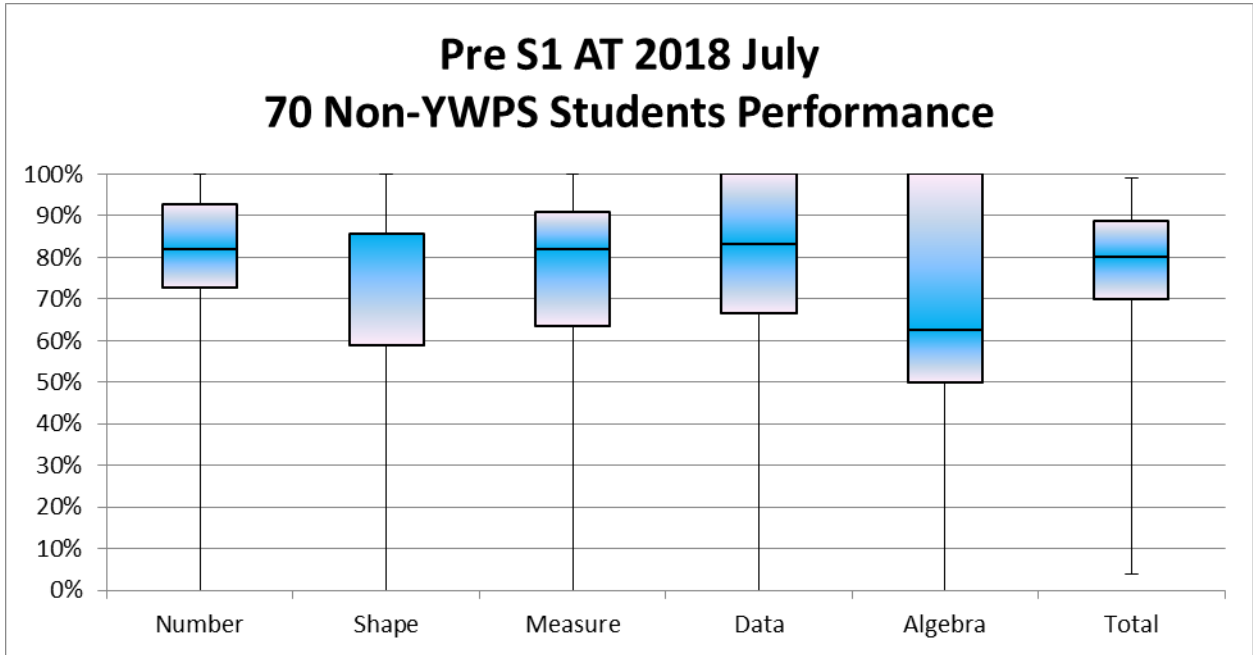


In the five domains, the LD was very large in the domain Algebra. Some students obtained full marks but some students obtained zero mark. In general, YWPS students' performance was average since two medians were below 80%. When comparing last year's statistics (mean = 80.67%, median = 83%), the performance of YWPS students was dropped. Besides, the minimum mark and the passing rate were also dropped. 6 YWPS students failed in the test.

Non-YWPS

No. of Students Counted	Mean	Median	S.D.
70	76.74%	80%	17.19

Minimum	Maximum	Passing Rate
4%	99%	94.29%



In the five domains, the LD was very large in Algebra. In general, Non-YWPS students' performance was average since most of the medians were above 80%. When comparing last year's statistics (mean = 80.01%, median = 83%), the performance of non-YWPS students was dropped. Besides, the minimum mark and the passing rate were also dropped. 4 non-YWPS students failed in the test.

## Appendix 5

### Focuses on Through-Train Development (2018/2019)

1. Investigation and sharing on the newly added learning units, “Basic Computation” and “Area(III)” in the revised junior secondary mathematics curriculum (2020) and the revised primary mathematics curriculum (2020)

According to the implementation plan of the revised curriculums, published by EDB (May 2017), P4 and S1 will start the new curriculums on September 2020 and onwards. To enhance the L&T, we will firstly focus on the newly added learning units, “Basic Computation” and “Area(III)”.

#### Basic Computation – Divisibility of 4, 6, 8 and 9

In the current primary mathematics curriculum (2000), students are required to recognize the tests of divisibility of 2, 3, 5 and 10 in Key Stage 2. Starting from 2020, this learning unit will be re-allocated in the revised junior mathematics curriculum.

#### Area(III) – Area of Circle

In the current secondary mathematics curriculum (1999), S2 students are required to recognize the formula for areas of circles and to find the area of circles. Starting from 2020, this learning unit will be re-allocated in the revised junior mathematics curriculum.

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 2019

In order to provide support to P6 students to prepare the HKAT2019, 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:

#### Early October:

YWC teachers visit a P4 class (Divisibility)

#### Early February:

Pre-S1 Assessment Test

#### April:

Preparation for HKAT 2019

#### May:

YWPS teachers visit a S2 class (Area of Circle)

## Appendix 6

### Information Technology for Interactive Learning

In the 5-year School Development Plan, to enhance learner's ownership and learning effectiveness through e-learning are the two key targets.

The department will encourage all panel members to set up eclassrooms on the google classroom platform. Through the eclassrooms, panel members will give at least one assignment to students in the academic year.

Department has purchased an app, Explain Everything. Panel members have to use the app to produce some self-designed videos. Students can access the videos anytime through the internet and continue their learning at their own learning pace. It is hoped that this would foster students self-learning atmosphere and facilitate the learning for both the slow and fast learners.

Geogebra will be used to facilitate the effectiveness of teaching and learning in lessons. There are many ready-made-projects posted on the following web sites.

<https://www.geogebra.org/>  
<http://www.geogebra.hk/> (gMath)

Panel members are encouraged to use some of these projects in their lessons. We will help to modify the projects to suit individual need.

## Appendix 7

### Reading for learning – Teacher’s versions

#### 1. Reading outside classroom

- Using books borrowed from the School Library or the Public Library

#### Objective

- To enrich students’ mathematical exposures thru reading
- To arouse students’ interest in mathematics thru reading
- To consolidate students’ mathematical concepts thru outside the textbook context

#### Methodology

- Students could borrow books under the Mathematic Section in the School Library. A book list that concerns mathematics readings from the Public Library will be also given to students.
- S.1 students will be asked to submit their work before the end of the first semester while S.2 students will be asked to submit before the end of the second semester
- There will be a set of guiding questions assisting students to complete their report.
- Students may choose various form of submission provided that the guiding questions are fulfilled.

#### Expected Outcome

- Students could submit either in written format, verbal presentation, audio-visual format, poster or modelling accompanied with verbal presentation.
- Guiding questions will be given to students for assistance
- Reports or Presentations will be graded accordingly to the following rubics. The total will be 100%.

#### Mark Allocation:

Success Criteria	Content Ratio
1. Extracted piece or chapters from the book where the student found most interested in with further description and explanation	25 %
2. Student’s understanding of the content of the book or the extracted piece	25 %
3. Self-reflection from the student after reading the book	25 %
4. The presentation skills of the student’s work	25%
5. The bonus section (optional)	10%

#### Guiding questions:

1. Which part of the book is the most interesting to you?
2. Briefly describe the mathematical concept or knowledge that you have learnt from the book.
3. Self-Reflection in Mathematics after reading the book
4. (Bonus) How could you apply this concept in your daily life? Could you recognize this mathematical concept or knowledge in your experience? Please give example(s) to support your findings.

## Mathematics – Reading to Learn Guidelines for Students

### For S.1/ S.2 students

- Please borrow a book in related to Mathematics from the **School Library** (except for mock exam papers, solutions of any kind of examinations in or outside of Hong Kong);
- Or borrow a book in related to Mathematics from the **Public Library** that is listed in the **suggested book list** given thru your eclass or google classroom.
- Please submit at least ONE written report using the Mathematics Book Report Template.
- Please submit your report to your Mathematics teacher according to the submission date

-

**For S.1 Submission:  
4<sup>th</sup> December, 2018 ( Tuesday , Day E )**

**For S.2 Submission:  
15<sup>th</sup> April, 2019 ( Monday , Day E )**

- Please use the **guiding questions** to complete your report. You could input more than what is being asked. The **Bonus question is optional.**

### ***Something Extra for Book Lovers (Optional):***

- Students are encouraged to submit **extra book reports** throughout the academic year. Submission by other means are also accepted. The report must contain content that in related to the guiding questions.
  - i. Information about the book, i.e. the book title, author, publisher, ISBN.
  - ii. Which part of the book is the most interesting to you?
  - iii. Briefly describe the mathematical concept or knowledge that you have learnt from the book.
  - iv. Write a Self-Reflection in the area of Mathematics after reading the book
  - v. (Bonus) How could you apply this concept in your daily life? Could you recognize this mathematical concept or knowledge in your experience? Please give example(s) to support your findings.

The format could either be in **one** of the followings:

1. In **written format**, for no less than **350 words in English**, or **250 words in Chinese** for the entire book report.
  2. **Verbal presentation**, using **5 minutes** to demonstrate your report to your teacher and/or classmates.
  3. **Audio-visual format**, a **short video clip of 5 minutes** to demonstrate your insight and findings from the book you read.
  4. **Modelling**, a real, hands-on model that **accompanied by verbal or written explanation** of your insight and findings from the book your read.
  5. **Poster or drawings accompanied by written or verbal explanation** of your insight and findings from the book you read.
- Presents will be awarded according to the students' participation and performance in teacher's discretion.

## Mathematics Book Report Template

Name: \_\_\_\_\_ Class: S. \_\_\_\_\_ ( \_\_\_\_\_ ) Teacher's name:  
\_\_\_\_\_

### Information of the book.

Book title: \_\_\_\_\_ Author: \_\_\_\_\_  
Publisher: \_\_\_\_\_ ISBN : \_\_\_\_\_

Please answer the following questions using English or Chinese. Write as much as you could, you could add papers if necessary.

1. Which part of the book is the most interesting to you?

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2. Briefly describe the mathematical concept or knowledge that you have learnt from the book.

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3. Self-Reflection in the area of Mathematics after reading the book.

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4. (Bonus) How could you apply this concept in your daily life? Could you recognize this mathematical concept or knowledge in your experience? Please give example(s) to support your findings.

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Evaluation of the Book report (to be completed by subject teacher):



Appendix of the books could be borrowed from the Public Library

書名: 數學小魔女

作者: 莎拉·夫蘭納里、大衛·夫蘭納里；葉偉文譯

出版社, 出版年份: 天下文化 2001

書名: In Code: A Mathematical Journey

作者: Flannery, Sarah and Flannery, David

出版社, 出版年份: Algonquin Books of Chapel Hill 2002

書名: 從生活學數學 (阿草的數學聖杯)

作者: 曹亮吉

出版社, 出版年份: 天下文化 2009 (2003)

書名: 數字的祕密生命: 頂尖數學家如何工作和思考的 50 則有趣故事

作者: 喬治·史皮婁；郭婷瑋譯

出版社, 出版年份: 臉譜 2007

書名: The Secret Life of Numbers: 50 Easy Pieces on How Mathematicians Work and Think

作者: Szpiro, George G.

出版社, 出版年份: Joseph Henry Press 2006

書名: 別讓統計圖表唬弄你

作者: 瓊斯著；葉偉文譯

出版社, 出版年份: 天下文化 2005

書名: How To Lie With Charts

作者: Jones, Gerald E.

出版社, 出版年份: BookSurge Publishing 2006

書名: 數學恩仇錄: 數學史上的十大爭端

作者: 哈爾·赫爾曼

出版社, 出版年份: 博雅書屋 2009

書名: 陶哲軒教你聰明解數學

作者: 陶哲軒；于青林譯

出版社, 出版年份: 遠流 2011

書名: 給青年數學家的信

作者: Stewart, Ian；李隆生譯

出版社, 出版年份: 聯經出版社 2008

書名: Letters to a young mathematician

作者: Stewart, Ian

出版社, 出版年份: Basic Books 2006

書名: 生活數學故事

作者: 黃敏晃  
出版社, 出版年份: 天下 2013

書名: 另類數學教室  
作者: 黃敏晃  
出版社, 出版年份: 天下 2013

書名: 這個問題, 你用數學方式 想過嗎?  
作者: 齊斯·德福林; 洪萬生、黃俊瑋、蘇惠玉等譯  
出版社, 出版年份: 臉譜 2013

書名: 看穿謊言的統計學  
作者: 神永正博; 溫欣潔譯  
出版社, 出版年份: 晨星 2013

書名: 數字人: 斐波那契的兔子  
作者: 齊斯·德福林; 洪萬生譯  
出版社, 出版年份: 五南 2013

書名: 澡堂裡遇見阿基米德  
作者: 李光延  
出版社, 出版年份: 大都會 2012

書名: 博士熱愛的算式  
作者: 小川洋子; 王蘊潔譯  
出版社, 出版年份: 麥田出版 2011

書名: The Housekeeper and the Professor  
作者: Ogawa, Yoko; Snyder, Stephen (Translator)  
出版社, 出版年份: Picador 2009

書名: 蘇菲的日記  
作者: Dora Musielak; 洪萬生, 洪贊天, 黃俊瑋譯  
出版社, 出版年份: 三民 2014

書名: Sophie's Diary: A Mathematical Novel  
作者: Dora Musielak  
出版社, 出版年份: Mathematical Association of America 2012

書名: 動手做幾何  
作者: 黃敏晃  
出版社, 出版年份: 天下 2014

書名: 數學, 為什麼是現在這樣子?: 一門不教公式, 只講故事的數學課  
作者: 安·魯尼  
出版社, 出版年份: 臉譜 2013

書名: The story of Mathematics  
作者: Anne Rooney  
出版社, 出版年份: Arcturus Publishing 2011

書名: 超展開數學教室：數學宅 X 5 個問題學生，揪出日常生活裡的數學 BUG  
作者: 賴以威  
出版社, 出版年份: 臉譜出版社 2015

書名: 數字的秘密：數字、數目、度量衡與符號的由來  
作者: 海因里希·賀蒙  
出版社, 出版年份: 稻田出版有限公司 2015

書名: 數學女孩秘密筆記：公式·圖形篇  
作者: 結城浩；簡毓棻譯  
出版社, 出版年份: 世茂 2015

書名: Math Girls Talk about Equations & Graphs (Volume 1)  
作者: Hiroshi Yuki and Joseph Reeder  
出版社, 出版年份: Bento Books, Incorporated 2014

書名: 數學女孩秘密筆記：整數篇  
作者: 結城浩；陳朕疆譯  
出版社, 出版年份: 世茂 2015

書名: Math Girls Talk about Integers (Volume 2)  
作者: Yuki Hiroshi and Tony Gonzalez  
出版社, 出版年份: Bento Books, Incorporated 2014

書名: 你沒看過的數學  
作者: 吳作樂、吳秉翰  
出版社, 出版年份: 五南 2015

書名: 黃金比例：1.61803...的祕密  
作者: 李奧維；丘宏義譯  
出版社, 出版年份: 遠流出版公司 2004

書名: 數學女孩秘密筆記：微分篇  
作者: 結城浩  
出版社, 出版年份: 世茂出版社 2016

書名: 數學女孩秘密筆記：圓圓的三角函數篇  
作者: 結城浩  
出版社, 出版年份: 世茂出版社 2015

書名: 數字的祕密生命：頂尖數學家如何工作和思考的 50 則有趣故事  
作者: 喬治·史皮婁；郭婷瑋譯  
出版社, 出版年份: 臉譜 2007

書名: 當數學遇見文化  
作者: 洪萬生、英家銘、蘇意雯、蘇惠玉、楊瓊茹、劉柏宏  
出版社, 出版年份: 三民 2009

書名: 費馬最後定理  
作者: 阿米爾·D·艾克塞爾；林祁堂譯  
出版社, 出版年份: 時報出版 1998

書名: 數學女孩：費馬最後定理  
作者: 結城浩；鍾霓譯  
出版社, 出版年份: 世茂出版集團 2011

書名: Math Girls 2: Fermat's Last Theorem  
作者: Hiroshi Yuki  
出版社, 出版年份: Bento Books, Inc. 2012

書名: Mathematics for the Imagination  
作者: Higgins, Peter M.  
出版社, 出版年份: Oxford University Press 2002

書名: The Numbers Behind NUMB3RS: Solving Crime with Mathematics  
作者: Devlin, Keith and Lorden, Gary  
出版社, 出版年份: Plume 2007

書名: 數學女孩：哥德爾不完備定理  
作者: 結城浩；鍾霓譯  
出版社, 出版年份: 世茂 2012

書名: 這才是數學：從不知道到想知道的探索之旅  
作者: 保羅·拉克哈特  
出版社, 出版年份: 經濟新潮社 2015

書名: 從月曆學數學（阿草的曆史故事）  
作者: 曹亮吉  
出版社, 出版年份: 天下文化 2009 (2002)

書名: The Man of Numbers: Fibonacci's Arithmetic Revolution  
作者: Devlin, Keith  
出版社, 出版年份: Walker & Company 2011

書名: Math Girls Talk About Trigonometry (Volume 3)  
作者: Hiroshi Yuki  
出版社, 出版年份: Bento Books, Incorporated 2014

書名: 數學思辨之旅：拆解國中數學，建立數學素養與能力  
作者: 永野裕之  
出版社, 出版年份: 世茂 2017

書名: 案發現場：FBI 警探和數學家的天作之合  
作者: 齊斯·德福林, 蓋瑞·洛頓  
出版社, 出版年份: 八旗文化 2016

書名: Measurement  
作者: Paul Lockhart  
出版社, 出版年份: Belknap Press 2012

書名: 畢氏定理四千年  
作者: 毛爾  
出版社, 出版年份: 三民叢書 2015

書名: The Pythagorean Theorem: A 4000-year History  
作者: Eli Maor  
出版社, 出版年份: Princeton University Press 2007

書名: 微積分的歷史步道  
作者: 蔡聰明  
出版社, 出版年份: 三民書局 2009, 201

# **Physics**

## **Programme Plan 2018-2019**

### **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 Some 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.
- 3.4 With the introduction of newly purchased software, students will have more opportunities to do self-learning at home and therefore teachers will have more time to drill their problem solving skills.
- 3.5 With the introduction of Android tablet/Ipad , 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 Some 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

#### D. Annual Plan

Targets	Strategies	Success Criteria	Methods of Evaluation	People in Charge
1. Developing Ownership in Learning	<p>Learners ownership and learning effectiveness</p> <ul style="list-style-type: none"> <li>• Learning oriented Assessment</li> <li>• Awards in due recognition of students' improvement and excellence</li> <li>• Physics workshop held in Ocean Park</li> </ul>	<ul style="list-style-type: none"> <li>• Students showing stronger 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' attitude and performance</li> <li>• Teachers' feedback</li> </ul>	Panel Head
2. Fostering Effective Learning	<ul style="list-style-type: none"> <li>• Reading-to-learn elements in L &amp; T and assessment policies for S4, S5</li> <li>• More group sharing or group works are held during the lesson to motivate learning.</li> <li>• Revising the syllabus</li> <li>• E-learning pedagogies to promote L &amp; T interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading-to-learn elements in their assessments supported by whole-school planning</li> <li>• Students' participation in the lessons.</li> <li>• Learning effectiveness</li> <li>• Familiar with the uses of Android Tablet/ Ipad on teaching and SBA in the laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>– Students' Feedback</li> <li>– Students' performance in assessment</li> </ul>	Subject teachers
3. Excellence in Public Examinations	<ul style="list-style-type: none"> <li>• Forming study group during lunch time. The focus is on the basic problem solving skill of public examination questions.</li> <li>• Small tasks and Quiz are assigned and</li> </ul>	<ul style="list-style-type: none"> <li>• Students' awareness of the requirements of HKDSE</li> <li>• Students' participation in SBA and study group</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of study group</li> <li>• Students' attitude and performance</li> <li>• Results of school and</li> </ul>	Subject teachers

	<p>feedback is given frequently to encourage learning.</p> <ul style="list-style-type: none"> <li>• More group learning activities are held during the lesson to motivate learning.</li> <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>• Individual counselling is provided for the students in need from time to time</li> </ul>		public exams	
4. Catering for Learning Diversity	<ul style="list-style-type: none"> <li>• Challenging question (&lt;10%) is put in each test so that the capable students can get extra marks.</li> <li>• around 50% of the content should be at elementary level so as to encourage students to prepare well beforehand.</li> <li>• Study group to be arranged for students with diverse abilities.</li> <li>• Sharing of good practices among panel members</li> </ul>	<ul style="list-style-type: none"> <li>• Design of learning materials</li> <li>• Students' participation in study group</li> <li>• Learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• students' attendance and performance</li> <li>• Teachers' feedback</li> <li>•</li> </ul>	Subject teachers

## E. Plan to prepare students for DSE Examinations

Targets	Measures to be taken
1. Familiarizing students with past exam papers	<p>Past paper (CE/AL/DSE multiple choice questions and answers) have been sorted and distributed for revision. Practice and discussion on some topics will be made with students during lessons.</p> <p>Teachers give feedback after marking each quiz</p> <p>Discussion on past exam paper is focus on two main areas (Mechanics and EM)</p> <p>Study group will be held during lunch time. Students of similar ability are grouped and are encouraged to solve problems through discussion.</p> <p>Some commonly used problem solving techniques will be introduced during the discussion on past exam paper.</p>
2. Revision tests	<p>Test will be held from time to time, around 50% of the content should be at elementary level , more than 90% questions are exam-oriented, so as to encourage students to spend time on drilling the past exam paper beforehand.</p> <p>Challenging question (&lt;10%) is put in each test so that the capable students can get extra marks.</p> <p>Extra mock paper will be given to students for home practice.</p>
3. SBA Arrangement	<p>PHYSICS SBA mainly focus on performing experiment and writing reports, students are required to complete 2 full reports by the end of December. They are trained to have the skills in carrying out the experiment and writing the reports.</p> <p>Each SBA session consists of 2 parts</p> <ul style="list-style-type: none"> <li>• Each class will be divided into groups, with 2 to 3 members in each group.</li> <li>• Each session consists of two parts <ul style="list-style-type: none"> <li>• Data collection (35 min.)...students in each group work together to set up the apparatus and collect the data through discussion. Worksheets are given and students are advised to prepare before the practical session.</li> <li>• Data analysis ... students carry out this part independently. Discussion is not allowed. A brief report will be collected after each session.</li> <li>• A briefing session will be held to teach students some basic skills in carrying out the experiment, data analysis and writing full report.</li> </ul> </li> </ul>
4. Students in need	<p>Individual counseling is provided for the students in need (low achievers or having emotional problems) .</p> <p>Students are grouped according to their ability so that they can seek help from their peers.</p>

5. Finish the subject syllabus by the end of November	Around 1/3 of the elective part (Atomic world) have been taught during the summer holiday. The syllabus is expected to be finished by the end of NOV.
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## F. PERFORMANCE STANDARD

### 1. School Examinations

**S.6: 80% of all students should pass the Mid-year and Final Examinations.**

**S.5: 90% of all students should pass the Mid-year and Final Examinations.**

**S.4: 90% 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%

## G. BUDGET

Items	Budget
1. Library books	\$1000
2. Consumable goods	\$2000
3. Apparatus	\$8000
4. Ipad for replacing the data loggerX2	\$6800
5. Apple TV 32GB	\$1200
<b>Total:</b>	<b>\$19000</b>

## H. PROGRAMME TEAM

Mr. Lee KK (4X1, 5X2, 6X1, 6X2)

Mr. Siu C (4X2, 5X1, 5X3, 6X2)

Mr. Lau YK (4X3)

Prepared by Lee KK

## **Visual Arts Programme Plan 2018-2019**

### **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.
- 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 developing. We have exchanged our documents and held a few activities together, but the through train curriculum in senior form of primary school and junior form of college is still underdeveloped.
- Some of the outstanding students in art didn't choose art as the X3 subject, maybe the atmosphere of the whole school and the assessment of NSSC, approach of our society don't support, like their parents. However the situation is improving as there are 23 students in S4 DSSC VA class this year.
- ***In the NSSC, EDB seems just want to concern about the core development instead of like they said: Multiple exploration of students' talent. The atmosphere of school is also not very encouraging 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 situation is expected to be improved after a huge tidy-up campaign was held in the summer.
- 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.

### **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 working 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.
- 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' parents and school administrators didn't support them. The teachers of Visual arts will to do more work to change their bias. Encourage promoting environmental protection and cultural concern in activities and curriculum.

### **C. Objectives:**

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

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

- **For students,**  
Students can handle different kinds of materials to present their ideas and enjoy the process of  
creation.  
Examine how to combine the visual elements and principles and arranged to achieve certain  
effects.

Analysis the image sources and image-development strategies used in the work.  
 Identify the materials used to create the image and the processes and technologies applied.  
 Identify cultural or stylistic aspects represented in the artwork.  
 Emphasizes the art appreciation and criticism.  
 Broaden their view in future and build up their self-esteem.  
 Exchange the idea with the others or classmate, build up their self-assessment mind.  
 Students can be measured by the 3-4 course works and one competition each term.  
 S1 to S3 will have final examination in May.  
 The extra art or drama activities and report will be counted as the bonus mark 10% each term.  
 Selected one outstanding and one best improvement students each form at the end of academic year.  
 Cooperate with counseling, discipline group and civic education  
 Cooperate with other activities, like student council, D & T.  
 Students' reflection and teachers' reflection finished by each term.  
 SBA schedule reference to the syllabus outline from S4 to S6 (2011-2012)

- Form 1)      train the observation of students  
                  How to observe the 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.

Mr Chan 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 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)

**E. Performance Standard:**

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

## F. 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.

### G. Programme Team:

Art Teacher	Mr. Tse Fei (For 3B, 3C, 3D, S4-S6)		
	Total Teaching Lesson:	3B, 3C, 3D S4-S6	-- 9 --17
			<hr/>
			26 lessons
Art Teacher	Mr. Chan Man Chun (For 1C-1F, S2A-2F, 3A, 3E and 3F)		
	Total Teaching Lesson:	1C-1F S2 S3A, 3E, 3F	-- 8 --12 -- 9
			<hr/>
			29 lessons
Art Supporting Staff	Mr. Chan Tsz Kit (For 1A, 1B)		
	Total Teaching Lesson:	1A-1B	-- 4
			<hr/>
			4 lessons

Judgement:

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

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

➤ 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.

- Aug. Prepare for the Drama Night (Fei, Chun, Nicole, Jacky)
- 30/9 Drama Night (Fei, Chun, Nicole, Jacky)
- 24-30/9 Venice Art Tour Exhibition at JCCAC with YWGS (Fei, Steven, Chun)
- Sept-Oct Admission Booklet/ Open House Booklet, design (Steven)
- Aug-Oct parts of Souvenir design (Steven)
- Oct. Preparation for the celebration of 11/11 (Fei, Steven, Chun)
- Oct Alumni Art work installation (Fei, Steven)
- Oct Exhibition Publication (Fei, Steven, Chun)
- Oct-May Art Training Class (Chun)
- Nov. Board design competition (before 11/11) (Fei)
- Nov. News for public (Steven)
- Nov. workshops for inter-house drama competition (Fei, Chun, Nicole, Jacky)
- Nov. Open for S1 Admission Boards (Fei, Steven)
- Sep-May. Museum visit to the Contemporary Art Exhibition (Fei, Chun)
- Dec. DSE Portfolio making mark sheets preparation and remind the boys to finish the art works by time and Exam. (Fei)
- Jan. Competitions for the international or others. (Fei, Chun)
- Feb. Preparation for the drama festival (Fei, Chun, Nicole, Jacky)
- Feb. Preparation for the art weeks (SBA) (Fei, Chun)
- Apr. Inter-House drama competition (Fei, Chun, Nicole, Jacky)
- May Exhibition and publication inside school for 200<sup>th</sup> anniversary (Fei, Chun, Steven)
- May Torch publication (Fei)
- July Planning and evaluation (Fei, Chun, Steven)

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;

**J. 視覺藝術教程 2017-2018 (中一、二)**

中一

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. 介紹浮雕 2. 浮雕的基本技巧 3. 以紙黏土製作浮雕作品 4. 作品上色(2 堂)	參考圖、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> <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

**聖誕假期 (21/12-1/1)，期中考試 (2/1-19/1)，**

15-1 6	4 堂 26/1-9/2	標誌設計 英華 200 週年	1. 認識標誌設計的要素 2. 學習基本工具的運用 3. 了解英華及齊賀校慶	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
<b>農曆新年假期 (13/2-24/2)</b>					
17-1 8	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	1. 中國現代水墨畫簡介 2. 認識中、西畫對透視的不同理念 3. 學習拓印法 4. 學習畫山和樹	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)	1. 認識畢加索作品和立體派(Cubism) 的創作原理。 2. 學習觀察周遭事物，善用廢棄物 和生活上的小物件，轉變為作品上 不同媒介材料 3. 讓學生透過色彩、形狀和媒介 表達情感和個人風格	藝術史史料 美學、參考 圖、簡報	基本文具、 速寫本
<b>復活節假期 (27/3-5/4)</b>					
20-2 1	4 堂 6/4-23/4	平面拼貼：自 畫像	同上 構圖及著色	參考圖、彈性的 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
22-2 4	6 堂 24/4-18/5	考試：繪畫	1. 與自然為題的作品 2. 善用構圖及着色手法 3. 讓學生在指定時間內完成指定之 作品	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
Opti onal 25-2 6	21/5-1/6	評賞 藝術欣賞	1. 播放影片 2. 了解藝術家的創作動機和意義 3. 認識藝術品的特色和風格	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—聖誕假期後交。

## 中二

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  平面設計 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 20/9-1 1/10	心意卡設計 + 書簽設計比 賽	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. 更靈活運用設計工具 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	膠版畫	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	中國畫 梅蘭菊竹	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 7/12-1 8/12	藝術評論** 聖誕假期 (21/12-1/1)	藝術評論：聖誕假後交評論(250-300 字) 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>					
15-1 6	4 堂 28/2- 15/3	手的素描	手是繪畫人物造型時不可或缺的部分，而且變化多端，亦具親切感	白畫紙、簡 報、解說之圖 片	基本文具、速寫本、 素描筆
<b>農曆新年假期 (13/2-24/2)</b>					
17-1 9	6 堂 28/2-2 3/3	校園戶外寫生 排線/明暗立 體	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>					
20-2 1	4 堂 6/4-23 /4	立體著色	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	考試 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	評賞 藝術欣賞	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——					
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	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	6 lessons	表現主義(野獸派)繪畫	4. 表現主義作品欣賞與製作(繪畫) 感情的、內在的——經分析、簡化過渡到抽象的過程：手、腦、眼結合 5. 學習野獸派代表剪貼風格：線、色和結構關係 6. 一筆畫	powerpoint 白畫紙 廣告彩、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	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	6 lessons	超現實主義	● 介紹超現實主義 ● 抽取三張圖片 ● 仿超現實主義作一張畫作 ● 文字詮釋自己作品(100-150字)	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	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	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	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—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	5 lessons	闡述美術室守則 美術與同學未來之關係分享 door sign 設計	1.讓學生了解本科要求及學習應有態度 2.各家對藝術定義 3.了解美術室使用情況 4.選科長、組長(美術學會與戲劇學會成員) 5.講解假期功課 – DSE 課程簡介 6.了解基本設計 7.標誌設計的重要和方法	白紙、筆、筆記、powerpoint、設計參考資料、Color pencils、Markers.	基本文具
2 to 4	15 lessons	素描	1. 巴洛克藝術 2. 使用射燈構圖 3. 素描技巧 4. 完成一實驗素描	畫例、powerpoint and 筆記	基本文具、畫筆
5 to 7	15 lessons	印象派畫作臨模	1. 溫習印象派畫作及畫家 2. 仿繪一張印象派畫作 3. 完成一位印象派畫家簡介(學期末交)	畫例(印象派)、powerpoint and 筆記	基本文具、畫筆、搜集資料作報告
8 to 10	15 lessons	人像	<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	5 lessons	Art for art's sake	1. 藝術史脈絡 2. 文藝復興歷史 3. 思考藝術目的 4. 預備考試	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	Mind map	1. 重新思考藝術的目的 2. 尋找所感興趣的題材 3. 製作 mind map	參考筆記、powerpoint、作品	基本文具, 搜集資料作報告
15 to 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 3. 完成一張政治漫畫版畫	畫例(新古典主義)、powerpoint、筆記、膠版、雕刻刀	基本文具、畫筆、
18 to 20 (8/3-26/3)	15 lessons	Conceptual Art	1. 介紹 Conceptual Art 2. 製作一 Conceptual Art	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	<b>攝影 fotomo</b>	1. 了解香港地區特色 2. 學習基本攝影技巧 3. 完成 fotomo	powerpoint、 參考圖	相機
25 to 26 (21/5-4/6)	10 lessons	<b>Portfolio and art appreciation</b>	1. 思考 portfolio 的主題 2. 開始做第一件作品	<b>參考筆記</b>	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 美術與同學未來之關係 呈交假期功課 分析會考作品 請同學分享自己作品 溫習以往學過的畫派</p>	<p>讓學生了解本科要求及學習應有態度 了解美術室使用情況 1. 評論呈交假期功課 2. 通過 slide-show 與同學分析會考情況 3. 溫習以往所學的畫派、畫家特色、取其相近處助同學鞏固畫技與信心 *基於同學水平稍弱，如往年般設午間畫室開放時間，包括靜物及人物素描練習。 4. 美術史、中國藝術 ● 寫實主義 – courbet,millet ● 印象派 – monet,van gogh, impressionism ● 表現主義 – munch, Kandinsky ● 抽象主義 – matisse,mondrian, kandinsky ● 超現實 – Chagall,Dali ● Futurism, Pop Art, Installation, photography, Media Art, photorealism, Comics. ● Chinese Contemporary Art and Trend</p>	<p>白紙 筆 Slides、 筆記 powerpoint</p>	<p>作品、 筆記簿、 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、 筆記 Powerpoint、 DVD</p>	<p>作品、 筆記簿、 文具</p>

		<p>中五作品集製作 小習作內容： Chinese painting computer aided sculpture water color 排版 local art photography/installation stop motion ceramics art appreciation exercise</p>		<p>參考圖例、 二開畫紙、 書、海報 VCD,Video</p>	<p>搜集資料簿、 畫具</p>
<p>1 月參觀/exam.參觀創意學生展</p>					

**個人 portfolio**

	<b>展覽</b>	Joint School Exhibition (July)	
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**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 美術與同學未來之關係 呈交假期功課 分析會考作品 請同學分享自己作品 溫習以往學過的畫派</p>	<p>讓學生了解本科要求及學習應有態度 了解美術室使用情況 1. 評論呈交假期功課 2. 通過 slide-show 與同學分析會考情況 3. 溫習以往所學的畫派、畫家特色、取其相近處助同學鞏固畫技與信心 *基於同學水平稍弱，如往年般設午間畫室開放時間，包括植物及人物素描練習。 1. 美術史 / 史前 ● Pre-historical, ● Egypt, Greek Art, Roman Art, ● Renaissance, Baroque, Rococo ● Chinese Art and Antique Art</p>	<p>白紙 筆 Slides、 筆記 powerpoint</p>	<p>作品、 筆記簿、 文具</p>
3-12		中六習作內容	<p>中六作品集製作 小習作內容： logo design portfolio layout computer aided sculptures photography / stop motion</p>	<p>參考圖例、 二開畫紙、 書、海報 VCD, Video</p>	<p>搜集資料簿、 畫具</p>
<p align="center">1 月參觀參觀創意學生展 Mock 前加 兩次 Pre-Mocks，令學生習慣限時考試守則。 二月後 study leave、mock 前畢業展 – everyone has his own board</p>					
<p><b>個人 portfolio 面試和 Pre-mock Examination</b></p>					
14-16		畢業展、考試	<p>年中一次測驗，並一次模擬考試 二月後 study leave、mock 前畢業展 * 評論同學作品，提醒同學考試注意事項。</p>	<p>題目、展板</p>	<p>物料自備</p>

# **Music Programme Plan 2018-2019**

## **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, contests and overseas tours.
3. to develop a sense of creativity in music making and composition.
4. to integrate music learning with information technology e.g. music notation freeware

## **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 music notation freeware 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.

## V. Budget(Proposed)

1. Piano Tuning	\$3,000
2. Laser Discs	\$1,000
3. Music Score (Orchestras)	\$9,000
4. Orchestra Conductors	\$601,000
5. Transportation for HK Music Festival	\$23,000
6. Entry fees for HK Music Festival	\$27,000
7. Repair Orchestra Instruments	\$10,000
8. Purchase New Instruments	\$100,000
9. Library Books/DVD/CD	\$1,000
10. Workshops & Exchange	\$18,000
Total	\$793,000

## VI. Evaluation

1. Number of students participate in instrumental classes
2. Singing/Instrumental playing assessed in practical examination.
3. Assessment of musical knowledge in concert reports and written examination.
4. Annual Interclass Hymn Singing Contest
5. Annual Christmas and Assembly 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 2018



# Physical Education and Sports Programme Plan 2018-2019

## 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

1. The indoor facilities are limited when there is an inclement weather condition. It is worsen when there is other exhibitions in 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.
- 4 Only two lanes were allocated for swimming lessons and it's difficult to have effective and safe teaching as there are 35 boys at most each session.

### 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.

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, especially in the track and field.

## **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 toughness 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.

### **Lessons Allocation**

PONG	S1/6 S2/6 S5/6 DSE S5/6	<b>24</b>
LAW	S1/6 S2/6 S3/6 S4/2 S6/6	<b>26</b>
TANG	S3/6 S4/4 S6/4 DSE S4/5 DSE S6/6	<b>25</b>
LEE	S1/6 S2/6 S3/6 S4/6 S5/6 S6/2	<b>32</b>

## **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, Annual Athletics Meet and Cross Country Day 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.

### **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, TTC:**

**Tang Wai Chung**

**Secretary:**

**Lee Man Kit**

### Sports Team managers

Athletics:	Mr. H.L. LAW	Mr. W.C. TANG	Mr. K.K. LEE
Badminton:	Mr. H.L. LAW		
Basketball:	Mr. H.L. LAW		
Beach Volleyball:	Mr. W.C. TANG		
Bowling:	Mr. W.C. TANG		
Cheering:	Mr. H.L. LAW	Mr. Y.W. PONG	
Cross-country:	Mr. W.C. TANG	Mr. K. K. LEE	
Fencing:	Mr. H.L. LAW	Mr. M. K. LEE	
Football:	Mr. H.L. LAW	Mr. M. K. LEE	
Gymnastics:	Mr. H.L. LAW		
Handball:	Mr. Y.W. PONG		
Indoor Rowing:	Mr. H.L. LAW	Mr. M. K. LEE	
<b>Life Saving:</b>	<b>Mr. T.Y. Mak</b>	<b>Mr. Y.W. PONG</b>	<b>Ms. SYW. WONG</b>
Rugby Seven:	Mr. H.L. LAW	Mr. M. K. LEE	
Squash:	Mr. M.K. LEE		
<b>Swimming:</b>	<b>Mr. T.Y. Mak</b>	<b>Mr. Y.W. PONG</b>	<b>Ms. SYW. WONG</b>
Table Tennis:	Mr. H.L. LAW		
Tennis:	Mr. M. K. LEE		
Volleyball:	Mr. W.C. TANG		

**PE (DSE) Learning Diversity Grant  
(2018 - 2019)**

- 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: Ng Wah Catholic Secondary School	(F4 host)
Cheung Sha Wan Catholic Secondary School	(F5 host)
Ying Wa College	(F6 host)

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	Practicals
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	Enriched program
Organizing friendly matches with network schools or universities	Friendly Matches	Practical and sport management
Social Services	Service	Sports management
Talks on Sports gifted program from Universities	Talk	History and Development

**英華書院**  
**二零一八至二零一九年度**  
**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。	(i) 晨更：《聖經》經卷進深研讀小組 (ii) 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 (iii) BibleLand：同學小組進深討論、分享 (iv) 個人談道：個別傾談、分享

## Major Concern 1: Purposeful Learning

Targets	Strategies
1.1 Developing Ownership in Learning	<p><u>Learners' ownership and learning effectiveness</u></p> <p>更新課程，配合學生程度：</p> <p>中一 以舊約聖經人物為中心介紹</p> <p>中二 以新約聖經人物為中心介紹</p> <p>中三 以新約聖經經文釋義為主，及倫理學初探</p> <p>中四 以新約聖經經文釋義為主，及倫理學初探</p> <p>中五 以舊約聖經經文釋義為主，及倫理學初探</p> <p>中學文憑試 中四倫理及宗教科 進深討論聖經經文釋義及倫理學</p> <p>課外延伸活動：</p> <ul style="list-style-type: none"> <li>- 晨更：《聖經》經卷進深研讀小組</li> <li>- 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</li> <li>- BibleLand：同學小組進深討論、分享</li> <li>- 個人談道：個別傾談、分享</li> </ul>
1.2 Fostering Effective Learning	

### (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 2018-19 年度，課堂採用教科書：

中一：《聖經伴我行》第一冊，香港：宗教教育中心，2009。

中二：《聖經伴我行》第二冊，香港：宗教教育中心，2009。

中三至中六，校本課程，參考香港教育局，香港課程發展議會編訂：《倫理及宗教科：支援教材》

### (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：

1. 鼓勵學生探索聖經所啟示的宗教信仰
2. 讓學生認識宗教信仰與他們身處的境況的適切性
3. 讓學生學習探索倫理及社會問題的正确技能
4. 讓學生明白聖經所啟示的宗教信仰是基督信仰的基礎



## 二、課程內容

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
2. 基督信仰
(i) 象徵—十架、聖像、聖畫
(ii) 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
(3) 始創人—耶穌基督
(i) 生平—降生、孩童、工作、死亡、復活、升天等
(ii) 教訓—比喻、登山寶訓/山中聖訓、講道
(4) 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
(ii) 使/宗徒的工作教導—保羅/保祿、彼得/伯多祿和約翰/若望等
(5) 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
(ii) 教會在中國和香港的發展
(6) 崇拜/禮儀—聖餐禮/感恩祭、洗禮、婚禮、禱告、團契/善會等
(7) 信仰和教義
(i) 基督的教訓
(ii) 聖經神學—神、救贖、約、生命、罪、苦難等
(8) 社會服務—教育、醫療、賑濟災民、社會工作等
(9) 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
(ii) 社會及世界—貧富不均、環保、傳媒、愛國等

## 本年度綜合教學計劃

### 倫理及宗教科 2018-19 教學進度表 中一

循環周	課文內容	工作紙
1	單元一 1 亞伯拉罕：憑著信心 跨越困難	頁 4
2	單元一 1 亞伯拉罕：憑著信心 跨越困難	頁 5
3	單元二 2 雅各：摒棄狡詐 真誠待人	頁 6
4	單元二 2 雅各：摒棄狡詐 真誠待人	頁 7
5	單元三 3 約瑟：信靠上帝 看禍為福	頁 8
6	單元三 3 約瑟：信靠上帝 看禍為福	頁 9
7	個人短文	
8	個人短文	
9	單元二 4 摩西：突破自己 活得豐盛	頁 10
10	單元二 4 摩西：突破自己 活得豐盛	頁 11
11	單元二 5 參孫：過分自恃 招致失敗	頁 12
12	2-17/1 Mid-year Examinations (S1-S5)	
13		
14	單元二 5 參孫：過分自恃 招致失敗	頁 13
15	單元二 6 路得：善待家人 關懷體諒	頁 14
16	單元二 6 路得：善待家人 關懷體諒	頁 15
17	單元三 7 大衛：克己自制 遷善改過	頁 16
18	單元三 8 所羅門：祈求智慧 明辨是非	頁 17
19	單元三 8 所羅門：祈求智慧 明辨是非	頁 18
20	單元三 9 以利亞：走出絕望 重新振作	頁 19
21	個人短文	
22	個人短文	
23	單元三 9 以利亞：走出絕望 重新振作	頁 20
24	單元四 10 但以理：持守信仰 堅持立場	頁 21
25	單元四 10 但以理：持守信仰 堅持立場	頁 22
26	單元四 11 以斯帖：把握機會 貢獻社群	頁 23
	下學期考試 (RE: 工作紙頁, 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  
中二

循環周	課文內容	工作紙
1	單元一 1 耶穌降生：謙卑降生 俯就世人	頁 4
2	單元一 1 耶穌降生：謙卑降生 俯就世人	頁 5
3	單元一 2 傳道前的準備：作好準備 實踐使命	頁 6
4	單元一 2 傳道前的準備：作好準備 實踐使命	頁 7
5	單元二 3 登山寶訓：卸下思慮 常愛恕	頁 8
6	單元二 3 登山寶訓：卸下思慮 常愛恕	頁 9
7	個人短文	
8	個人短文	
9	單元二 4 好撒馬利亞人：放下偏見 幫助別人	10
10	單元二 4 好撒馬利亞人：放下偏見 幫助別人	11
11	單元二 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	12
12	單元二 5 不饒恕人的惡僕：饒恕別人 快樂釋懷	13
13	2-17/1 Mid-year Examinations (S1-S5)	
14		
14	單元二 6 三個僕人：善用才幹 服事他人	14
15	單元二 6 三個僕人：善用才幹 服事他人	15
16	單元二 7 五餅二魚：樂意分享 造福他人	16
17	單元二 7 五餅二魚：樂意分享 造福他人	17
18	單元二 8 趕鬼入豬群：解除捆綁 重獲自由	18
19	單元二 8 趕鬼入豬群：解除捆綁 重獲自由	19
20	單元二 9 醫好生來失明的人：開放心靈 改變生命	20
21	個人短文	
22	個人短文	
23	單元二 9 醫好生來失明的人：開放心靈 改變生命	21
24	單元二 10 耶穌處世之道：關心弱勢 秉行公義	22
25	單元二 10 耶穌處世之道：關心弱勢 秉行公義	23
26	單元三 11 受難的基督：犧牲受苦 給人生命	24
	下學期考試 (RE: 工作紙頁, 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	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
2	上帝國來臨的情形及徵兆 教節 1：預言聖殿被毀	工作紙三：不良宗教組織的特徵
3	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
4	教節 2：沒有人知道那日子	工作紙三：面對沙士時 工作紙四：遠行主人的比喻
5	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
6	末世的比喻 教節 1-2：末世的比喻	工作紙四：綿羊與山羊比較 工作紙五：小幫助、平凡人
7	DSE 題目探討	個人短文
8	DSE 題目探討	個人短文
9	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
10	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
11	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
12	倫理及宗教科不設考試 工作紙 50%，個人短文 30%，課堂表現 20% 總分 100 分	

中三下學期 2018-19

循環周	課程內容	工作紙
1	規範倫理學〈道德的本質〉：道德推理法律與道德	引入活動：用法律制裁移情別戀？ 工作紙（一）：令人費解的法例
2	法律與道德	個案（一）：法外情 個案（二）：迪克塔蒂維爾城市廣場
3	功利主義的原則 快樂有等級嗎？	引入活動：後果，如何計？ 工作紙（一）快樂分高下
4	行為功利主義的理論	個案（一）：用謊言將壞人繩之於法，道德嗎？
5	規條功利主義的理論	個案（二）：圓桌會議論流鶯
6	個人短文	
7	個人短文	
8	功利主義的強項及弱點	個案（三）：兩個接生婆的故事
9	功利主義的強項及弱點	個案（四）：火宅的故事
10	功利主義的強項及弱點	個案（五）：治亂世用重典 個案（六）：人權無國界：寧縱毋枉
11	醫護人員與病人關係家長式	工作紙 1： 家長式醫患關係
12	醫護人員與病人關係病人為本	工作紙 2： 醫患關係病人為本
13	醫護人員與病人關係： 精神病人與精神專科醫生的保密性	工作紙 3： 精神病人與精神專科醫生的保密性
14	文化與道德	個案（三）為母埋兒 個案（四）：楸山節考 個案（五）：新界女原居民繼承權
15	文化與道德	個案（五）：新界女原居民繼承權
	倫理及宗教科不設考試 工作紙 50%，個人短文 30%，課堂表現 20% 總分 100 分	

## 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。

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夠：

- (a) 對一些倫理學的理论有基本理解；
- (b) 運用各種倫理理論作判斷，分析個及社會的倫理議題；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，基本地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 2018-19 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 2018-19 教學進度表

中四

循環周	教學內容	工作紙
1	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
2	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
3	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
4	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
5	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
6	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
7	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
8	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：猶太君王與受苦君王 工作紙三：心靈拯救對猶太人的影響
9	耶穌對自身的理解 教節 1：人子（上）	工作紙一：稱號的意義 工作紙二：耶穌自身理解智能卡 工作紙三：赦罪與安息日的主 工作紙四：耶穌施行人子權柄的目的
10	耶穌對自身的理解 教節 1：人子（下）	工作紙一：自稱人子的原因 工作紙二：人子的受苦

下學期

循環周	課程內容	工作紙
1	規範倫理學〈道德的本質〉：道德推理 法律與道德	引入活動：用法律制裁移情別戀？ 工作紙（一）：令人費解的法例 個案（一）：法外情 個案（二）：迪克塔蒂維爾城市廣場
2	文化與道德	個案（三）為母埋兒 個案（四）：檣山節考 個案（五）：新界女原居民繼承權
3	道德推理 論證謬誤	工作紙（二）：請推理一下 工作紙（三）：這樣的道德論證，有效嗎？
4	功利主義的原則 快樂有等級嗎？	引入活動：後果，如何計？ 工作紙（一）快樂分高下



5	行為功利主義的理論 規條功利主義的理論	個案（一）：用謊言將壞人繩之於法，道德嗎？ 個案（二）：圓桌會議論流鶯
6	功利主義的強項及弱點	個案（三）：兩個接生婆的故事 個案（四）：火宅的故事
7	功利主義的強項及弱點	個案（五）：治亂世用重典 個案（六）：人權無國界：寧縱毋枉
8	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
9	義務論的原則	個案（一）：這樣做，是否合乎人性？
10	康德義務論中兩個判斷道德原則的公式  不同義務的衝突  康德義務論的強項及弱點	個案（二）：立心借錢不還，道德嗎？ 個案（三）：獨善其身，道德嗎？ 個案（六）：妓女喇合與以色列探子的故事 個案（七）：但以理在獅子坑
11	道德與宗教 道德與宗教——互不相干、互相 矛盾	引入活動：道德實踐難題 個案（一）：天主教會反對避孕 個案（三）：基督宗教與消費主義
12	道德與宗教——互相補足	個案（五）：我有一個夢——馬丁·路德·金 個案（六）：地獄信仰 現代人還相信地獄嗎？ 個案（十）：加爾各答的天使——德蘭修女
13	價值理論	引入活動：喝咖啡的好處 個案（一）：是工具價值，還是內在價值？ 個案（二）：香港的核心價值
14	美德理論與素質	引入活動：地上拾到鈔票；捐錢賑災 工作紙（一）：專業的美德 工作紙（二）：合乎中道 工作紙（四）：七宗罪
15	美德理論的判斷方法	個案（一）：日常生活中的美德理論思考 個案一：祖父的偏見 個案二：音樂劇選角 個案三：家貓病重
16	美德理論、功利主義與義務論的 比較	個案（二）：何先生的眼角膜
	上學期考試（倫理及宗教科不設考試） 工作紙 30%，課堂表現 20% 總分 50 分	

**倫理及宗教科**  
**中五**

循環周	課程內容	工作紙
1	規範倫理學〈道德的本質〉： 道德推理 法律與道德	引入活動：用法律制裁移情別戀？ 工作紙（一）：令人費解的法例 個案（一）：法外情 個案（二）：迪克塔蒂維爾城市廣場
2	文化與道德	個案（三）：為母埋兒 個案（四）：楸山節考 個案（五）：新界女原居民繼承權
3	道德推理 論證謬誤	工作紙（二）：請推理一下 工作紙（三）：這樣的道德論證，有效嗎？
4	功利主義的原則 快樂有等級嗎？	引入活動：後果，如何計？ 工作紙（一）快樂分高下
5	行為功利主義的理論 規條功利主義的理論	個案（一）：用謊言將壞人繩之於法，道德嗎？ 個案（二）：圓桌會議論流鶯
6	功利主義的強項及弱點	個案（三）：兩個接生婆的故事 個案（四）：火宅的故事
7	功利主義的強項及弱點	個案（五）：治亂世用重典 個案（六）：人權無國界：寧縱毋枉
8	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
9	義務論的原則 康德義務論中兩個判斷道德原則的公式	個案（一）：這樣做，是否合乎人性？ 個案（二）：立心借錢不還，道德嗎？ 個案（三）：獨善其身，道德嗎？
10	不同義務的衝突 康德義務論的強項及弱點	個案（六）：妓女喇合與以色列探子的故事 個案（七）：但以理在獅子坑

上學期考試（倫理及宗教科不設考試）  
工作紙 30%，課堂表現 20% 總分 50 分

**下學期**

循環周	課程內容	工作紙
1	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
2	教節 2：西乃山之約	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

3	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
4	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
5	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
6	教節 2：亞伯拉罕之約（下）	工作紙一：立約記號的轉化與更新
7	教節 3：西乃之約（上）	工作紙一：西乃之約 工作紙二：律法之最
8	教節 4：西乃之約（下）	工作紙一：律法有多重要 工作紙二：律法與猶太人 工作紙三：香港人的規範
9	教節 5：大衛之約（上）	工作紙一：以色列君王制前傳 工作紙二：大衛之約 工作紙三：大衛之約對後世的響
10	大衛之約（下）	工作紙一：民族的盼望 工作紙二：國家藍圖 工作紙三：香港藍圖
11	希臘統治對猶太人的影響	工作紙一：統治計劃建議 工作紙二：壓迫統治分析 工作紙三：壓迫統治回應
12	馬加比獨立戰爭	工作紙一：壓迫和反抗 工作紙二：戰前勢力分析 工作紙三：評論戰爭影響
13	羅馬帝國的統治	工作紙一：羅馬人的文化及對猶太人的管治模式 工作紙二：猶太社會階層對羅馬管治反應
14	主權傳移	工作紙一：誰掌主權？ 工作紙二：上帝的救贖計劃 工作紙三：生命的轉變
15	與主契合	工作紙一：見證改變 工作紙二：與主契合 工作紙三：另眼看人生
16	因信稱義	工作紙一：福音大能 工作紙二：因信稱義
下學期（倫理及宗教科不設考試） 工作紙 30%，課堂表現 20% 總分 50 分		

中學文憑試倫理及宗教科

中四上學期 宗教	中四 下學期 倫理學	
耶穌的事工 傳道事工/傳教事業 神蹟/奇蹟 受難 耶穌的教訓 上帝對人的要求	單元一：規範倫理學  道德的本質 •道德原則 •道德推理 •多元主義  道德的本質 •道德與宗教	行為理論 •後果 •義務  價值與美德理論 •德性論、價值理論與美德理論 •內在價值與工具價值 •優次與衝突

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%

中學文憑試倫理及宗教科

中四評估：測驗 50% 考試 50%

2018-2019 各同工任教倫理及宗教教育科教節數目

倫理及宗教教育科

	總堂數	中一	中二	中三	中四	中五
李詠儀	19	1 堂 x1 班		1 堂 x6 班	1 堂 x6 班	1 堂 x6 班
周若蘭	8	1 堂 x5 班	1 堂 x3 班			
陳滿堅	2		1 堂 x2 班			

中學文憑試倫理及宗教科

	總堂數	中四
李詠儀	5	5 堂 x1 班

財政預算

Ying Wa College

Proposed Budget 2018-19

Division: E & ER and E & RS (DSE)

Particulars	Extra-curricular activities, prizes and sports	Library books, newspapers, magazines and teachers' textbooks, maps, etc	Travelling and transportation	Total Amount (HK\$)	Approved Budget (HK\$)
Library Books		1,000		1,000	1,000.00
Teaching Aids		3,000		3,000	3,000.00
Textbook for Teacher		3,000		3,000	3,000.00
Gifts for Elderly Home visit	500			500	500.00
Elderly Home visit			1,000	1,000	1,000.00
				-	-
<b>Total</b>	<b>500</b>	<b>7,000</b>	<b>1,000</b>	<b>8,500</b>	<b>8,500</b>

Prepared By:

Lee Wing Yi

Date:

25-4-2018

Approved By:

Cheng Kwun Kit, Allan

Date:

(Principal)

李詠儀老師  
英華書院  
倫理及宗教教育科科主任

英華書院  
二零一八至二零一九年度  
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

2018-2019 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. 社會各界積極推廣 STEM 的普及教，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 2018-2019 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. 從無人駕駛飛機及平衡車發展史中，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. 掛飾設計
  - ii. 無人機專題習作及滑翔機模型設計
  - iii. 紙品模型設計
  
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. 鋁衣物掛鉤設計習作
  - iii. 激光切割設計習作

iv. 電動平衡車或無人駕駛飛機 Drone 和 電路製作 LittleBits 土壤酸鹼度測試器

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

深化「設計過程」的應用-設計「Buzz Wire Game 設計」

- i. 電子零件及電線焊接法
- ii. 電子學及集成電路

1. 加強認識不同材料特性及其連接方法金屬、木材、塑膠

2. 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。本年度將繼續合作學科有數學科、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。

### 【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.	消耗性材料、電腦軟件、圖書、教具或教材	\$ 40,000.
2.	添置設備、維修或增補工具	\$ 30,000.
3.	設備維修保養	\$ 10,000.
4.	比賽訓練	\$ 10,000.
5.	比賽、參觀、活動	\$ 10,000.
6.	STEM 海外交流活動	\$ 20,000.
	總計：	\$ 120,000.

### 【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
蔡迪坤	1ACE	2ACDEF	3ACE	25

林錫忠	1ABCDEF	2ABDEF	3B	25
麥泰元		2BC	3DF	10
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：林錫忠老師      中二：麥泰元老師      中三：蔡迪坤老師

**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

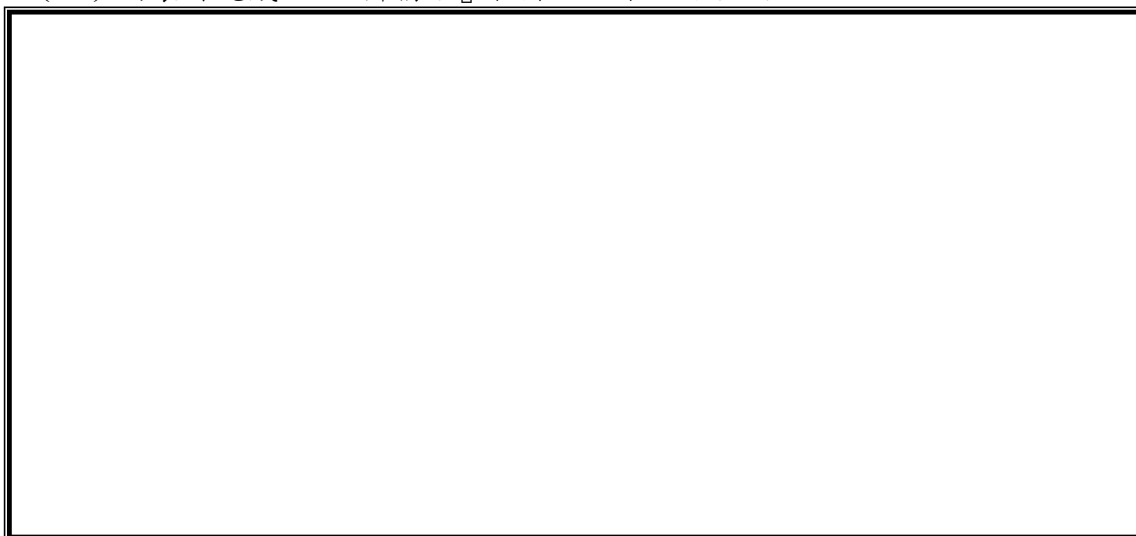
評分項目		滿分	得分
設計過程	<b>設計方案</b> （必須使用方格紙或A4紙，圖文並茂作答並塗上木顏色。）	5	
	1. 傳意技巧（包括封面設計，可使用電腦。）		
	2. 資料搜集及問題分析	10	
	3. 創作多種不同的設計意念及創意	10	
	4. 適當選取最後設計定案	5	
	5. 標註尺寸的工作圖 例子： 	10	
6. 模型製作	10		
實習製作	<b>製作習作</b>		
	7. 安裝鑽咀	5	
	8. 手藝	35	
	9. 測試、評估及改良	10	
總分		100	

（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』相片貼於下面方格內



(三) 製作反思

(a) 描述設計及製作上遇到的困難：

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(b) 描述解決困難的方法或策略

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(四) 改良：你認為可以怎樣改良設計？

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

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家長簽署：\_\_\_\_\_

附錄 (二)

得分	繪圖習作評分準則
10	完全準確無誤，完成所有題目。線條、尺寸標示完全正確
9	線條結實，色澤均勻，尺寸準確。線條接合位圓滑。圖形分配平均，保持圖紙清潔。文字格式，字體正確。全圖少於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)**

**2018-2019**

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

**2018-2021**

**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**

**2018-2019**

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

**2018-2019**

**Ying Wa College**  
**Plan on Using Capacity Enhancement Grant**  
**2018–2019**

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>	1/9/2018 – 31/8/2019	Monthly Salary (MPS pt. 18 & MPF: \$34,930x1.05x12) = <b>\$440,118</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>	1/9/2018 – 31/8/2019	Monthly Salary (MPS pt. 19 & MPF: \$36,665x1.05x12) = <b>\$461,979</b>			Panel Chairperson of English
					<b>Total: \$902,097</b>			

Expected amount of Capacity Enhancement Grant to be received in 2018–2019: 1142 x \$677 = \$773,134

Top-up fund from **non-Government Fund**: **\$902,097** – \$773,134 = \$128,963

**YING WA COLLEGE**

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2018/19 to 2020/21 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
					2018-19	2019-20	2020-21		
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 (2018/19 – 2020/21 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
					18/19	19/20	20/21		
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 2018-2019

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

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
HKDSE PE – Training / Enhancement Class	\$20,000.00	25	Students will receive intensive training in physical fitness and skills.
HKDSE PE – Seminars / Workshop	\$10,000.00	30	Students will broaden their knowledge in sports and physical fitness.
HKDSE PE – Local/overseas Training or Competition Camp	\$30,000.00	20	Students will receive intensive training and take part in sports competitions in order to improve their performance standard.
HKDSE PE – Activity Venue Fee	\$5,000.00	30	Venues for different sports activities will be available for preparation of HKDSE- PE.
HKDSE PE – Tutorials	\$10,000.00	20	Students will broaden their knowledge and examination skills in HKDSE–PE.
HKDSE PE – Reference Materials	\$5,000.00	30	Students will receive reference materials for the preparation of HKDSE–PE.
Sub-total:	\$80,000.00		Students will be well prepared for the HKDSE – PE Examination.

#### Other Programmes – Gifted Programmes

Items	Expenditure	Expected No. of Students Involved	Expected Outcome
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	10	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	10	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	\$6,200.00	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	20	Students will improve their Physics knowledge. Participation and achievement in IGCSE are expected.
Sub-total:	\$47,900.00		

**Total expenditure (DLG): \$127,900**

**School-based After-school Learning and Support Programmes 2018/19 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 20 (including A. 1 CSSA recipients, B. 12 SFAS full-grant recipients and C. 7 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/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	9/2018-6/2019		1		5000	-
Sports	Basic skills in sports activities	Performance in training course and school team	Observations by coaches	8/2018-6/2019	1	7	4	10000	-
Leadership training	Goal setting, Leadership training	Strong team spirit & will to succeed	Questionnaire	9/2018-10/2018		2	2	5000	-
Language training	To expose students to foreign languages	Performance in class	Test by Instructors	11/2018-5/2019		1		2000	-
Tutorial Service	To support students' academic development	Performance in class and examinations	Test by tutors	9/2018-6/2019		1	1	9000	-
<b>Total no. of activities: <u>5</u></b>					<sup>@</sup> <b>No. of man-times</b>	1	12	7	
					<sup>**</sup> <b>Total no. of man-times</b>	20			

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).